

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	Bachelor of Arts (Hons) in Marketing

Independent Panel Members

Name	Role on Panel	Affiliation
Prof. Paul Stynes	Chair	Dean of School of Computing, National College of Ireland
Dr Deirdre Nuttall	Report Writer	Adverbage Ltd.
Dr Carol Moran	Academic Subject Matter Expert	Lecturer in Economics and Marketing, Atlantic Technological University
Dr. Xiaoning Liang	Academic Subject Matter Expert	Assistant Professor, Trinity Business School
Pat Spillane	Industry Expert	Suntory Food and Beverage
Liz O'Connell	Student Representative	National College of Ireland

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

Part 1. Introduction

The purpose of this review report is to evaluate the Bachelor of Arts (Honours) in Marketing programme for revalidation against the QQI validation criterion. The programme is at level 8 on the National Framework of Qualifications (NFQ).

The evaluation examines in detail the programme review process and the evaluation of the programme proposed for revalidation against QQI validation criteria.

The programme review process is examined under the following criteria, context and terms of reference for the programme review, provider information and programme context, baseline qualitative and quantitative information, evaluation of the programme by stakeholders, programme quality assurance, summary analysis of the programme and revision of the programme.

For the evaluation of the programme proposed for revalidation, the QQI validation criteria that the programme is examined under are the provider's eligibility to apply for validation, programme objectives and outcomes are clear and consistent with QQI awards sought, programme concept, implementation strategy and interpretation of QQI award standards are well informed and soundly based, access transfer and progression arrangements are satisfactory, written curriculum is well-structured and fit for purpose, there are sufficient qualified and capable programme staff available to implement the programme as planned, there are sufficient physical resources available to implement the programme as planned, the learning environment is consistent with the needs of the programme learners, there are sound learning and teaching strategies, there are sound assessment strategies, learners enrolled on the programme are well informed and cared for, and the programme is well managed.

The Bachelor of Arts (Hons) in Marketing demonstrates knowledge, skills, and competence that are essential in today's work environment in areas including core subjects such as Marketing and Business, and in electives such as General Marketing, Digital Marketing and Events.

This review and overall recommendations are presented to Quality and Qualifications Ireland (QQI) as part of the College's proposal for the re-validation of the programme for a further five-year period, commencing in September 2024.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Agenda and Terms of Reference	Agenda, Programme for Review and Revalidation
2.	Key documents	<ul style="list-style-type: none"> • Programme Document • Module Assessment Document • Programme Document • Assessment Document • Programme Team CVs • Programme Handbook
3.	Support Documents	<ul style="list-style-type: none"> • Attendance Data • Board of Studies • Certificate of Validation • Enrolment, Progression, and Graduate Data • Exam Papers • Indicative Timetables • External Examiner Report • Business and Marketing Industry Advisory Board • Industry Advisory Board • Learner Feedback Documents • Programme Team Meetings
4.	Governance Information	<ul style="list-style-type: none"> • DBS Deed of Guarantee • Fee Cover Note • PEL Refund Arrangements • Terms of Reference for Programme review • DBS Cover letter
5.	Legacy Documents	<ul style="list-style-type: none"> • Programme Review 2019

2.2 Provider's Representatives Met

	Person	Role / Job Title
•	Lori Johnson	Academic Dean
•	Rita Day	Academic Director
•	Declan Scully	Assistant Academic Director
•	Nicholas Kelly	Faculty Manager
•	Shane Mooney	Head of Student Experience
•	Grant Goodwin	Assistant Registrar
•	Amy Hayes	Programmes Manager, DBS note-taker
•	Sarah Sharkey	Student Engagement Officer
•	Trevor Haugh	Head of Academic Information and Resource Centre/ Library
•	Francesca Knight	Head of Academic Operations
•	Seamus Coogan	Content Production and Relationship Manager
•	Tanya Balfé	Admissions Manager
•	Amy Cannon	Lecturer
•	Brenda Muldowney	Lecturer

•	Stephen Kearney	Lecturer
•	Sharon Sheehan	Lecturer
•	Derek Reynolds	Lecturer
•	Heikki Laiho	Lecturer
•	Darina Reilly	Lecturer
•	Barnaby Taylor	Lecturer
•	Ieva Masevic	Lecturer
•	John Noble	Lecturer
•	Michelle O'Connor	Lecturer
•	Keelin Lee	Lecturer
•	Andrew Browne	Lecturer
•	Jacklyn Tully	Lecturer
•	Emma Olohan	Lecturer
•	Tim Bicknell	DBS President

2.3 Description of Evaluation Process

The programme review process for the Bachelor of Arts (Honours) in Marketing was examined virtually with representatives of Dublin Business School (DBS), on May 25th, 2024. Before this meeting, the panel members individually and carefully reviewed all the materials relating to the Bachelor of Arts (Hons) in Marketing provided to them by DBS. Each panel member completed an initial feedback form and provided comments on the Programme Review Report, Programme Validation Document and Supporting Documents. This included the programme's adherence to the 12 validation criteria, the overall impression of the programme, and specific questions/clarifications to be raised with the provider, DBS. The Panel members compiled a list of queries and comments regarding areas for discussion, potential weaknesses, and areas for improvement. These comments were compiled by the panel chair. The document was shared with the panel and tabled for discussion during the online programme review.

The online programme review meeting was facilitated by the Assistant Registrar. The review process involved all representatives from DBS in the person of President, Academic Dean, Academic Director, Assistant Academic Director, Faculty Manager, Head of Student Experience, Head of Teaching Delivery and Content Production, Assistant Registrar, Programmes Manager, DBS note-taker, administrators, lecturing staff, students, and former students.

The discussion centred around the programme review document and programme validation document and included the following:

- Stakeholder engagement with industry, professional bodies, and external examiners.
- Assessment.
- Curriculum.
- Capability of staff/Blended online delivery.
- Policies and procedures.
- The learning environment (tools to engage learners in an online environment; how to handle students who do not engage and how to handle withdrawals)
- Learners enrolled on the programme are well-informed and cared for, in particular with respect to handling student issues.
- The programme is well-managed and there is a workload balance for students.

- Learning and Teaching Strategies with a focus on large language models/Generative AI/ChatGPT.

Following this series of meetings with representatives of DBS, the panel met in private to discuss and formulate its group of recommendations. These were then presented verbally to DBS in the final session of the day, together. The Panel found that the representatives of DBS were receptive to suggestions for improvement and potential (minor) changes to the programme as expounded by them.

The Panel is satisfied to recommend to QQI that the Bachelor of Arts (Hons) in Marketing meets the QQI evaluation criterion for the revalidation of the programme. In addition, the panel has also identified several recommendations for DBS as a matter of ongoing enhancement.

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 objectives and approach to programme review are clearly outlined, with a need to conform to QQI policies published since the last validation. Details of proposed programme changes and the rationale for same were provided.

The Bachelor of Arts (Hons) in Marketing (NFQ Level 8, 180 ICTS) has been offered by Dublin Business School for many years. The programme is offered to both full- and part-time learners, with a significant cohort of international students, and a substantial number of mature students who are in employment.

The programme is now due for revalidation, in the context of rapid, dramatic technological and social change. Administrators and lecturing staff must now deliver the programme amid significant challenges and opportunities posted and offered by modern technologies, including AI, at a time of remarkable social and cultural shifts which were already under way pre-Covid, and have been hastened by the sociological and psychological impacts of the pandemic. Further rapid cultural and educational and work-related shifts and changes are anticipated for the years ahead.

The Academic Team is highly cognizant of these issues and seeks to revalidate the programme in such a way that it will be able to continue to adapt to these ongoing shifts and changes in the educational environment over the coming years.

Feedback from students and lecturers indicates the need to incorporate new modules in response to the aforementioned changes, and also to place a keener emphasis on marketing *per se*, while at the same time providing the foundational courses in topics such as general business and economics that marketing students need to develop.

Therefore, the main programme changes under consideration are as follows:

- It is proposed to provide three streams in total: General Marketing Stream/Digital Marketing Stream/Events Marketing Stream.
- The number of modules offered is proposed to increase from 20 to 28.

- The introduction of semesterisation (year 2 and year 3FT/ Year 3 and 4 PT).
- An adaptation of assessment to incorporate more varied, authentic, and balanced forms of assessment.

The Panel has noted that the programme does address the explicit learning needs of target learners and society. It aims to develop knowledge and understanding of fundamental marketing and management theories, concepts, and methods of business, technologies, marketing research, and digital/event marketing, which are critical in today's fast-evolving market landscape. The MIPLOs reflect a comprehensive approach to providing students with the necessary skills for employment and further academic study, emphasising a balance between theoretical knowledge and practical marketing skills. The inclusion of social responsibility and sustainability-related learning goals addresses the evolving needs of society.

The Panel also notes that the programme recognises the importance of diverse marketing dimensions and addresses the dynamic landscape of the marketing field, with a focus on streams including digital marketing, general marketing, and events marketing. Changes have been influenced by both internal and external feedback, emphasising digital competencies, practical marketing skills, and strategic thinking. The teaching and learning strategy reflects a commitment to meeting the changing expectations of learners, with a shift toward semesterisation and increased module offerings to reflect the evolving landscape in marketing and enhance learner engagement.

The Panel noted that industry engagement was elaborated on by the programme team and was more detailed than what is stated in the documentation. For example, a survey was circulated to industry professionals from September 2023 to December 2023. The ten respondents included professionals with the following job titles from a number of well-known organisations including Wolfgang Digital, Hubspot, Diageo, Havas Media and Live Nation. Job titles of participants included SEO specialist, Head of Content, Marketing Operations, Marketing Project Lead.

The Panel also notes that DBS has taken into consideration feedback from learners, particularly in relation to assessment and aversion to group assessment, and have taken steps to improve this aspect. Furthermore, additional digital skills are being integrated into the curriculum to address feedback from students in industry representatives.

Recommendations:

The Panel is satisfied with the context and terms of reference for the programme review and has no specific recommendations to make.

The Panel recognises that the Bachelor of Arts (Hons) in Marketing is a keynote programme for DBS, and that the administrators and lecturing staff have significant expertise and experience in delivering the programme. Their commitment to the programme is exemplary.

Section B. Provider Information and Programme Context

Commentary:

DBS was established in 1975. Currently, programmes span a broad range of disciplines including accounting, business, film and creative media, finance, humanities and social sciences, law, marketing, and the computer sciences. Typically, DBS has over 8,000 active students every year, over half of whom are part-time evening students and the remainder full-time, day students.

Approximately three quarters of the learners at DBS are enrolled on QQI validated programmes, specifically full-time and part-time undergraduate and postgraduate programmes at NFQ Level 6 to Level 9 including Higher Certificate, Higher Diploma, BA, BA Hons, BSc Hons, Postgraduate Diploma, MA, MBA, and MSc programmes. The remaining quarter of the students take programmes that are not on the NFQ, some of which are accredited by professional bodies such as the Project Management Institute or ACCA. DBS also offers a small number of programmes that are on the UK Ofqual framework. These are awarded by Kaplan Professional Awards (<https://kaplanpa.co.uk/>). DBS also offers some English language programmes, albeit only where the learner is planning to progress to a higher education award programme. DBS has held ACELS accreditation for some years.

The DBS campus is located in Dublin city centre, with premises on Aungier Street, South Great George's Street, and Bow Lane. Facilities include lecture theatres, PC labs and tutorial rooms, a library including study rooms, study areas and PC terminals, canteen facilities and student services, including student welfare and counselling, and careers services. DBS has been flexible in adapting to the evolving needs of its learners post-Covid, through the delivery of a range of delivery options which are constantly under review. The Panel noted that its online offerings facilitated students who might struggle to find accommodation in Dublin.

DBS is a wholly-owned subsidiary of Kaplan Inc. (<https://kaplan.com/>), the education division of the Graham Holdings Company (<http://www.ghco.com/company-profile>). Kaplan is a global education company, serving more than one million learners per year in over 400 locations in 30 countries. Kaplan's programmes include higher and professional education, language instruction, test preparation and services to primary/secondary learners and schools.

DBS currently employs 411 employees (January 2023). Of these, 269 are Faculty and 142 are Administration. DBS successfully completed the re-engagement process with QQI in 2019, including gaining approval for the provision of blended learning. DBS continues to develop its range of programmes, its quality assurance systems, its teaching and learning capacity, and its learning environment to deliver high-quality learning and education to a growing number of students. To enable the College to meet this need it has also set a strategic objective of being in a position to seek Delegated Authority (DA) from QQI within the life of its current strategic plan. DBS is currently planning its route to an application for Delegated Authority.

The Bachelor of Arts (Hons) in Marketing is part of the business discipline in DBS. DBS also offers range of business-related several programmes at undergraduate and postgraduate levels, and students have the option of progressing to post-graduate study in DBS, should they so choose.

Recommendations:

The Panel is satisfied with the provider information and programme context and has no specific recommendations to make.

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 is satisfied that DBS's data provides clear information on learner eligibility, the enrolment process, levels of attrition and progression that are satisfactory, and good rationale for award classification, while the data on graduate destinations indicates both a strong demand for marketing graduates and the work-readiness of the graduates of this programme in particular.

All applicants who can demonstrate that they meet the entry requirements should be eligible to enter a programme. Thus, DBS defines an applicant as a person who meets the entry requirements and, in doing so, distinguishes applications that are speculative. These are judged to be 'enquiries' since the person has not yet demonstrated eligibility. There are various pathways onto the course, with factors such as learners' maturity and prior industry experience taken into consideration as well as their academic background.

The Panel noted that the application numbers have been consistently increasing despite a decrease in 20/21 due to the Covid pandemic, which shows the popularity of the programme in domestic, European and South American markets. The admission rate (enrolment/application) is relatively stable (around 20%-24%) from 2019 to 2023. The current certificate of validation for this programme allows a minimum intake of 15 learners in first year and a maximum intake of 450. A substantial proportion of learners is international (not from Ireland), with a significantly larger intake of female learners. The evidence suggests that demand will remain high, and that student numbers are likely to continue growing.

The Panel noted that pass rates over the years have been high relative to the national standard reported by HEA, but not as high as other institutes nationally, indicating a successful program outcome. For instance, pass rates were reported to be 93.6% in 2019/20, decreasing slightly in the subsequent years, but still comparing favourably with other business programs. Importantly, the college appears to be aware of this and the award of 1:1 grades is decreasing. The fail rate has been increased from 0.98% to 10.42% from AY 2019/20 to AY2021/22.

The Panel noted that attrition rates look reasonable. They may be a little higher than desirable, but given a very multicultural student cohort, one can expect greater than average numbers of students struggling to engage or to settle in a new environment. Approximately 4% of learners enrolled on the programme in recent years withdrew, with about 1.5% deferring exams, and a failure rate of just under 1%.

DBS provided detailed information regarding award classification. Their data indicate that 67% of respondents were in full time employment within 9 months of graduation and 23% had progressed to further education.

Recommendations:

The Panel is satisfied with the baseline qualitative and quantitative data and has no specific recommendations to make.

Programme Delivery and Teaching and 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:

DBS has good physical facilities with an accessible city-centre campus, and is also fully equipped to provide learning on an online environment. It has sound systems in place for monitoring attendance, good teacher learner ratios and strategies. Possibly academic staff, particularly incoming staff, would benefit from more support in providing blended/online learning.

For full-time students, the timetable for each semester is centred upon delivery of the core 5 and 10 credit modules. Each 10-credit module on the programme requires a minimum 250 effort hours. Contact hours per 10 ECTS module number 48 per semester, running over the 12 weeks, 4 hours per week. The remaining learning effort is typically composed of directed e-learning, project group work, assignments and independent learning. This allows sufficient time for a combination of lectures, group activities, discussions etc. In the case of the 5-credit module, the contact hours are 24 per semester, 2 hours per week and again time devoted to independent learning and directed e-learning.

For part-time students, the timetable for each semester is centred upon delivery of the core 5 and 10 credit modules. Each 10-credit module on the programme requires a minimum 250 effort hours. Contact hours per 10 ECTS module number 18 per semester (for two semesters), running over the 12 weeks, 1.5 hours per week. The remaining learning effort is typically composed of directed e-learning, project group work, assignments and independent learning. This allows sufficient time for a combination of lectures, group activities, discussions etc. In the case of the 5-credit module, the contact hours are 18 taking place over one semester only, 1.5 hours per week and again time devoted to independent learning and directed e-learning.

The Panel noted that learner workload has been appropriately balanced and related to the teaching and learning strategy.

Learners are allowed to enhance their success through a pre-planned assessment rollout over the programme and the academic year.

Assessment instruments are designed in the context of the programme subject discipline and the learning outcomes that are being assessed. To ensure that students are not over-assessed in the context of an increase in module numbers from 20-30, broadly all 10 ECTS modules will assess learners 2-3 times, whereas on a 5 ECTS module, learners will only be assessed once, bearing in mind that specific modules may have specific requirements in terms of assessment. The Panel did note that the programme team should review the following:

1. The verbs used in the learning outcome should be reviewed against Bloom's taxonomy to ensure they are at the right level for the programme stage.
2. Modules should be carefully examined, and altered where necessary, to ensure that there is no overlap of content.
3. The learning outcomes should not be assessed more than twice.

4. The word count of assessments should be examined for consistency considering the weighting of the assessment and the credit allocation to the module.
5. The number of exams in the first year of the programme should be carefully considered.

The Panel is supportive of DBS's proposed changes and new modules and was pleased to note:

1. DBS's emphasis on including emerging topics and sustainability-related learning goals that address the evolving needs of society.
2. The introduction of additional modules to address the changing expectations of students in a very mobile learning environment.
3. The introduction of varied assessments in response to student feedback.

Recommendations:

The Panel is satisfied with the Programme Delivery and Teaching and Learning Strategy and has a number of recommendations with respect to coursework and how it is delivered and assessed.

These are as follows:

- a) That the programme team review the Module Intended Minimum Learning Outcomes (MIMLOS) to ensure the language and verbs used are at the right level concerning Bloom's taxonomy as, currently, the literature provided is less than consistent in this regard.
- b) That the programme team review duplicate content in modules to ensure there is no overlap of content.
- c) That the programme team review the modules to ensure that the learning outcomes are not assessed more than twice.
- d) That the programme team review the guidelines around the volume of work associated with an assessment considering the module credit and the allocation of marks assigned to the assessment.
- e) That the programme team review the number of exams in the first year of the programme.
- f) That the programme team review the module titles to ensure they reflect the content of the module such as Foundational Academic Skills and Consumer Buyer Behaviour and Capstone.

Section D. Evaluation of the Programme by Stakeholders

Evaluation by Current Learners and Graduates of the Programme

Commentary:

DBS facilitates the collection of learner feedback through multiple channels, including the Class Representative system, Qualitative Learner Survey, Organisational Surveys and integrating feedback in the classroom is part of the overall strategy of ensuring that learners' needs are listened to. The data recorded from these surveys has highlighted an overall positive level of learner satisfaction and the panel is satisfied that feedback from learners and graduates was considered in the review of the programme.

The current learners and graduate representatives spoke to the panel about their past and current experiences of DBS.

In conversation, DBS indicated that their experience has been that learners express high levels of satisfaction with the course. The Panel's interaction with a selection of learners indicates that this seems, broadly speaking, to be an accurate interpretation of the situation. It is also important to note that DBS's literature reveals that some learners are finding that they are doing fewer marketing modules than they anticipated, and more general business modules. DBS did highlight that the new year 1 structure has not changed and is fundamentally the same. This could be addressed by ensuring that students are aware at enrolment of the structure and content of the programme. The Panel recommendation is therefore that a clearer message in the marketing material to ensure it indicates the modules, and their content, that will be delivered each year. This is to ensure that learners are fully informed of this emphasis on business subjects in the programme.

Current and past learners expressed some concerns about the transparency of routes to transfer and progress, and a lack of clarity around the selection of elective modules, although the panel was pleased to note that DBS runs module surveys to obtain feedback from learners on a regular basis.

Moreover, learners discussed how group work is carried out and assessed, for a variety of reasons including the competing needs of full-time and part-time students, and of younger and mature students who may be working or raising a family. The learners did indicate that completing the course online was helpful with balancing their workload, getting to meet people and not having to commute over large distances.

Discussions centred around assessments. Learners indicated that for part-time mature students it is a challenge for all involved with group assessments to meet up depending on when they are free, handling if a person is no longer on the course. Discussions also focused on the awarding of marks and grades when some members of a group work harder than others. While issues with group work are concern to most students in all colleges for similar reasons, it is always important to have strategies in place to manage these demanding situations and to provide guidance and feedback to learners in a timely manner.

The learners discussed how DBS has supports in place for learners experiencing difficulties – for example, extra support with maths. The learner representatives indicates that they primarily relied on the lecturer, do not recall being aware of the supports available, and are therefore not always availing of help that would be of benefit to them, although the students did find the library support was useful. The literature provided by DBS indicates failure rates in maths, which is therefore an area in which

many learners require support. There is an indication that learners would benefit more from advertising the supports available to students.

A discussion on curriculum indicates that some learners expressed that the IT module was well-taught, however the content could be updated as IT is a rapidly-evolving sector, and keeping IT programmes current can be a challenge, while learners often have quite distinct levels of ability in this area coming into the course. DBS did indicate that they have mechanisms in place to ensure the programme is current and that the panel are satisfied that IT related modules are updated and current.

Some learners discussed frequent changes of personnel delivering certain programmes.

Recommendations:

The Panel made a number of recommendations based on their engagement with learners, for Dublin Business School to consider as further changes to enhance their programme as follows:

- a) The programme team review marketing material to ensure it indicates the modules, and their content, that will be delivered each year.
- b) The programme team review communication about how students are informed of the following:
 - I. Their modules include the selection of elective modules.
 - II. Transfer/Progression routes.
 - III. Support Services.

Evaluation of the Programme by Staff

Commentary:

DBS has well-established structures for collecting staff feedback and ensuring this feedback is considered by the Programme Team during reviews.

The programme team agreed that:

- New modules should be incorporated into the programme and DBS must ensure that content is updated to reflect the changing needs of the learner today.
- With the onset of Generative AI tools, it becomes imperative to examine how best to ensure that quality and integrity are maintained to the highest standard possible and to incorporate new forms of assessment and delivery to ensure that learning and assessment are authentic and ties in with the Strategy, Learning and Teaching Enhancement.
- A greater number of marketing-specific modules could be incorporated into the programme.
- The need to foster connections between industry and DBS should be an important component of discussion going forward and the use of guest lecturers, where possible, should be encouraged to give learners a broader learning experience.

External examiners generally expressed the view that the course appeared well-designed for purpose and stressed the need for graduates to have effective communication skills and the ability to navigate the digital world with confidence.

The academic staff who attended the panel review were passionate and dedicated to their work. They all provided a strong defence of their programme and good justifications for changes to the coursework.

Recommendations:

The Panel made a recommendations based on their engagement with the programme team, for Dublin Business School to consider as further changes to enhance their programme as follows:

- a) The programme team reviewed the documentation to further describe the industry engagement that was brought out in the discussion at the panel visit.

Commendations:

- a) The Panel commends the programme team on a robust defence of the Bachelor of Arts (Hons) in Marketing. We recognise there is an enormous undertaking by the programme development team and the panel would like to commend their knowledge skills and competence in putting together a professional set of documents.
- b) The Panel commends DBS's academic team for their passion and for their robust defence of the programme.

External Examiner Feedback

Commentary:

DBS engages actively with external examiners.

Overall, external examiners stated:

- That the standard set for the award is appropriate and teaching and assessment are in accordance therewith.
- That the variety of appropriate teaching and learning strategies facilitate students to explore a range of business issues in depth.
- That there is a wide variety of assessment methods deployed and that of detailed marking schemes are provided, as commented on from the External Examiners on the programme.

The Panel is satisfied that DBS endeavours to ensure that these recommendations are taken on board in the design and execution of the new proposed programme.

Recommendations:

The Panel is satisfied that DBS has procedures in place for working productively with external examiners and has no specific recommendations to make.

Section E. Programme Quality Assurance

Complaints, Appeals, and Commendations

Commentary:

The Panel notes that DBS has a robust system in place for complaints and appeals. The DBS Quality Assurance Handbook provides clear guidelines regarding what learners can expect from their educational experience, and there are procedures in place for complaints. The School Administrative Officer manages the formal Complaint process, to prevent contamination or bias of findings following an Appeal. When complaints are received, these are initially escalated to the Programme Leader to review, or the Faculty Manager where the Programme Leader is ineligible to undertake the review. If the Complaint cannot be resolved at this level, it can be escalated to a formal Complaint, through the School Administrative Officer.

Students also have a clearly-defined right of appeal against a decision of a lower-level decision-making authority by making a request to a higher one. Students are always advised to refer to their lecturer for feedback regarding queries in the first instance, to determine if there are potential reasons to Appeal or request a Verification, or if disputed grades are the result of poor performance in an assessment. Through this feedback process, some students who initially query the possibility of an Appeal choose not to proceed, having sufficient feedback from the lecturer.

The Appeals process is set out in the *Quality Assurance Handbook*, and is available on the Exams page on the website. The Appeals and Complaints processes are under review to meet best practice for the new *Quality Assurance Handbook*, to be finalised in conjunction with the QQI Re-Engagement Process.

Recommendations:

The Panel is satisfied that DBS has good procedures in place for working productively with external examiners and has no specific recommendations to make.

Quality Assurance Systems and Processes

Commentary:

DBS has established a number of systems to support quality to realise DBS objectives and the aims for the Bachelor of Arts (Hons) in Marketing programme, which are codified within the DBS Quality Assurance Handbook, a copy of which was available to the panel. The programme team has indicated its satisfaction with the QA systems in place, which is a view shared by the panel.

Recommendations:

The Panel is satisfied that DBS has good systems in place to monitor and support quality and has no specific recommendations to make.

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

Commentary:

The development and rapid growth of artificial intelligence and other emerging technologies of a matter of interest and concern to all institutions of learning, and DBS is no exception to this. The Panel was pleased to note that DBS is taking a proactive and informed approach to the various challenges – and opportunities – presented by these technologies, and that it is engaging actively with learners to manage them.

Recommendations:

The Panel has no specific recommendations to make in relation to this area.

The Panel was interested and pleased to note that DBS is not only exploring the challenges to assessment posed by emerging technologies, but also the opportunities they represent.

Section F. Summary Analysis of the Programme

Commentary:

Overall, the panel is satisfied that the programme review has been conducted thoroughly and in consultation with all relevant stakeholder groups. Feedback from learners, staff, external examiners, industry, professional bodies, and alumni, as well as the review of key reports, have influenced the review and proposed revisions for the programme.

DBS has created and provided a detailed summary analysis of the programme, which has been examined by the panel. Emerging from this analysis were the following main points:

- DBS should continue to offer the programme and could expand its delivery to online learners and to incorporate innovative forms of delivery.
- The programme continues to attract learners and is well-positioned to continue to do so.
- The programme produces graduates that possess industry aligned skills.
- The programme fits with the DBS strategic mission and internationalisation strategy.
- The programme is similar in approach and execution to programmes offered in Ireland and internationally.

The Panel concurs with this view, and hopes that the implementation of its recommendations, as outlined above, will further strengthen the position of the programme.

Recommendations:

The Panel **recommends** that its recommendations, as outlined above and again below, be considered and implemented in the revalidated programme.

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:

DBS has proposed a number of changes to its programme, as follows:

- 1. It is proposed to provide three streams in total: General Marketing Stream/Digital Marketing Stream/Events Marketing Stream.** DBS believes that marketing professionals will need to engage meaningfully with a range of marketing dimensions and therefore recognises the importance of areas which have not been a principal component of the offering, including law and finance, whilst continuing to improve and increase the number of modules in the digital sphere.
 - i) Digital Marketing Stream** - Additional Mandatory Modules (Level 7- Web Marketing Design and Development (10 ECTS) and Social Media Marketing and Analytics (10 ECTS) **AND** Level 8 Marketing for E-Commerce (10 ECTS) and Emerging Technologies in Marketing (10 ECTS))
 - ii) Events Stream** - Additional Mandatory Modules (Level 7- Events Planning and operations (10 ECTS) and Sustainable Events Management (10 ECTS) **AND** Level 8 Festivals and Outdoor Events (10 ECTS) and Events Marketing Technologies (10 ECTS))

- iii) **General Marketing Stream-** Learners choose one module from each stream above (Digital Marketing Stream and Events Stream) at both Levels 7 and Level 8.

- 2. The number of modules offered is proposed to increase from 20 to 28,** which will give learners the opportunity to engage meaningfully with bespoke and focused modules. The existing programme will be updated and modified to reflect the dynamic and evolving landscape, bearing in mind the multiple significant factors impacting business today, including: a) climate change and the consequent issues around sustainability and ethics and b) the explosion of digitalisation and data analysis as central drivers of change in the business world. These issues will be addressed from various angles in modules including 'Sustainable Events Marketing,' 'Sustainable Marketing,' 'Social Media Marketing and Analytics' and 'Emerging Technologies in Marketing' and will also be referenced in modules including 'Global Marketing,' 'Marketing and the Economy' and 'Consumer Buyer Behaviour.' The link between marketing and other business functions is stressed by the introduction of the 'Marketing and the Law' module and the 'Financial Analysis and Reporting' module. The 'Financial Analysis and Reporting' module and the 'Marketing and The Law' module recognise the centrality of a range of functions within an organisation which speak to the marketing function. The introduction of other modules including 'PR and Sponsorship' reflect a need to focus on these areas in a more specific.

The major revisions proposed by DBS are as follows:

The addition of the following new modules:

1. Marketing and the Law
2. Emerging Technologies in Marketing
3. Social Media Marketing and Analytics
4. PR and Sponsorship
5. Sustainable Marketing
6. Marketing for E-Commerce
7. Financial Analysis and Reporting
8. Advertising
9. Festivals and Outdoor Events
10. Event Technologies
11. Marketing and the Economy
12. Events Planning and Operations
13. Sustainable Events Management

The removal of the following modules:

1. Events operations and Crowd Management
2. Cloud Tech for Marketing
3. Cloud Computing for Business and Marketing
4. Services Marketing

Title changes for the following modules:

1. Learning to Learn to Foundational Academic Skills
2. Digital Marketing Concepts to Web Marketing Design and Development
3. Strategic Marketing to Marketing Analysis and Reporting
4. International Marketing to Global Marketing
5. Consumer Behaviour to Consumer Buyer Behaviour

3. The introduction of semesterisation (year 2 and year 3FT/ Year 3 and 4 PT)

4. An adaptation of assessment to incorporate more varied, authentic and balanced forms of assessment

Recommendations:

The Panel is satisfied with the changes proposed by DBS and was pleased to note the attention it is giving to sustainability and other issues of current concern, and its creative approach to new and emerging technologies, and the panel has no specific recommendations to make in relation to this area.

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 is satisfied that the review process undertaken was a genuine critical self-evaluation of the programme as it has run over the last validation period. This includes extensive consultation with staff, industry, learners, graduates, professional bodies and external examiners.

The Panel was pleased with the detailed, carefully-produced documentation provided by DBS, and with the response of DBS representatives to the panel's queries and suggestions for change. It is clear that DBS has given much consideration to the programme, the changes it needs, and to the learners' best interests.

Section B. Recommendations on Review Process:

The Panel is satisfied that the revisions to the programme have been carefully considered and derived from feedback from the various stakeholders.

Section C. Commentary on Programme Revisions:

The Panel examined the revisions carefully and is generally pleased that they have been carefully conceived and designed, and that the revisions will result in a strong programme better suited to the demands of today's challenging work and research environment.

The Panel is satisfied that the proposed revisions to the programme have been informed by sound and considered stakeholder feedback, and are current and responsive to the needs of industry.

Section D. Recommendations on Programme Revisions:

Nine recommendations were identified by the Panel at the conclusion of the virtual visit and the Panel's evaluation of the programmes:

Recommendations

1. The Panel recommends that the marketing material is reviewed to ensure it indicates the modules, and their content, that will be delivered each year.
2. The Panel recommends that the programme team review communication and how students are informed of the following:
 - a. Their modules include the selection of elective modules.
 - b. Transfer/Progression routes.
 - c. Support Services.
3. The Panel recommends that the Module Intended Minimum Learning Outcomes (MIMLOS) are reviewed to ensure the language and verbs used are at the right level concerning Bloom's taxonomy.
4. The Panel recommends that duplicate content in modules is reviewed to ensure there is no overlap of content.

5. The Panel recommends that the modules are reviewed to ensure the learning outcomes are not assessed more than twice.
6. The Panel recommends that the guidelines around the volume of work associated with an assessment are reviewed with consideration to the module credit and the allocation of marks assigned to the assessment.
7. The Panel recommends that the programme team review the number of exams in the first year of the programme.
8. The Panel recommends that the programme team review the documentation to further describe the industry engagement that was brought out in the discussion at the panel visit.
9. The Panel recommends that the module titles are reviewed to ensure they reflect the content of the module such as Foundational Academic Skills and Consumer Buyer Behaviour and Capstone.



Signed:

Panel Chairperson:

Date: 13th May 2024



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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	25/04/2024
Date of report	13/05/2024

Section A. Overall Recommendations

Principal programme	Title	Bachelor of Arts (Hons) in Marketing
	Award	NFQ Level 8
	Credit	180 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme 1	Title	N/A
	Award	N/A
	Credit	N/A
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	N/A

Embedded programme 2	Title	N/A
	Award	N/A
	Credit	N/A
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	N/A

Section B. Expert Panel

Name	Role	Affiliation
Prof. Paul Stynes	Chair	Dean of School of Computing, National University of Ireland
Dr Carol Moran	Subject Matter Expert	Lecturer in Economics and Marketing, Atlantic Technological University
Dr. Xiaoning Liang	Subject Matter Expert	Assistant Professor, Trinity Business School
Dr Deirdre Nuttall	Report Writer	Adverbage Ltd
Liz O'Connell	Learner Representative	National College of Ireland
Pat Spillane	Industry Representative	Suntory Food and Beverage

Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Dublin Business School	900	10

Proposed Enrolment	
Date of first intake	September 2024
Maximum number of annual intakes	3
Maximum total number of learners per intake	450
Programme duration (<i>months from start to completion</i>)	Full time: 3 years (6 semesters of 12 weeks each); Part time: 4 years (8 semesters of 12 weeks each)
Panel Commentary on proposed enrolment:	
The Panel is satisfied that DBS has facilities and resources in place to support the proposed intake.	
Target learner groups	
<p>The Bachelor of Arts (Hons) Marketing is aimed at learners who wish to undertake a full-time undergraduate programme in marketing and also at those who wish to study for a marketing degree on a part-time basis.</p> <p>The programme has been and is targeted at the following learners:</p> <ul style="list-style-type: none"> • Full and part-time learners who are seeking career advancement or upskilling in the area of marketing either those who are currently seeking employment or working but may wish to reskill to improve their employment opportunities. • To be eligible to apply for a place on this programme applicants must be holders of a Level 5 NFQ award or equivalent. Applications without this will be considered on the basis of approved prior experience and learning (RPL). • Recognition of Prior Learning (RPL): Learners may also access this programme on the basis of recognition of prior learning or by assessment of prior experiential learning/informal learning. Such applicants are considered on a case-by-case basis. The process is implemented within the relevant school, by the relevant Head of Faculty and School Operations or nominee, and is overseen by the Registrar. For this particular programme applicants will be considered on a case by case basis based upon their educational record, work experience, and a capacity to successfully participate in the programme. <p>In addition to registered learners on the Bachelor of Arts (Hons) in Marketing, the programme welcomes and caters for the learning needs of study abroad learners on a modular basis. These spend either a semester or a full academic year at DBS. They choose modules related to the sending college's degree needs and are a welcome addition academically, culturally, and socially to the learning environment. These learners provide diversity, new approaches, and different perspectives to the discipline and are likely to be from one of ninety-six partner colleges in the USA, France, Germany, Spain, Sweden or Italy.</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full time and part time

The teaching and learning modalities

1. Classroom lectures
2. Case-based learning
3. Practical skills sessions
4. Workshops
5. Tutorials
6. Individual and group work
7. Online synchronous and asynchronous

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

The Bachelor of Arts (Hons) in Marketing has been an important programme in the suite of business programmes offered by Dublin Business School for many years. This programme provides graduates with a blend of knowledge and skills to equip them for employment in positions in marketing and/or event management, or will alternatively enable them to proceed to postgraduate study.

The central focus of the programme is on specialist marketing and event management subjects. The programme also features a number of relevant business subjects, which extend the field of study to the broader business environment within which the event management and marketing functions are positioned.

The typical learner lies in the 18-30 year bracket with a significant representation of international learners and female learners. Learners engage in a suite of studies that encompasses business and marketing modules, and learning and assessment strategies including individual assignments, examinations, in-class and continuous assessment, and groupwork.

To give an indication of learner outcomes, of the approximately 67% of graduates in full time work within 9 months of completing the programme, recent graduates of Bachelor of Arts (Hons) in Marketing and Streams included those with the following job titles:

- Research Associate - Recruitment Consultancy
- Marketing Assistant
- Student Experience International Officer
- Marketing assistant
- Brand Ambassador at Meta
- Manager
- Stock Taker
- Self Employed
- Senior Recruitment Consultant
- Support Analyst

Employers Include:

- Compass Human Resources Group
- ReiCat GmbH
- Frasers Group
- Provincial
- Hema
- Stock Take
- Dublin Business School
- Tamara Ortiz Martín
- Hays
- Indeed

A further approximately 23% had progressed into further education, at Dublin Business School or elsewhere.

Summary of specifications for teaching staff	WTE
Teaching staff will have a minimum of a level 9 postgraduate diploma or master's degree in a relevant business discipline with relevant and significant industry experience and/or PhD. Holders of level 8 honours business degrees in a relevant discipline, who are exceptionally qualified by virtue of significant industry experience will also be considered	2.3

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:150
Workshops	1:25
Practical sessions	1:25
Online Class (live)	1:150
Panel Commentary on programme outline and staffing:	
The Panel is of the view that that the programme outline and staffing arrangements are satisfactory.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24208	Bachelor of Arts (Hons) in Marketing	August 2024

Section D. Other Noteworthy Features of the Application

It is of note that DBS has given considerable thought to the matter of what new modules are required to meet today's rapidly evolving technological and business environment, and discusses at some length the matter of integrating new and emerging technologies.

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)

The Panel is of the view that there is a clearly demonstrated demand for the programme in question, and that DBS has all of the necessary facilities, resources, and staff to deliver the revised programme in a satisfactory manner.

Part 2. Evaluation against the Validation Criteria

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

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

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

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.¹</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The Panel is satisfied that DBS has met all the prerequisites and has provided an application and declaration in full compliance with all applicable statutory and regulatory requirements.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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

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

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme. (i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>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.</p> <p>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.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>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</p>		
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	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The Panel is satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought. They are clearly stated in the supporting documentation, and representatives of DBS defended the proposed changes in an informed and informative manner.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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

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

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

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

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Partially	<p>The Panel is satisfied that the programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based. It is clear that learners are provided with a very solid basis in marketing and business more generally and that there is strong learner demand for the programme, as well as positive evidence of high levels of graduate employment in relevant sectors, and progression to further learning.</p> <p>The Panel recommendations are as follows:-</p> <ul style="list-style-type: none"> a) That the programme team review the documentation to further describe the industry engagement that was brought out in the discussion at the panel visit.

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.

Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁸.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR⁹) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The Panel is satisfied that the programme’s access, transfer, and progression arrangements are satisfactory. DBS has clearly explained what the programme expects of learners, and what they are expected to achieve. The programme title is legitimate and DBS is compliant with the requirements as outlined above.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁰.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹¹</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Partially	<p>The Panel has evaluated the programme and recommends that QQI can be satisfied that the programme meets this criterion.</p> <p>This 180-credit, NFQ level 8 programme is suitably structured to facilitate learners achieving the MIPLOs. The curriculum is clear and the overall structure is suitable and fit for purpose.</p> <p>The programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs around electives from three streams General Marketing, Digital Marketing or Events.</p> <p>Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the MIPLOs.</p> <p>The objectives and purposes of each of the programme’s elements are clear to learners and to DBS’s staff.</p>

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

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

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

		<p>The programme schedule is comparable with similar programme offerings. At 30 ECTS per semester, the programme duration and equivalent contact time is consistent and fair for target learners.</p> <p>The Panel recommendations concerning curriculum are as follows:</p> <ul style="list-style-type: none"> a) The programme team review the Module Intended Minimum Learning Outcomes (MIMLOS) to ensure the language and verbs used are at the right level concerning Bloom's taxonomy. b) The programme team review duplicate content in modules to ensure there is no overlap of content. c) The programme team review the module titles to ensure they reflect the content of the module such as Foundational Academic Skills and Consumer Buyer Behaviour and Capstone.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff¹² (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹³ opportunities¹⁴.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The Panel is satisfied that DBS has a full complement of suitably qualified staff who are dedicated and passionate about their subjects. It notes that some provision is in place to support staff with an interest in pursuing research, attending conferences, and furthering their academic and teaching careers, and is confident that DBS will continue to support lecturing staff in this manner.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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.

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

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

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The Panel is satisfied that DBS has excellent physical and digital resources and provides an admirable learning environment for full-time and part-time learners. The Panel is satisfied with DBS’s ability to implement the programme as planned.</p> <p>The Panel is satisfied that DBS has suitable physical premises, and technological equipment and expertise, to offer its programmes in a combination of classroom-based and online modalities.</p>
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

<p>a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The Panel is satisfied that DBS has provided a positive physical, social, cultural and intellectual environment. Systems are in place to provide learners with additional support where necessary, and the panel suggests that DBS ensure that all learners are aware of the supports available to them.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

Criterion 9. **There are sound teaching and learning strategies**

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support, and timely formative feedback are regularly provided to enrolled learners as they progress within the programme.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The Panel is satisfied that there are sound teaching and learning strategies.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁵</p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.¹⁶</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.¹⁷</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.¹⁸</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	YES	<p>The Panel is confident that there are sound assessment strategies in place.</p> <p>The Panel recommendations concerning assessment are as follows: -</p> <p>a) That the programme team review the modules to ensure the learning outcomes are not assessed more than twice.</p> <p>b) That the programme team review the guidelines around the volume of work associated with an assessment considering the module credit and the allocation of marks assigned to the assessment.</p> <p>c) That the programme team review the number of exams in the first year of the programme.</p>
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

¹⁵ See the section on transitional arrangements.

¹⁶ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁷ 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.

¹⁸ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

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

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities¹⁹.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²⁰ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>Overall, the panel is satisfied that there are very good support systems in place for learners. The Quality Assurance Handbook provided by DBS is detailed, thorough, and professional and clearly explains complaints and appeals processes. Students with special learning needs, including students for whom English is a second language, are supported. The Panel encourages DBS to ensure that learners are aware of the available supports, as learner feedback suggests that some currently are not. The Panel also has one minor proposal, which is that as the documentation provided does not appear to explain the commendations process, but just appeals and complaints, the material should be revised to include this material.</p> <p>The Panel does note that the mature learners – who are present here in relatively high numbers – can have different needs, and different challenges, in term of class attendance, group work, and assessment, as compared to younger students attending the course straight from school. While DBS has quite extensive supports in place, it appears that not all of the students are aware of the supports available to them, and</p>

¹⁹ 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).

²⁰ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

		<p>recommends that DBS makes its support structures more visible to those who might benefit from them.</p> <p>The Panel recommendations concerning how learners are well informed, guided and cared for are as follows:</p> <p>a) The programme team review communication and how students are informed of the following:</p> <ol style="list-style-type: none"> I. Their modules include the selection of elective modules. II. Transfer/Progression routes. III. Support services.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

Criterion 12. The programme is well managed

<p>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.</p> <p>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-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>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.</p> <p>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.</p> <p>e) Quality assurance²¹ is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>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.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The Panel is satisfied that DBS clearly has robust and sound procedures in place to support governance, quality assurance, assessment, and so forth, as well as having all necessary documentation and assurances relating to the QQI’s statutory guidelines. It was very clear from the panel review that DBS takes all of these matters very seriously, and works hard to remain in compliance at all times.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

²¹ See also QQI’s Policy on Monitoring (QQI, 2014)

Part 3. Overall Recommendation to QQI

3.1 Principal Programme:

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

Reasons for the Overall Recommendation

DBS provided detailed, thorough, well-written, and easily navigable documentation. It engaged in a collegiate and positive manner with the panel, including in the context of robust discussion and constructive criticism. It is clear that DBS takes the best interests of its learners very seriously, and that it is actively engaged in ensuring that its programmes – in this case the Bachelor of Arts (Hons) in marketing, are fit for purpose, up to date, and run with efficiency and attention to detail.

The Panel had quite a number of recommendations for DBS, which were discussed in the course of the panel meeting and are reiterated here. Representatives from DBS welcomed feedback and indicated their view that all feedback should be taken very seriously and integrated into the design or redesign of the individual modules and of the programme overall.

Commendations

The Panel has a number of commendations, which are as follows:

1. The Panel commends DBS Academic team for their passionate and robust defence of the Bachelor of Arts (Hons) in Marketing.
2. The Panel commends DBS on including emerging topics and sustainability-related learning goals that address the evolving needs of society. DBS's representatives reflect a comprehensive approach to providing students with the skills they need for both employment and further academic study. The inclusion of social responsibility and sustainability-related learning goals reflects society's evolving needs.
3. The Panel commends DBS on the introduction of additional modules to address the changing expectations of students.
4. The Panel commends DBS on the varied assessment in response to student feedback on group work.

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

Not applicable in this case

Summary of recommended special conditions of validation

There are no special conditions of validation

Summary of recommendations to the provider

That:

1. The programme team review marketing material to ensure it indicates the modules, and their content, that will be delivered each year.
2. The programme team review communication and how students are informed of the following: -
 - a. Their modules include the selection of elective modules.
 - b. Transfer/progression routes.
 - c. Support services.
3. The programme team review the Module Intended Minimum Learning Outcomes (MIMLOS) to ensure the language and verbs used are at the right level concerning Bloom's taxonomy.
4. The programme team review duplicate content in modules to ensure there is no overlap of content.
5. The programme team review the modules to ensure the learning outcomes are not assessed more than twice.
6. The programme team review the guidelines around the volume of work associated with an assessment considering the module credit and the allocation of marks assigned to the assessment.
7. The programme team review the number of exams in the first year of the programme.
8. The programme team review the documentation to further describe the industry engagement that was brought out in the discussion at the panel visit.
9. The programme team review the module titles to ensure they reflect the content of the module such as Foundational Academic Skills and Consumer Buyer Behaviour and Capstone.

Declarations of Evaluators' Interests

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

Panel chairperson: Prof. Paul Stynes

Date: 13th May 2024

Signed: 

3.2 Disclaimer

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

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

Part 4. Proposed programme schedules

4.1 1B.3 Proposed Programme Schedule(s) – FT Yr1														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		BA (Hons) in Marketing			QQI Award Title		Bachelor of Arts (Hons)			ECTS		180		
Stage (1,2,3, Award etc)		1	Exit Award Title (if relevant)			NA			Stage ECTS		60			
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		Invigilated Exam – in person		Proctored Exam – online		Project		Practical Skills Demonstration		Work Based		
		✓				✓								
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous*	Independent Learning (Directed-e learning/ asynchronous)	Work Based	Continuous Assessment %	Proctored Exam	Proctored Exam – online	Project %	Practical Skills Demonstratio	Work Based %
Maths and Statistics for Business	1+2	M	10	250	48	24	178		40%		60%			
Business Context and Organisation	1+2	M	10	250	48	24	178		50%		50%			
Marketing Essentials	1+2	M	10	250	48	24	178		70%		30%			
IT Essentials	1+2	M	10	250	48	24	178		60%		40%			
Economic Perspectives	1+2	M	10	250	48	24	178		40%		40%	20%		
Foundational Academic Skills	1	M	5	125	18	18	89		100%					
Digital Content Creation	2	M	5	125	18	18	89		100%					

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

**NB: Exams may be deployed either in person or online, but are proctored in every instance. Exams are ‘Open Book’, whether in person or online.

4.2 1B.4 Proposed Programme Schedule(s) – FT Yr2														
Name of Provider:	Dublin Business School													
Programme Title (Principal)	BA (Hons) in Marketing						QQI Award Title	Bachelor of Arts (Hons)			ECTS	180		
Stage (1,2,3, Award etc)	2		Exit Award Title (if relevant)			NA					Stage ECTS	60		
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		Invigilated 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*	Independent Learning (Directed-e learning/ asynchronous	Work Based	Continuous Assessment %	Proctored Exam – In person %**	Proctored Exam – online %**	Project %	Practical Skills Demonstration %	Work Based %
Marketing Communications	1+2	M	10	250	48	16	186		50%		50%			
Marketing Research	1+2	M	10	250	48	16	186		20%			80%		
Financial Analysis and Reporting	1	M	5	125	24	8	93		100%					
Marketing and the Economy	1	M	5	125	24	8	93		100%					
Advertising	2	M	5	125	24	8	93				100%			
Marketing Analysis and Reporting	2	M	5	125	24	8	93		100%					
Web Marketing Design & Development	1+2	E	10	250	48	16	186		100%					
Social Media Marketing and Analytics	1+2	E	10	250	48	16	186		100%					
Events Planning and Operations	1+2	E	10	250	48	16	186		100%					
Sustainable Events Management	1+2	E	10	250	48	16	186		100%					

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

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4.3 1B.5 Proposed Programme Schedule(s) – FT Yr3														
Name of Provider:	Dublin Business School													
Programme Title (Principal)	BA (Hons) in Marketing					QQI Award Title	Bachelor of Arts (Hons)				ECTS	180		
Stage (1,2,3, Award etc)	Award	Exit Award Title (if relevant)			NA					Stage ECTS	60			
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		Invigilated 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*	Independent Learning (Directed-e learning/asynchronous etc.)	Work Based	Continuous Assessment %	Proctored Exam – in person %**	Proctored Exam – online %**	Project %	Practical Skills Demonstration %	Work Based %
Sustainable Marketing	1	M	5	125	22	8	95		100%					
Public Relations and Sponsorship	2	M	5	125	22	8	95			100%				
Selling and Sales Management	2	M	5	125	22	8	95		100%					
Marketing and the Law	2	M	5	125	22	8	95		100%					
Global Marketing	1	M	5	125	22	8	95		100%					
Consumer Behaviour	1	M	5	125	22	8	95		100%					
Festivals and Outdoor Events	1+2	E	10	250	45	15	190		100%					
Event Technologies	1+2	E	10	250	45	15	190		100%					
Marketing for E-Commerce	1+2	E	10	250	45	15	190		100%					
Emerging Technologies in Marketing	1+2	E	10	250	45	15	190		100%					
Capstone	1+2	M	10	250	12	6	232		100%					

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

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4.4 1B.6 Proposed Programme Schedule(s) – PT Stage1											
Name of Provider:	Dublin Business School										
Programme Title (Principal)	BA (Hons) in Marketing			QQI Award Title	Bachelor of Arts (Hons)			ECTS	180		
Stage (1,2,3, Award etc)	1	Exit Award Title (if relevant)		NA			Stage ECTS	60			
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		Invigilated 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*	Independent Learning (Directed-e learning/asynchronous etc.)	Work Based	Continuous Assessment %	Proctored Exam – in person %**	Proctored Exam – online %**	Project %	Practical Skills Demonstration %	Work Based %
Maths and Statistics for Business	1+2	M	10	250	24	12	214		40%		60%			
Business Context and Organisation	1+2	M	10	250	24	12	214		50%		50%			
Marketing Essentials	1+2	M	10	250	24	12	214		70%		30%			
IT Essentials	1+2	M	10	250	24	12	214		60%		40%			
Economic Perspectives	1+2	M	10	250	24	12	214		40%		40%	20%		
Foundational Academic Skills	1	M	5	125	9	9	107		100%					
Digital Content Creation	2	M	5	125	9	9	107		100%					

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

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4.5 1B.7 Proposed Programme Schedule(s) – PT Stage2														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		BA (Hons) in Marketing				QQI Award Title		Bachelor of Arts (Hons)				ECTS	180	
Stage (1,2,3, Award etc)		2	Exit Award Title (if relevant)			NA				Stage ECTS	60			
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		Invigilated 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*	Independent Learning (Directed-e learning/asynchronous etc.)	Work Based	Continuous Assessment %	Proctored Exam – in person %**	Proctored Exam – online %**	Project %	Practical Skills Demonstration %	Work-based %
Marketing Communications	1+2	M	10	250	9	27	214		50%		50%			
Marketing Research	1+2	M	10	250	9	27	214		20%			80%		
Financial Analysis and Reporting	1	M	5	125	4	14	107		100%					
Marketing and the Economy	1	M	5	125	4	14	107		100%					
Advertising	2	M	5	125	4	14	107		100%					
Marketing Analysis and Reporting	2	M	5	125	4	14	107		100%					
Web Marketing Design & Development	1+2	E	10	250	9	27	214		100%					
Social Media Marketing and Analytics	1+2	E	10	250	9	27	214		100%					
Events Planning and Operations	1+2	E	10	250	9	27	214		100%					
Sustainable Events Management	1+2	E	10	250	9	27	214		100%					

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

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4.6 1B.8 Proposed Programme Schedule(s) – PT Stage3														
Name of Provider:	Dublin Business School													
Programme Title (Principal)	BA (Hons) in Marketing						QOI Award Title	Bachelor of Arts (Hons)				ECTS	180	
Stage (1,2,3, Award etc)	Award	Exit Award Title (if relevant)				NA				Stage ECTS	60			
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			Invigilated 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*	Independent Learning (Directed-e learning/asynch	Work Based	Continuous Assessment %	Proctored Exam – in person %**	Proctored Exam – online %**	Project %	Practical Skills Demonstration %	Work-based %
Sustainable Marketing	1	M	5	125	4	14	107		100%					
Public Relations and Sponsorship	2	M	5	125	4	14	107			100%				
Selling and Sales Management	2	M	5	125	4	14	107		100%					
Marketing and the Law	2	M	5	125	4	14	107		100%					
Global Marketing	1	M	5	125	4	14	107		100%					
Consumer Behaviour	1	M	5	125	4	14	107		100%					
Festivals and Outdoor Events	1+2	E	10	250	9	27	214		100%					
Events Marketing Technologies	1+2	E	10	250	9	27	214		100%					
Marketing for E-Commerce	1+2	E	10	250	9	27	214		100%					
Emerging Technologies in Marketing	1+2	E	10	250	9	27	214		100%					
Capstone	1+2	M	10	250	12	6	232		100%					

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

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