

# Independent Panel Report on a Provider's Programme Review

<b>Provider</b>	Dublin Business School (DBS)
<b>Programme(s) Reviewed</b>	<p><b>Principal Programme:</b> Bachelor of Arts (Hons) in Social Science</p> <p><b>Embedded Programme:</b> Certificate in Social Science</p>

## Independent Panel Members

<b>Name</b>	<b>Role on Panel</b>	<b>Affiliation</b>
Dr Josephine Browne	Chair	Head of Faculty of Enterprise and Humanities, IADT
Matthew Hurley	Report Writer	Independent Consultant
Dr Margaret Buckley	Academic Representative	Lecturer in Social Policy, University College Cork
Chris Ó Rálaigh	Academic Representative	Assistant Lecturer in School of Social Sciences, Technological University Dublin
Dr Bríd Davis	Academic and Industry Representative	Clinical Psychologist in Primary Care with the Health Service Executive (HSE)
Aimee Brown	Learner Representative	Student in Social Care, Technological University of the Shannon

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

## Part 1. Introduction

This report presents the findings of the independent Panel's evaluation of Dublin Business School's review of its Bachelor of Arts (Hons) in Social Science programme and the embedded Certificate in Social Science, which is an exit-only award. The evaluation was conducted in accordance with regulatory guidelines and DBS' internal processes for programmatic review.

## Part 2. Evaluation Process

### 2.1 Documents Supplied to the Panel

	<b>Document Type</b>	<b>Document Name</b>
1.	Agenda	Programme Review Agenda
2.	Appendices	BA in Social Science Appendices
3.	CVs	Programme Team CVs
4.	Descriptor	Class Recording Strategy
5.	Descriptor	Education and Training Needs Met by the Programme
6.	Descriptor	Indicative Timetables
7.	Descriptor	Indicative Transition Arrangements
8.	Descriptor	Module and Assessment Document
9.	Descriptor	Programme Document
10.	Descriptor	Programme Origins and Development
11.	Descriptor	Stakeholder Involvement in Programme Development
12.	Handbook	DBS Social Science Research Manual
13.	Handbook	Programme Handbook
14.	Regulatory Requirements	<ul style="list-style-type: none"> <li>• DBS Cover Letter Declaration</li> <li>• Deed of Guarantee</li> <li>• Fee Cover Note</li> <li>• PEL Refund Arrangement</li> </ul>
15.	Report	Programme Review Report
16.	Supporting Documents	<ul style="list-style-type: none"> <li>• Annual Programme Reports</li> <li>• Attendance Records</li> <li>• Board of Studies Reports</li> <li>• Certificate of Validation</li> <li>• Class Rep Feedback</li> <li>• Enrolment and Progression Data</li> <li>• Exam Paper Samples</li> <li>• External Examiner Reports</li> <li>• Independent Evaluation Report</li> <li>• Programme Review Document 2020</li> <li>• QQI Criteria and Handbook</li> <li>• Stakeholder Feedback</li> <li>• Team Meeting Minutes</li> </ul>
17.	Terms of Reference	

## 2.2 Provider's Representatives Met

	<b>Person</b>	<b>Role / Job Title</b>
1.	Darragh Breathnach	Chief Operations Officer / Registrar
2.	Lori Johnston	Academic Dean
3.	Dr Rosie Reid	Academic Director
4.	Dr Pauline Hyland	Assistant Academic Director
5.	Anita Dwyer	Assistant Registrar
6.	Amy Hayes	Academic Programmes Manager
7.	Paul Halligan	Programme Level Manager
8.	Nicholas Kelly	Head of Faculty Management
9.	Shane Mooney	Head of Student Experience
10.	Janine Jackson	Faculty Manager
11.	Sarah Sharkey	Student Engagement Officer
12.	Trevor Haugh	Head of Academic Information and Resource Centre / Library
13.	Francisca Knight	Head of Academic Operations
14.	Paul Hollywood	Lecturer
15.	Mary Rose Molloy	Lecturer
16.	Cassandra Murphy	Lecturer
17.	Anna Wolniak	Lecturer
18.	Vanessa Hogarty	Lecturer
19.	Clare King	Lecturer
20.	Natalia Duda	Lecturer
21.	Heikki Laiho	Lecturer
22.	Michael Collins	Lecturer
23.	Eden Bryan	Lecturer
24.	Stephen Henderson	Lecturer
25.	Annette Jorgenson	Lecturer
26.	Rebecca Nolan	Lecturer
27.	Conor McCloskey	Lecturer
28.	Various	Current Learners and Graduate Representatives

## 2.3 Description of evaluation process

An independent Panel was convened to conduct an evaluation of DBS' BA (Hons) in Social Science and its embedded Certificate in Social Science. The Panel was provided access to relevant programme documentation to perform an initial desk review before meeting virtually (via Zoom) to exchange thoughts and observations. This was followed by a virtual site visit with DBS staff, including senior management, programme managers, lecturers, administrative staff and support faculty. Throughout this one-day event, the Panel explored the breadth and depth of the programme in order to understand its performance over the last validation period, the learnings from this period, and how the programme has since been modified and reviewed for the next validation period.

At the conclusion of the site visit, the Panel agreed that DBS had conducted an overall thorough review of the programme, appropriately captured the learnings from this review, and genuinely used these learnings to inform the revised programme. The Panel is therefore pleased to make a recommendation to QQI that the programme is satisfactory subject to proposed special conditions which are documented in this evaluation report. The Panel has also identified four recommendations for DBS' consideration.

## 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 programmes which have been proposed for revalidation are:

- **Principal Programme:** Level 8, 180 ECTS Bachelor of Arts (Honours) in Social Science
- **Embedded Programme (Exit-only award):** Level 6, 60 ECTS Certificate in Social Science

DBS has prepared terms of reference for the revalidation of these programme which appropriately address the objectives and approach to the programme review, programme details, the membership of the Programme Development Team, the membership of the independent Panel, the external stakeholders to be consulted as part of the programme review, the information sources to be utilised, and the proposed timeline for the revalidation process.

#### Recommendations:

The Panel has no recommendations to make.

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### Section B. Provider Information and Programme Context

#### Commentary:

Established in 1975, Dublin Business School, a subsidiary of Kaplan Inc., has an active learner base of over 8,000 learners across a variety of disciplines, including: accounting; business; film and creative media; finance; humanities and social sciences; law; marketing; and the computer sciences. DBS operates across three buildings in Dublin City Centre and employs 474 people (as of February 2025).

The BA (Hons) in Social Science, which was originally developed in 2007 and has since become a mainstay in DBS' catalogue of programmes, is positioned within DBS' Psychology and Social Sciences discipline. The Certificate in Social Science, embedded as an exit-only award, is a more recent addition which follows a period of deliberate consideration and careful restructuring of the first-stage modules.

#### Recommendations:

The Panel has no recommendations to make.

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## Section C. Baseline qualitative and quantitative information

### Programme Data Overview

#### **Commentary:**

Application numbers for the programme have seen a considerable increase over the last validation period, from 121 in 2020/21 to 226 in 2023/24, with a peak of 292 in 2022/23 (all for the full-time programme). This is, however, down from a high of 337 in 2015/16, likely due in part to the Covid-19 pandemic. Conversion rates (applications to enrolments) are on the lower side, with a high of 17% for full-time learners in 2021/22 and 38% for part-time learners in the same year, down to 4% for full-time learners in the most recent two and 18% for part-time learners in 2023/24.

In terms of learner demographics, nearly three-quarters of learners over the last validation period have been female, more than two-thirds of learners are Irish, and the preponderance of learners are in the 23-30 age bracket (31-40 coming in second). However, DBS has recorded quite a wide overall age range, from 17 to 50+.

Withdrawal rates have risen slightly among both full-time and part-time learners over the last two years to a high of 21%/18% in 2023/24 (FT/PT). Additionally, DBS has observed a year-on-year drop in pass rates, and an overall decline when comparing the 2020-24 period to 2015-19 (88% to 75%, respectively). DBS notes that these figures likely reflect a more challenging curriculum, changes in learner preparedness, and/or disruption due to the pandemic. The number of first-class honours among full-time learners has fluctuated over the last validation period, to a high of 67% in 2022/23 to a joint low of 17% in the 2021/22 and 2023/24 years. There has been similar fluctuation among part-time learners, with a high of 100% in 2021/22 to a low of 50% in 2022/23. In response to this data, DBS has implemented a number of changes specifically designed to address gaps in academic skills and critical thinking development.

Graduates of the programme have found employment in a variety of roles in a range of organisations upon completing the programme; however, in an effort to increase employment rates, DBS has noted how the redesign of the programme accounted for the enhancement of progression outcomes.

#### **Recommendations:**

The Panel has no recommendations to make.

## Programme Delivery and Teaching & Learning Strategies

### **Commentary:**

The review report notes DBS' considerable investment in physical and digital infrastructure, highlighting that its learning environment now includes a well-stocked library, Media Lab, AV equipment and interactive whiteboards in classrooms and 'Zoom Room' (to facilitate the delivery of online classes).

In establishing and scheduling module workloads (including assessments), DBS has revised its approach in an effort to reduce learner stress levels. Previously, DBS scheduled 'heavier' assessments toward the end of a given semester; moving forward, assessments will be spaced more evenly throughout a semester.

Regarding learner attendance rates, DBS notes that its data is somewhat unreliable due to a number of factors, notably the unsuccessful integration of its attendance system with its only teaching platforms, and the fact attendance is not mandatory except where required for a Visa. Notwithstanding this, the data which DBS has gathered shows a general decline in attendance toward the Award Stage.

Over the last validation period, teacher to learner ratios have been 1:120 for all modules with the exception of Introduction to Social Research, which is 1:25. DBS intends to reduce the higher ratio down to 1:100 to allow for more even division of cohorts.

The teaching and learning strategy utilised over the last validation period was originally planned during the 2018-20 period. However, given the significant challenges presented since then, the Programme Team has found reason to shift the full-time programme to primarily on-campus delivery, while part-time delivery will remain mostly online. These decisions were made on the basis of feedback from both learners and staff, with DBS noting that its "findings emphasise the need for flexibility, ensuring learners benefit from both convenience and the pedagogical depth of face-to-face education (Programme Review Report, p. 92).

The assessment strategy has similarly evolved, and DBS is moving toward greater integration of digital media in assessments, fostering learners' digital literacy, enhancing its adherence to Universal Design for Learning (UDL) principles, and incorporating more authentic and problem-based assessment opportunities which require critical thinking and originality.

### **Recommendations:**

The Panel has no recommendations to make.

## Section D. Evaluation of the programme by stakeholders

### Evaluation by current learners and graduates of the programme

#### **Commentary:**

The Programme Review Report (Section 4.1) offers details on how DBS gathers feedback, the kind of feedback provided across a range of categories, and how DBS has responded to issues raised. Some of the most frequently cited issues are those concerning facilities and resources, teaching and learning, and the experience of part-time learners feeling overlooked.

Importantly, feedback captured from learners and graduates over the last validation period has informed a number of changes to the revised programme, including the weighting of face-to-face and online delivery for full-time and part-time learners, modernised assessment strategies, increased career guidance, and more guest speakers.

#### **Recommendations:**

The Panel has no recommendations to make.

### Evaluation of the programme by Staff

#### **Commentary:**

DBS gathers staff feedback on its programme through a number of channels, in particular: programme team meetings and internal examiner reports. Summary minutes of programme team minutes are included in the Programme Review Report (Section 4.2) and highlight how critical decisions were made with consideration of learner needs, market trends and shared perspectives. Areas of the programme highlighted for enhancement by the team include the programme learning outcomes (which have been revised), 'uncoupling' the programme from the other psychology and business programmes, restructuring the programme into more defined themes, and confirmation of the introduction of the 60 ECTS embedded award.

#### **Recommendations:**

The Panel has no recommendations to make.

### External Examiner Feedback

#### **Commentary:**

Feedback from External Examiners (EEs) has, on the whole, been very positive. DBS' assessment strategies, supports for learners, and communication have all received particular commendation, in addition to DBS' learner-centred approach and integration of blended learning. Some of the feedback received has suggested more diversity in assessment formats, more structured scheduling of Exam Boards, and, more recently, AI integration in learning activities.

#### **Recommendations:**

The Panel has no recommendations to make.

## Section E. Programme Quality Assurance

### Complaints, appeals and commendations

#### **Commentary:**

The Panel was pleased to see that there have been no appeals recorded over the last validation period. While two complaints were lodged by learners, DBS notes that these were operational in nature (as opposed to academic) and were addressed in a timely manner.

The Panel is otherwise satisfied that DBS has processes in place to respond to such matters as they arise.

#### **Recommendations:**

The Panel has no recommendations to make.

### Quality Assurance Systems and Processes

#### **Commentary:**

DBS has a well-established, QQI-approved set of quality assurance procedures in place underpinning the development, delivery and provision of its programmes. As with programmes, these processes are themselves reviewed to ensure they remain relevant, up to date and robust.

#### **Recommendations:**

The Panel has no recommendations to make.

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

#### **Commentary:**

With DBS's move toward increased online learning for the part-time programme, the need for additional quality assurance procedures is being monitored. The Panel is satisfied that DBS has the capacity to effectively monitor and respond to this as the need arises.

#### **Recommendations:**

The Panel has no recommendations to make.

## Section F. Summary Analysis of the programme

### Commentary:

DBS has conducted an analysis of the programme's strengths, weaknesses, opportunities and threats (SWOT). The analysis highlights the positive feedback from External Examiners, the breadth of knowledge covered by the programme, and the diverse profile of learners. Additionally, DBS' industry connections and investments in teaching and learning were identified as opportunities. However, the lack of career-focused modules, the need for additional supports focused on writing skills, and the further integration of digital technological skills were all highlighted as areas requiring enhancement.

### Recommendations:

The Panel has no recommendations to make.

## Section G. Revision of the programme

### Commentary:

The following modifications have been proposed for the revised programme:

1. DBS proposes several changes (including amendments and removals) to the minimum intended programme learning outcomes (MIPLOs).
2. DBS proposes to reduce the maximum intake numbers from 250 to 100.
3. DBS proposed to add the following modules: Academic Skills for Social Science (5 ECTS); Introduction to Psychology (10 ECTS); Introduction to Economic Sociology (5 ECTS); Culture and Popular Media (5 ECTS); Critical Thinking Skills (5 ECTS); Technology and Society (10 ECTS); Global Challenges (5 ECTS); Campaigning, Advocacy and Social Innovation (10 ECTS); Applied Criminology (10 ECTS); Migration, Nation and State (5 ECTS); Families, Intimacy and Personal Life (5 ECTS).
4. DBS proposed to remove the following modules: Foundations in Social Psychology (5 ECTS); Social Psychology (5 ECTS); Psychology Through the Lifespan 1 (10 ECTS); Critical Thinking Skills (10 ECTS); Psychology in Action (5 ECTS); Criminology in Action – Youth Justice (5 ECTS); Cyberpsychology (5 ECTS); Global Issues (5 ECTS); Campaigning, Advocacy and Public Engagement (5 ECTS); Organisational Psychology (10 ECTS); Economic Sociology (5 ECTS); Sociology of Families, Intimacies and Personal Life (10 ECTS).
5. DBS proposes the following module title changes:
  - a. *Social Policy and Law for Social Care 1* will change to *Social Policy and Law*
  - b. *Interpersonal and Group Communication Skills* will change to *Interpersonal and Group Communication*

c. *Contemporary Inequalities* will change to *Understanding Contemporary Inequalities*

6. DBS proposes a number of revisions to its module content and minimum intended module learning outcomes (MIMLOs).
7. DBS proposes to update the teaching and learning strategy to incorporate some online modules in the full-time programme.
8. DBS proposes to update the assessment strategy.
9. DBS proposes the formal introduction of more online learning for the part-time programme, which may require additional quality assurance procedures.
10. DBS proposes to increase the number of guest lecturers/speakers for modules.

**Recommendations:**

The Panel is overall satisfied that the proposed modifications and revisions to the programme are appropriate and underpinned by sound rationale. Notwithstanding this, the Panel has identified some special conditions of validation and recommendations, detailed in the independent evaluation report, for DBS' consideration.

## 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 programme review was conducted in accordance with established procedures, took sufficient account of stakeholder feedback, and has been systematically documented. It is also evident that there is a culture of shared ownership and responsibility within DBS to ensure that all staff members who should be involved in the (re)design of a programme are given a platform to voice their perspectives.

### Section B. Recommendations on review process:

The Panel has no recommendations to make regarding DBS' programme review process. However, the conditions and recommendations identified and contextualised in the independent evaluation report may have implications on future reviews.

### Section C. Commentary on programme revisions:

The modifications proposed for the revised programme have been informed by a range of stakeholder feedback and careful analysis of relevant qualitative and quantitative programme data. The Panel is therefore satisfied that the proposed revisions have a sound basis and are appropriate for the programme as it will be delivered over the next validation period.

### Section D. Recommendations on programme revisions:

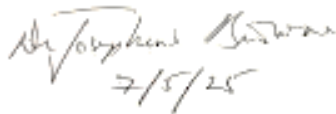
The Panel has identified one special condition of validation, which includes an additional sub-condition, and four recommendations which are contextualised in the independent evaluation report:

#### **Special Conditions of Validation**

1. Expanding upon DBS' refining of the programme's five pillars into three themes, DBS must conduct a mapping of the programme's modules across all years to more clearly highlight year-on-year scaffolding of content within (and across) pillars (i.e. disciplines).
  - a. DBS must (re)consider its pairing of module disciplines and module progression (as in Social Policy / Law and Economics / Sociology), and how these are articulated in the documentation, to ensure that pairings/progression are clear, appropriate and that module titles and their content are consistent.

## Recommendations

1. The Panel recommends that DBS consider how it can better define and market the programme's USP.
  - a. Further, the Panel recommends that DBS create a short summary statement of what Social Science is and what a **DBS** Social Science degree entails.
2. The Panel recommends that career opportunities for a graduate of Social Science are made explicitly clear.
3. The Panel recommends that DBS (re)consider the use of single assessments worth 100% of a module grade.
  - a. Further, the Panel recommends that DBS consider how the student voice can be consistently represented in its assessment practice (e.g. regarding decisions to change assessment type).
4. The Panel recommends that DBS consider further supports and opportunities for staff research activities and how these can be built into their existing workload.



Dr. Josephine Browne  
7/5/25

Signed:

Panel Chairperson: Dr. Josephine Browne

Date: 7<sup>th</sup> May 2025

**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

<b>Provider name</b>	Dublin Business School (DBS)
<b>Date of site visit</b>	09 April 2025
<b>Date of report</b>	28 April 2025

## Section A. Overall recommendations

<b>Principal programme</b>	<b>Title</b>	Bachelor of Arts (Honours) in Social Science
	<b>Award</b>	Bachelor of Arts (Honours) (Major Award)
	<b>Credit</b>	180 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed special conditions

<b>Embedded programme 1</b>	<b>Title</b>	Certificate in Social Science
	<b>Award</b>	Certificate (Minor Award)
	<b>Credit</b>	60 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed special conditions

## Section B. Expert Panel

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
Dr Josephine Browne	Chair	Head of Faculty of Enterprise and Humanities, IADT
Matthew Hurley	Report Writer	Independent Consultant
Dr Margaret Buckley	Academic Representative	Lecturer in Social Policy, University College Cork
Chris Ó Rálaigh	Academic Representative	Assistant Lecturer in School of Social Sciences, Technological University Dublin
Dr Bríd Davis	Academic and Industry Representative	Clinical Psychologist in Primary Care with the Health Service Executive (HSE)
Aimee Brown	Learner Representative	Student in Social Care, Technological University of the Shannon

## Section C. Principal Programme: Bachelor of Arts (Hons) in Social Science

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, 13-14 Aungier Street, Dublin 2	200 (FT) 200 (PT)	10 (FT) 10 (PT)

Proposed Enrolment	
<b>Date of first intake</b>	September 2025
<b>Maximum number of annual intakes</b>	4
<b>Maximum total number of learners per intake</b>	100
<b>Programme duration (<i>months from start to completion</i>)</b>	3 Years / 27 Months (FT) 4 Years / 36 Months (PT)
<b>Panel Commentary on proposed enrolment:</b>	
The Panel is satisfied that the proposed enrolment figures are appropriate and within DBS' capacity to plan for and respond to.	
<b>Target learner groups</b>	
<p>This programme is aimed at learners with the following qualifications:</p> <ul style="list-style-type: none"> <li>Leaving certificate applicants must apply through the CAO system and have achieved 2 H5s + 4 O6/H7s, to include Mathematics and English or another language. Using the old pre-2017 grading scheme, applicants must have obtained a minimum of grade C3 in 2 higher level subjects and a minimum of grade D3 in 4 Ordinary Level subjects (to include Maths, English and a language). Or,</li> <li>A full FETAC award at Level 5 on the NFQ and which includes a Distinction grade in at least three modules. Or,</li> <li>Mature Learners who do not meet the minimum entry requirements will be assessed on the basis of age, work experience, general education standard, motivation and commitment to the programme for which they are applying. Mature learners are those who are 23 years of age by January 1st of the year of admission.</li> </ul> <p>Throughout the programme, learners will acquire academic knowledge and practical skills in the interdisciplinary field of social science and will draw on their personal and practical experience in order to make a significant contribution to society and/or academic research. It may be of interest to those who wish to study the interdisciplinary field of social science with a view to entering the industry, or progressing to further education in a related field</p> <p>In addition to registered learners on the Bachelor of Arts (Honours) in Social Science, the programme welcomes and caters for the learning needs of study abroad learners on a modular basis. These learners, through the RPL process, 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</p>	

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.

[Extracted from Programme Descriptor, pp. 28-29]

<b>Approved countries for provision</b>	Ireland
<b>Delivery mode: Full-time/Part-time</b>	Full-time (FT) and Part-time (PT)

**The teaching and learning modalities**

- In-person
- Synchronous Online
- Independent Learning (Asynchronous, Directed e-Learning, etc.)

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

The Bachelor of Arts (Hons) in Social Science is designed for learners who are willing to make challenging decisions alongside a strong desire to effect positive social change in local communities. Given the increasing role of social skills in society, and workplace, social science has emerged as a multidisciplinary field with a breadth and depth of content that encompasses various inter-related fields of social science such as: social policy, criminology, campaigning, and advocacy, to play a central role in driving a broader positive social, economic, and cultural change.

The Bachelor of Arts (Honours) in Social Science is taken over three years full-time or four years part-time (180 ECTS), with 60 ECTS being taken at each stage of the programme. Learners will study foundational topics in stage one of the programme and are introduced to the six pillars of knowledge - Sociology, Psychology, Social Policy, Criminology, Research and Professional Skills and Social Innovation. These pillars are situated within three broader programme thematic strands:

1. Social Policy, Social Justice and Equality;
2. Understanding Self and Society; and
3. Professional Skills, Research and Innovation.

Stage 1 lays the groundwork for the programme and encompasses modules that focus on providing a solid and comprehensive understanding of the foundational concepts of Social Research, Sociology, Criminology, Social Policy and Psychology whilst also providing development in Academic Skills.

Stage 2 builds on this by covering content in which the knowledge, understanding, and skills acquired in stage one are developed and applied, for instance through Contemporary Criminology and Advanced Social Research. Stage two modules offer additional skills in the contemporary areas within Social Science, for example in topics such as Politics in the Modern World, Understanding Contemporary Inequalities and Technology and Society. Learners are introduced to the application of Social Science methods and principles in the module Campaigning, Advocacy, and Social Innovation. Academic skills are further enhanced in the module Critical Thinking Skills.

The Award Stage builds on the Stage 1 and Stage 2 modules and through Applied Criminology, Contemporary Social Policy in Ireland, and Migration, Nation and State. This stage also focuses on contemporary social issues through Environment and Society and Families, Intimacies and Personal Life, also including a capstone Social Science Research Project.

[Extracted from Programme Descriptor, p. 27-28]

Summary of specifications for teaching staff	WTE
<p><b>Lecturer</b></p> <p>There are currently seven full-time and two part-time members of staff employed in the Discipline in Social Science. Many lecturers are also module leaders for their corresponding modules and are responsible for any modules allocated to them. The primary function of a Module Leader is therefore to prepare and deliver module material, assessing learners on designated subjects or modules at programme level. Duties and responsibilities include those matters that relate to teaching, assessment, and completion of the module.</p> <p>Additionally, programme staff are engaged as supervisors of final year research projects. In addition to the staff specific to the social science discipline, psychology staff also augment the teaching on the programme when required.</p>	8

Learning Activity	Ratio of learners to teaching staff
Classroom Sessions	1:100
Online Lectures	1:100
Workshops	1:25
Practical Sessions	1:25
Research Project	1:25
<p><b>Panel Commentary on programme outline and staffing:</b></p> <p>The Panel is satisfied that with the DBS has a sufficiently qualified staff in place capable of delivering the programme and intended. Notwithstanding this, per Recommendation 4, the Panel recommends that DBS consider further supports and opportunities for staff research activities and how these can be built in their existing workload.</p>	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24400 into PG26394	Bachelor of Arts (Honours) in Social Science	August 2025

## Section C.2 Embedded Programme: Certificate in Social Science

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, 13-14 Aungier Street, Dublin 2	N/A	N/A

Proposed Enrolment	
Date of first intake	N/A
Maximum number of annual intakes	N/A
Maximum total number of learners per intake	N/A
Programme duration ( <i>months from start to completion</i> )	N/A
<b>Panel Commentary on proposed enrolment:</b>	
The programme is an exit-only award and will not enrol learners directly.	
<b>Target learner groups</b>	
The programme is an exit-only award and does not recruit learners directly.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time (FT) and Part-time (PT)
<b>The teaching and learning modalities</b>	
<ul style="list-style-type: none"> <li>• On-site Face-to-Face</li> <li>• Synchronous Online</li> <li>• Asynchronous</li> <li>• Work Based</li> </ul>	
<b>Brief synopsis of the programme</b> (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
The programme is an exit-only award available to learners enrolled on the principal programme, and who complete 60 ECTS, but who are unable to continue their studies.	
<b>Summary of specifications for teaching staff</b>	
<b>Lecturer</b>	<b>WTE</b>
There are currently seven full-time and two part-time members of staff employed in the Discipline in Social Science. Many lecturers are also module leaders for their corresponding modules and are responsible for any modules allocated to them. The primary function of a Module Leader is therefore to prepare and deliver module material, assessing learners on designated subjects or modules at programme level. Duties and responsibilities include those matters that relate to teaching, assessment, and completion of the module. Additionally, programme staff are engaged as supervisors of final year research projects. In	8

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Code	Title	Last enrolment date
N/A	N/A	N/A

#### Section D. Other noteworthy features of the application

<p>The Panel commends:</p> <ol style="list-style-type: none"> <li>1. DBS' relationship and engagement with industry.</li> <li>2. The positive engagement of DBS staff with the Panel throughout the site visit.</li> </ol>
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**Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).** Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

Not applicable.
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## 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.<sup>1</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	The Panel is satisfied that DBS meets the prerequisites to apply for validation of the programme and that DBS is in compliance with all relevant statutory and regulatory requirements. A signed declaration from the Registrar has been provided with DBS' application for revalidation.
<b>Certificate in Social Science</b>	Yes	As per principal programme.

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

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

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

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

	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The Programme Descriptor sets out the aims and objectives of the programme and clearly establishes 7 minimum intended programme learning outcomes (MIPOs), as well as minimum intended module learning outcomes (MIMLOs) for each module.</p> <p>The programme leads to a Bachelor of Arts (Honours) in Social Science and this has been mapped to QQI's Generic Awards Standards. The Panel is satisfied that the award title adheres to QQI's Policy and Criteria for Making Awards and complies with relevant regulatory requirements. Furthermore, the Panel is satisfied that the programme title is clear and fit for the purpose of informing prospective learners and other stakeholders.</p>
<b>Certificate in Social Science</b>	Yes	

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

<sup>3</sup> 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.<sup>4</sup>
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
  - (i) There is a satisfactory rationale for providing the programme.
  - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
  - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
  - (iv) There is evidence<sup>5</sup> of learner demand for the programme.
  - (v) There is evidence of employment opportunities for graduates where relevant<sup>6</sup>.
  - (vi) The programme meets genuine education and training needs.<sup>7</sup>
- 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.

	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The Programme Descriptor appropriately establishes the origins and development of the programme and how it has evolved since its inception and become a mainstay of DBS' catalogue of programmes.</p> <p>The Panel was impressed by the extensive stakeholder engagement undertaken by DBS and the programme team as a means of ensuring the programme's currency and so that the programme reflects the needs of the sector at large. The response from industry representatives and employers also indicates employer demand for the programme. This is further strengthened by the large volume of applications which have been received from prospective learners. While there is a much smaller number of enrolments, there remains evidence of learner demand for the programme's continued provision.</p>

<sup>4</sup> 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.

<sup>5</sup> This might be predictive or indirect.

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

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

		<p>Though the programme has been benchmarked against other similar programmes offered in Ireland the UK, the Panel was of the view that the unique selling point (USP) of DBS' programme was not particularly apparent, especially when trying to identify the programme among a suite of others. DBS representatives responded to this stating that the variety of modules available on the programme is arguably its main selling point; that this can appeal to learners who have not yet made up their mind as to what career pathways they might pursue when they finish.</p> <p>The Panel acknowledges this but nonetheless views the USP as underarticulated and, consequently, ill-defined. Furthermore, the Panel opined that a short summary statement articulating what Social Science is what a <b>DBS</b> Social Science degree entails would help underscore the selling point of the programme; that learners who enrol on the DBS programme can expect something that they won't get elsewhere.</p> <p>The following recommendations have been identified in respect of this:</p> <p><b>Recommendation 1</b> The Panel recommends that DBS consider how it can better define and market the programme's USP.</p> <p>a. Further, the Panel recommends that DBS create a short summary statement of what Social Science is and what a <b>DBS</b> Social Science degree entails.</p> <p>In describing its evidence of learner demand for the programme, DBS noted that "It has been evident for sometime that learners were unsure of the distinction between Social Science and Social Care" (Programme Descriptor, p. 48). This distinction, and the fact that 'Social Care Worker' is now a protected title, were discussed during the site visit.</p> <p>It is incumbent upon DBS to ensure that the programme and publicly available programme information are accurate and fit for the purpose of informing prospective learner, and to evidence employment opportunities for graduates. In view of the this, the Panel sees it as necessary for the career opportunities of a Social Science graduate to be made explicitly clear from the outset.</p> <p>The following recommendation has been identified in respect of this:</p> <p><b>Recommendation 2</b> The Panel recommends that career opportunities for a graduate of Social Science are made explicitly clear.</p>
Certificate in Social Science	Yes	As per principal programme.

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

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied<sup>8</sup>.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR<sup>9</sup>) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
  - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
  - (ii) Is learner focused and meaningful to the learners;
  - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The entry requirements for the programme are clearly defined and include a minimum of 2 H5s and 4 O6/H7s, including mathematics and a language, for learners applying with the Leaving Certificate. Learners whose first language is not English will be required to evidence a minimum English language proficiency of B2+. Specific access arrangements for international learners, learners with A-Levels/GCSE or BTEC, or mature learners are explicitly stated.</p> <p>DBS has institutional procedures for the recognition of prior learning (RPL) and applications made — whether for entry, module exemption, or advanced entry — are addressed on a case-by-case basis.</p>

<sup>8</sup> 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

<sup>9</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

		Although there are no formal transfer or progression arrangements in place with other providers, DBS has provided a list of possibly pathways both inward and outward.
<b>Certificate in Social Science</b>	Yes	The embedded programme is an exit-only award and does not recruit learners directly.

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 principles<sup>10</sup>.</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 <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.<sup>11</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Partially	<p>The Panel is partially satisfied that QQI's requirements under this criterion have been addressed.</p> <p>On the whole, the Panel found DBS' range of modules diverse and suitable to a modern Social Science degree. The modules are systematically described and allotted credits based on their total input hours. The structure of the modules and each stage are coherently oriented towards achievement of the learning outcomes. In addition, many modules have been modified from the last iteration of the programme and DBS has introduced three themes to further refine the programme's five pillars.</p> <p>DBS maintains that one of the programme's key strengths is its diverse range of modules and content. The Panel recognises this variety within the programme but found it difficult to understand how the content of one module is intended to build upon the content of other modules, both within and across stages. In addressing this, the Panel is of the view that a module mapping exercise would help highlight year-on-year scaffolding of module content.</p> <p>In addition to this, the Panel queried the interesting but curious pairing of certain themes; for example, Social Policy and Law, and Economics</p>

<sup>10</sup> 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.

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

		<p>and Sociology. DBS staff responded to this noting that the pairing of two subject areas is designed in such a way that one enriches the other; so, in Social Policy and Law, for example, there are invocations relating to law in the context of labour markets and education. In these cases, one area is informing the other.</p> <p>The Panel notes this reasoning but found the documentation lacked clear articulation of this. Specifically, the Panel is seeking genuine rationale for the pairings to ensure these are appropriate and that there is consistency and alignment in the module content.</p> <p>The following special conditions of validation have been identified in respect of the above points:</p> <p><b>Condition 1</b> Expanding upon DBS' refining of the programme's five pillars into three themes, DBS must conduct a mapping of the programme's modules across all years to more clearly highlight year-on-year scaffolding of content within (and across) pillars (i.e. disciplines).</p> <ol style="list-style-type: none"> <li>1. DBS must (re)consider its pairing of module disciplines and module progression (as in Social Policy / Law and Economics / Sociology), and how these are articulated in the documentation, to ensure that pairings/progression are clear, appropriate and that module titles and their content are consistent.</li> </ol>
<p><b>Certificate in Social Science</b></p>	<p>Partially</p>	<p>As per principal programme, with the caveat that the mapping is not applicable across multiple years but across the modules comprising the certificate's 60 ECTS.</p>

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 staff<sup>12</sup> (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 development<sup>13</sup> opportunities<sup>14</sup>.</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>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The staffing requirements for the programme are clearly specified in the programme documentation and underpinned by QQI-approved quality assurance procedures for staff recruitment, management and development. DBS has noted that all necessary staff are currently in situ but that it has well-established recruitment and selection processes which will be followed if a need for additional staff arises.</p> <p>The Panel spent some time during the site visit discussing the allocation of research hours to staff. It was acknowledged that teaching faculty have quite a heavy lecturing load, as DBS considers itself primarily a teaching college. However, the introduction of senior lecturers for programmes was taken to encourage the growth of research across their respective Discipline. DBS has also established a research strategy and appointed an Applied Research and Practice Coordinator to make visible the kinds of research being undertaken in the college.</p>

<sup>12</sup> 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.

<sup>13</sup> 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.

<sup>14</sup> 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.

		<p>The college has further introduced caps on assessment and teaching hours, which have been reduced by 50 hours to allow staff to undertake CPD or engage in their own research.</p> <p>The Panel was encouraged by the work so far committed to evolving DBS' approach to research and is of the view that additional supports and opportunities for staff research activities which can be built into lecturers' existing workloads would be of great benefit in progressing this.</p> <p>The Panel has identified the following recommendation in respect of this:</p> <p><b>Recommendation 3</b> The Panel recommends that DBS consider further supports and opportunities for staff research activities and how these can be built into their existing workload.</p>
<b>Certificate in Social Science</b>	Yes	As per principal programme.

**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.

	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The Panel recognises DBS' significant investment in physical and digital infrastructure in recent years. DBS' city centre campus and learning environment now includes a comprehensive library service (physical and online), computer labs, Media Lab, AV equipment and interactive whiteboards in classrooms, and 'Zoom Room' (to facilitate the delivery of online classes) technology.</p> <p>In response to learner feedback, DBS has made the decision to change the delivery mode of the full-time programme compared to the part-time programme. Moving forward, and over the next validation period, the full-time programme will be primarily face-to-face, while the part-time programme will remain primarily online synchronous.</p> <p>Additional administrative and technical supports are also available to learners regardless of their mode of learning.</p>
<b>Certificate in Social Science</b>	Yes	As per principal programme.

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>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The programme utilises a combination of on-site and online learning environments, offering learners multiple means of engagement with their classes. Moodle is the basis of DBS' virtual learning environment (VLE) and here learners have access to lecture notes, assessment tasks, assessment results and feedback.</p> <p>Guest speakers will be invited in at relevant points to offer industry and real-world perspectives, contributing to the programme's intellectual environment.</p> <p>DBS offers a wide range of supports to assist learners, and there are systems in place to identify learners who may be at risk of attrition. This includes a Student Engagement and Success Unit (SESU) and full-time Student Engagement Officer who are responsible for monitoring and raising the alarm on at-risk learners.</p>
<b>Certificate in Social Science</b>	Yes	As per principal programme.

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<sup>15</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The programme employs a combination of on-site and online learning, with full-time learners experiencing more on-site days compared with their part-time counterparts (this being based on feedback from each cohort). Modules will utilise interactive lectures, group discussions, practical workshops and tutorials to facilitate and support learning, enabling authentic learning opportunities.</p> <p>Opportunities for formative feedback are also integrated at different points, and one-to-one sessions are accounted for within the programme's design to facilitate this.</p> <p>Overall, the Panel is satisfied that the programme sufficiently offers learners the means to achieve the programme and module learning outcomes in a learning environment that is carefully considered and monitored.</p>
<b>Certificate in Social Science</b>	Yes	As per principal programme.

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

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

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i><sup>16</sup></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.<sup>17</sup></p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written <b>programme assessment strategy</b> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.<sup>18</sup></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.<sup>19</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The revised assessment strategy aims to achieve a balance between examinations and continuous assessment, with continuous assessment remaining the more heavily weighted of the two. Within this, a range of assessment types are employed, including essays, presentations, debates, reports, response papers, portfolios, case studies, posters, multiple choice quizzes, online forum posts, media projects, and the design of a campaign for a particular social issue.</p> <p>Assessment is further underpinned by UDL principles, and DBS has described in the Programme Descriptor (pp. 83-84) how these are incorporated.</p> <p>However, the Panel queried DBS' use of single assessments worth 100% of a given module's grade, opining that such heavy weighting on one assessment could place undue pressure on a learner. Further, during the site visit, the Panel heard how DBS has changed its approach to open book exams without consulting learners and that this had caused some backlash. DBS acknowledged this mistake and ultimately rolled back the decision, commenting that the learner voice would be consulted in future. The Panel supports and encourages future consultation with learners to ensure any future decisions/changes</p>

<sup>16</sup> See the section on transitional arrangements.

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

<sup>18</sup> 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.

<sup>19</sup> 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).

		<p>regarding assessment type, and the implications of these decisions, are fully considered.</p> <p>The following recommendations have been identified in respect of this:</p> <p><b>Recommendation 4</b>  The Panel recommends that DBS (re)consider the use of single assessments worth 100% of a module grade.</p> <p>a. Further, the Panel recommends that DBS consider how the student voice can be consistently represented in its assessment practice (e.g. regarding decisions to change assessment type).</p>
<b>Certificate in Social Science</b>	Yes	As per principal programme.

**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 disabilities<sup>20</sup>.</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><sup>21</sup> 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>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>All enrolled learners have access to DBS' suite of resources and supports, including its library service (which includes access to study rooms, computers, books, journals, newspapers, electronic resources, photocopiers, and printing software, among others), the Student Experience Team (which are in place to provide advice and support to learners in relation to accommodation issues, health and wellbeing, careers and personal development), class rep system, Peer Mentors Programmes, Student Council, Immigrations Services and Advice, Sports Clubs, Societies, Student Entertainment, Learner Supports Service, and academic support community (which incorporates peer to peer support, academic support, social support, disabilities support, and welfare support).</p> <p>The Panel recognises this comprehensive range of services and that there are clear arrangements in place to ensure the visibility and accessibilities of these services to learners.</p>

<sup>20</sup> For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

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

<b>Certificate in Social Science</b>	Yes	As per principal programme.
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**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-the-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 assurance<sup>22</sup> 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>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) in Social Science</b>	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The programmes development, delivery and general provision is underpinned by a comprehensive, QQI-approved set of quality assurance procedures. A clear and appropriate system of governance is in place to facilitate timely decision-making, and the Programme Descriptor establishes the roles and responsibilities of different staff members as the pertain the programme provision and delivery.</p> <p>The Panel is further satisfied that DBS has the capacity to develop and institute any additional quality assurance procedures which may be required, ensuring all the while that these procedures interface effectively with its wider QA procedures and QQI guidelines.</p>
<b>Certificate in Social Science</b>	Yes	As per principal programme.

<sup>22</sup> See also QQI’s Policy on Monitoring (QQI, 2014)

## Part 3. Overall recommendation to QQI

### 3.1 Principal programme: Bachelor of Arts (Hons) in Social Science

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

#### Reasons for the overall recommendation

1. The programme almost fully meets the validation criteria.

#### Commendations

1. The Panel commends DBS' relationship and engagement with industry.
2. The Panel commends the positive engagement of DBS staff with the Panel throughout the site visit.

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

1. Expanding upon DBS' refining of the programme's five pillars into three themes, DBS must conduct a mapping of the programme's modules across all years to more clearly highlight year-on-year scaffolding of content within (and across) pillars (i.e. disciplines).
  - a. DBS must (re)consider its pairing of module disciplines and module progression (as in Social Policy / Law and Economics / Sociology), and how these are articulated in the documentation, to ensure that pairings/progression are clear, appropriate and that module titles and their content are consistent.

#### Recommendations

1. The Panel recommends that DBS consider how it can better define and market the programme's USP.
  - a. Further, the Panel recommends that DBS create a short summary statement of what Social Science is and what a **DBS** Social Science degree entails.
2. The Panel recommends that career opportunities for a graduate of Social Science are made explicitly clear.
3. The Panel recommends that DBS consider further supports and opportunities for staff research activities and how these can be built into their existing workload.
4. The Panel recommends that DBS (re)consider the use of single assessments worth 100% of a module grade.

- a. Further, the Panel recommends that DBS consider how the student voice can be consistently represented in its assessment practice (e.g. regarding decisions to change assessment type).

## Embedded programme 1: Certificate in Social Science

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

### Reasons for the overall recommendation

1. The programme almost fully meets the validation criteria.

### Commendations

1. The Panel commends DBS' relationship and engagement with industry.
2. The Panel commends the positive engagement of DBS staff with the Panel throughout the site visit.

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

1. Expanding upon DBS' refining of the programme's five pillars into three themes, DBS must conduct a mapping of the programme's modules across all years to more clearly highlight year-on-year scaffolding of content within (and across) pillars (i.e. disciplines).
  - a. DBS must (re)consider its pairing of module disciplines and module progression (as in Social Policy / Law and Economics / Sociology), and how these are articulated in the documentation, to ensure that pairings/progression are clear, appropriate and that module titles and their content are consistent.

### Recommendations

1. The Panel recommends that DBS consider how it can better define and market the programme's USP.
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3. The Panel recommends that DBS consider further supports and opportunities for staff research activities and how these can be built into their existing workload.
4. The Panel recommends that DBS (re)consider the use of single assessments worth 100% of a module grade.

- a. Further, the Panel recommends that DBS consider how the student voice can be consistently represented in its assessment practice (e.g. regarding decisions to change assessment type).

## Summary of recommended special conditions of validation

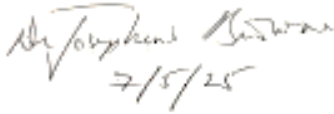
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  - a. DBS must (re)consider its pairing of module disciplines and module progression (as in Social Policy / Law and Economics / Sociology), and how these are articulated in the documentation, to ensure that pairings/progression are clear, appropriate and that module titles and their content are consistent.

## Summary of recommendations to the provider

1. The Panel recommends that DBS consider how it can better define and market the programme's USP.
  - a. Further, the Panel recommends that DBS create a short summary statement of what Social Science is and what a **DBS** Social Science degree entails.
2. The Panel recommends that career opportunities for a graduate of Social Science are made explicitly clear.
3. The Panel recommends that DBS consider further supports and opportunities for staff research activities and how these can be built into their existing workload.
4. The Panel recommends that DBS (re)consider the use of single assessments worth 100% of a module grade.
  - a. Further, the Panel recommends that DBS consider how the student voice can be consistently represented in its assessment practice (e.g. regarding decisions to change assessment type).

## Declarations of Evaluators' Interests

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



Signed:

Panel Chairperson: Dr. Josephine Browne

Date: 7<sup>th</sup> May 2025

### 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 (post panel feedback and consequent amendments, if any)

1B.3a Proposed Programme Schedule(s) FULL TIME														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Bachelor of Arts (Honours) in Social Science				QQI Award Title		Bachelor of Arts			ECTS		180	
Stage (1,2,3, Award etc)		1	Exit Award Title (if relevant)			Certificate in Social Science					Stage ECTS		60	
Programme Delivery Mode - ✓ one as appropriate.		Face to Face			Blended				Online			Workplace Learning		
		✓												
Teaching and Learning Modalities – ✓ one or more as appropriate.		In-person face-to-face			Synchronous Hybrid		Synchronous Online			Asynchronous			Work Based	
		✓												
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Proctored Exam – in person			Proctored Exam – online			Project		Practical Skills Demonstration	Work based	
		✓					✓							
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)										Assessment – Allocation of Marks (from the module assessment strategy)				
Module Title	Semester *	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous online	Independent Learning (Asynchronous, Directed-Learning, etc)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online ** %	Project %	Practical Skills Demonstration %	Work Based %

<i>Academic Skills for Social Science</i>	1.1	M	5	125	24		101		100				
<i>Culture and Popular Media</i>	1.1	M	5	125	36		89		100				
<i>Foundations in Criminology</i>	1.2	M	5	125	36		89		100				
<i>Introduction to Economic Sociology</i>	1.2	M	5	125	36		89		100				
<i>Introduction to Psychology</i>	1.1 and 1.2	M	10	250	72		178		50		50		
<i>Social Policy and Social Justice</i>	1.1 and 1.2	M	10	250	72		178		50		50		
<i>The Sociological Imagination</i>	1.1 and 1.2	M	10	250	72		178		50		50		
<i>Introduction to Social Research</i>	1.1 and 1.2	M	10	250	72		178		100				

\*NB: semester notation = Year.Semester

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

<b>Name of Provider:</b>	Dublin Business School									
<b>Programme Title (Principal)</b>	Bachelor of Arts (Honours) in Social Science	<b>QQI Award Title</b>	Bachelor of Arts				<b>ECTS</b>	180		
<b>Stage (1,2,3, Award etc)</b>	2	<b>Exit Award Title (if relevant)</b>	N/A				<b>Stage ECTS</b>	60		
<b>Programme Delivery Mode - ✓ one as appropriate.</b>	Face to Face	Blended				Online	Workplace Learning			
		✓								
<b>Teaching and Learning Modalities – ✓ one or more as appropriate.</b>	In-person face-to-face	Synchronous Hybrid			Synchronous Online		Asynchronous		Work Based	

		✓				✓								
<b>Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.</b>		<b>Continuous Assessment</b>		<b>Proctored Exam – in person</b>		<b>Proctored Exam – online</b>		<b>Project</b>		<b>Practical Skills Demonstration</b>		<b>Work based</b>		
		✓				✓								
<b>Modules in this stage (add rows as required)</b>														
<b>Total Student Effort Module (hours)</b>									<b>Assessment – Allocation of Marks (from the module assessment strategy)</b>					
<b>Module Title</b>	<b>Semester*</b>	<b>Mandatory (M) or Elective (E)</b>	<b>Credits (ECTS)</b>	<b>Total Hours</b>	<b>In person</b>	<b>Synchronous online</b>	<b>Independent Learning (Asynchronous, Directed e-Learning etc)</b>	<b>Work Based</b>	<b>Continuous Assessment %</b>	<b>Proctored Exam – in person %</b>	<b>Proctored Exam – online **%</b>	<b>Project %</b>	<b>Practical Skills Demonstration %</b>	<b>Work Based %</b>
<i>Critical Thinking Skills</i>	2.1	M	5	125	32		93		100					
<i>Global Challenges</i>	2.1	M	5	125	32		93		100					
<i>Contemporary Criminology</i>	2.2	M	5	125	32		93		100					
<i>Politics in the Modern World</i>	2.2	M	5	125	32		93		50		50			
<i>Technology and Society</i>	2.1 and 2.2	M	10	250	64		186		100					

<i>Advanced Research</i>	<i>Social</i>	2.1 and 2.2	M	10	250	64		186		100				
<i>Understanding Contemporary Inequalities</i>		2.1 and 2.2	M	10	250	48	16	186		100				
<i>Campaigning, Advocacy and Social Innovation</i>		2.1 and 2.2	M	10	250		64	186		100				

\*NB: semester notation = Year.Semester

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<b>Name of Provider:</b>	Dublin Business School													
<b>Programme Title (Principal)</b>	Bachelor of Arts (Honours) in Social Science						<b>QQI Award Title</b>	Bachelor of Arts				<b>ECTS</b>	180	
<b>Stage (1,2,3, Award etc)</b>	Award		<b>Exit Award Title (if relevant)</b>				Certificate in Social Science					<b>Stage ECTS</b>	60	
<b>Programme Delivery Mode - ✓ one as appropriate.</b>	Face to Face			Blended						Online			<b>Workplace Learning</b>	
				✓										
<b>Teaching and Learning Modalities – ✓ one or more as appropriate.</b>	In-person face-to-face			Synchronous Hybrid			Synchronous Online			Asynchronous			<b>Work Based</b>	
	✓						✓							
<b>Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.</b>	Continuous Assessment		Proctored Exam – in person			Proctored Exam – online			Project		Practical Skills Demonstration		<b>Work based</b>	
	✓					✓			✓					
<b>Modules in this stage (add rows as required)</b>														
<b>Total Student Effort Module (hours)</b>									<b>Assessment – Allocation of Marks</b> <i>(from the module assessment strategy)</i>					

Module Title	Semester *	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous online	Independent Learning (Asynchronous, Directed e-Learning etc)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online ** %	Project %	Practical Skills Demonstration %	Work Based %
<i>Families, Intimacies and Personal Life</i>	3.1	M	5	125	24	6	95		100					
<i>Environment and Society</i>	3.1	M	5	125	30		95		100					
<i>Migration, Nation and State</i>	3.2	M	5	125	30		95		100					
<i>Contemporary Social Policy in Ireland</i>	3.1 and 3.2	M	10	250	2	58	190		100					
<i>Applied Criminology</i>	3.1 and 3.2	M	10	250	60		190		100					
<i>Interpersonal and Group Communication</i>	3.1 and 3.2	M	10	250	60		190		100					
<i>Social Science Research Project</i>	3.1 and 3.2	M	15	375	2	58	315		30			70		
<i>Special Regulations:</i>	Learners undertaking the Social Science Research Project module have three (3) opportunities to gain ethical approval, however if ethical approval has not been gained by the second semester (e.g. by January for a Sept-intake cohort), the learner will not be permitted to continue the module until the following academic year, as a repeat (capped) attempt.													

\*NB: semester notation = Year.Semester

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

1B.3b Proposed Programme Schedule(s) PART TIME															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Bachelor of Arts (Honours) in Social Science				QQI Award Title			Bachelor of Arts			ECTS	180		
Stage (1,2,3, Award etc)		1	Exit Award Title (if relevant)			Certificate in Social Science					Stage ECTS	60			
Programme Delivery Mode - ✓ one as appropriate.		Face to Face			Blended					Online		Workplace Learning			
					✓										
Teaching and Learning Modalities - ✓ one or more as appropriate.		In-person face-to-face			Synchronous Hybrid			Synchronous Online		Asynchronous		Work Based			
		✓						✓							
Assessment Techniques Utilised in Stage - ✓ one or more as appropriate.		Continuous Assessment		Proctored Exam – in person			Proctored Exam – online			Project	Practical Demonstration	Skills	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	Credits (ECTS)	Total Hours	In person	Synchronous online	Independent Learning (Asynchronous, Directed-Learning, etc)	Work Based	Continuou s Assessment %	Proctor ed Exam – in person %	Proctored Exam – online ** %	Pr oject %	Practic al Skills Demonstration %	Wor k Based %

		e (E)												
Academic Skills for Social Science	1.1	M	5	125	1.5	16.5	107		100					
Foundations in Criminology	1.2	M	5	125	1.5	16.5	107		100					
Introduction to Psychology	1.1 and 1.2	M	10	250	3	33	214		50		50			
Social Policy and Social Justice	1.1 and 1.2	M	10	250	3	33	214		50		50			
The Sociological Imagination	1.1 and 1.2	M	10	250	3	33	214		50		50			
Culture and Popular Media	2.1	M	5	125	1.5	16.5	107		100					
Introduction to Economic Sociology	2.2	M	5	125	1.5	16.5	107		100					
Introduction to Social Research	2.1 and 2.2	M	10	250	3	33	214		100					

\*NB: semester notation = Year.Semester.

NB: yellow semesters are timetabled in Year 2 of the programme.

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

<b>Name of Provider:</b>	Dublin Business School												
<b>Programme Title (Principal)</b>	Bachelor of Arts (Honours) in Social Science					<b>QQI Award Title</b>	Bachelor of Arts				<b>ECTS</b>	180	
<b>Stage (1,2,3, Award etc)</b>	2	<b>Exit Award Title (if relevant)</b>			N/A							<b>Stage ECTS</b>	60
<b>Programme Delivery Mode - ✓ one as appropriate.</b>	<b>Face to Face</b>			<b>Blended</b>						<b>Online</b>		<b>Workplace Learning</b>	



<i>Politics in the Modern World</i>	3.2	M	5	125		18	107		50		50			
<i>Technology and Society</i>	3.1 and 3.2	M	10	250	6	30	214		100					
<i>Advanced Social Research</i>	3.1 and 3.2	M	10	250	6	30	214		100					
<i>Campaigning, Advocacy and Social Innovation</i>	3.1 and 3.2	M	10	250		36	214		100					

\*NB: semester notation = Year.Semester.

NB: yellow semesters are timetabled in Year 2 of the programme , green semesters are timetabled in Year 3 of the programme.

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

	Dublin Business School												
<b>Programme Title (Principal)</b>	Bachelor of Arts (Honours) in Social Science					<b>QQJ Award Title</b>			Bachelor of Arts		<b>ECTS</b>	180	
<b>Stage (1,2,3, Award etc)</b>	Award		<b>Exit Award Title (if relevant)</b>			N/A					<b>Stage ECTS</b>	60	
<b>Programme Delivery Mode - ✓ one as appropriate.</b>	Face to Face			Blended					Online		Workplace Learning		
				✓									
<b>Teaching and Learning Modalities – ✓ one or more as appropriate.</b>	In-person face-to-face			Synchronous Hybrid			Synchronous Online		Asynchronous			Work Based	
	✓						✓						
<b>Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.</b>	Continuous Assessment		Proctored Exam – in person		Proctored Exam – online			Project		Practical Skills Demonstration		Work based	
	✓				✓			✓					
<b>Modules in this stage (add rows as required)</b>													
<b>Total Student Effort Module (hours)</b>									<b>Assessment – Allocation of Marks</b> <i>(from the module assessment strategy)</i>				

Module Title	Semester *	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous online	Independent Learning (Asynchronous, Directed e-Learning etc)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online **%	Project %	Practical Skills Demonstration %	Work Based %
<i>Contemporary Social Policy in Ireland</i>	3.1 and 3.2	M	10	250		36	214		100					
<i>Families, Intimacies and Personal Life</i>	4.1	M	5	125		18	107		100					
<i>Environment and Society</i>	4.1	M	5	125	1.5	16.5	107		100					
<i>Migration, Nation and State</i>	4.2	M	5	125		18	107		100					
<i>Applied Criminology</i>	4.1 and 4.2	M	10	250	3	33	214		100					
<i>Interpersonal and Group Communication</i>	4.1 and 4.2	M	10	250	3	33	214		100					
<i>Social Science Research Project</i>	4.1 and 4.2	M	15	375	3	33	339		30			70		
<i>Special Regulations:</i>	Learners undertaking the Social Science Research Project module have three (3) opportunities to gain ethical approval, however if ethical approval has not been gained by the second semester (e.g. by January for a Sept-intake cohort), the learner will not be permitted to continue the module until the following academic year, as a repeat (capped) attempt.													

\*NB: semester notation = Year.Semester

NB: green semesters are timetabled in Year 3 of the programme, red semesters are timetabled in Year 4 of the programme.

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

1B.3c Proposed Programme Schedule(s) EXIT AWARD FULL TIME														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Certificate in Social Science				QQI Award Title		Certificate				ECTS	60	
Stage (1,2,3, Award etc)		1	Exit Award Title (if relevant)				N/A				Stage ECTS	60		
Programme Delivery Mode - ✓ one as appropriate.		Face to Face			Blended				Online			Workplace Learning		
		✓												
Teaching and Learning Modalities - ✓ one or more as appropriate.		In-person face-to-face			Synchronous Hybrid		Synchronous Online			Asynchronous		Work Based		
		✓												
Assessment Techniques Utilised in Stage - ✓ one or more as appropriate.		Continuous Assessment		Proctored Exam – in person			Proctored Exam – online			Project	Practical Skills Demonstration	Work based		
		✓					✓							
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester *	Mandatory (M) or Elective	Credits (ECTS)	Total Hours	In person	Synchronous online	Independent Learning (Asynchronous, Directed-Learning, etc)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online ** %	Project %	Practical Skills Demonstration %	Work Based %

		e (E)												
<i>Academic Skills for Social Science</i>	1.1	M	5	125	24		101		100					
<i>Culture and Popular Media</i>	1.1	M	5	125	36		89		100					
<i>Foundations in Criminology</i>	1.2	M	5	125	36		89		100					
<i>Introduction to Economic Sociology</i>	1.2	M	5	125	36		89		100					
<i>Introduction to Psychology</i>	1.1 and 1.2	M	10	250	72		178		50		50			
<i>Social Policy and Social Justice</i>	1.1 and 1.2	M	10	250	72		178		50		50			
<i>The Sociological Imagination</i>	1.1 and 1.2	M	10	250	72		178		50		50			
<i>Introduction to Social Research</i>	1.1 and 1.2	M	10	250	72		178		100					

\*NB: semester notation = Year.Semester

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

1B.3d Proposed Programme Schedule(s) PART TIME					
<b>Name of Provider:</b>	Dublin Business School				
<b>Programme Title (Principal)</b>	Certificate in Social Science		<b>QQI Award Title</b>	Certificate	<b>ECTS</b> 60
<b>Stage (1,2,3, Award etc)</b>	1	<b>Exit Award Title (if relevant)</b>	N/A		<b>Stage ECTS</b> 60

Programme Delivery Mode - ✓ one as appropriate.		Face to Face		Blended				Online		Workplace Learning				
				✓										
Teaching and Learning Modalities – ✓ one or more as appropriate.		In-person face-to-face		Synchronous Hybrid		Synchronous Online		Asynchronous		Work Based				
		✓				✓								
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Proctored Exam – in person		Proctored Exam – online		Project		Practical Skills 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 online	Independent Learning (Asynchronous, Directed-Learning, etc)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online ** %	Project %	Practical Skills Demonstration %	Work Based %
Academic Skills for Social Science	1.1	M	5	125	1.5	16.5	107		100					
Foundations in Criminology	1.2	M	5	125	1.5	16.5	107		100					
Introduction to Psychology	1.1 and 1.2	M	10	250	3	33	214		50		50			

<i>Social Policy and Social Justice</i>	1.1 and 1.2	M	10	250	3	33	214		50		50			
<i>The Sociological Imagination</i>	1.1 and 1.2	M	10	250	3	33	214		50		50			
<i>Culture and Popular Media</i>	2.1	M	5	125	1.5	16.5	107		100					
<i>Introduction to Economic Sociology</i>	2.2	M	5	125	1.5	16.5	107		100					
<i>Introduction to Social Research</i>	2.1 and 2.2	M	10	250	3	33	214		100					

\*NB: semester notation = Year.Semester.

NB: yellow semesters are timetabled in Year 2 of the programme.

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