

Template for the Independent Evaluation Report for programme validation

Version 2.0 – 31.10.2018

Please [read the instructions](#) in red before you draft the report. The coversheet is explanatory and not part of the report.

INSTRUCTIONS FOR PREPARING THE INDEPENDENT EVALUATION REPORT

Evaluators completing this report are expected to understand **Core policies and criteria for the validation by QQI of programmes of education and training 2016**.

Note that in making its determination QQI

- Will consider the findings of the validation process including the **independent evaluation report** along with the applicant's response to this report;
- May consider any other information received in respect of the process;
- May consider an account of the conduct of the process and its context noting any concerns or complaints expressed by the applicant.

The independent evaluation report must address whether the programme meets the validation criteria in general and in detail.

The independent evaluation report must, for each programme, embedded programme and exit award that leads to a QQI award:

- (1) Outline the salient characteristics of the proposed programmes (Part 1);
- (2) Outline whether and how the QQI validation criteria and sub-criteria are addressed by the application for validation citing evidence from the application documentation and other findings (e.g. from the site visit);
- (3) Address whether the principal programme, and any embedded programme, and any module proposed to lead to a minor award, meets the validation criteria in general and in detail. (Part 2)
- (4) Include one of the following overall conclusions in light of the applicable validation policies and criteria:
 - Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3 of **Core policies and criteria for the validation by QQI of programmes of education and training**);
 - Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
 - Not satisfactory.
- (5) Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. **If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence.** A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

All independent evaluation reports are required to provide a rationale for any proposed special conditions and recommendations to the provider as well as the overall conclusion.

The report may also propose recommendations for consideration by the provider.



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

Part 1 A

Provider name	Galway Business School
Date of site visit	May 23, 2019
Date of report	12.07.2019
Is this a re-validation report (Yes/No)	Yes

Overall recommendations

Principal programme	Title	Bachelor of Business, Level 7
	Award	Bachelor of Business, Level 7
	Credit	180
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme	Title	Higher Certificate in Business
	Award	Higher Certificate in Business (Level 6)
	Exit award (Yes/No)	Yes
	Credit	120
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme	Title	Certificate in Business Communications
	Award	Certificate in Business Communications (Level 6)
	Credit	20
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme	Title	Certificate in Business and Entrepreneurship
	Award	Certificate in Business and Entrepreneurship

		(Level 6)
	Credit	20
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme	Title	Certificate in Sales and Marketing
	Award	Certificate in Sales and Marketing (Level 6)
	Credit	30
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme	Title	Certificate in Marketing Management
	Award	Certificate in Marketing Management (Level 6)
	Credit	30
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme	Title	Certificate in Strategic Management
	Award	Certificate in Strategic Management (Level 7)
	Credit	10
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Evaluators

Evaluators		
Name	Role	Affiliation
Hugh McBride	Chair	Senior Lecturer in Business Studies, GMIT
Dr. Oran Doherty	Secretary	Regional Skills Forum Manager North West
Dr. Josephine Igoe	Education Representative	Lecturer, NUIG
Rosin Woods	Industry Representative	E-Commerce Consultant
Thomas McGing	Learner Representative	IT Sligo
Roger Sweetman	Education Representative	Lecturer, Maynooth University

Part 1 B

Principal Programme

The details in the following tables must relate to the programme **as submitted to QQI for validation**. Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected. In this case an applicant may elect to submit amended documentation that address the proposed special conditions. Normally the panel will be required to comment on whether the amendments meet the proposed special conditions. If the amendments affect this table, the original and amended entries should be included.

An example is provided below.

Names of centres where the programmes are to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Galway Business School, Salthill, Galway	425	50

Enrolment interval (<i>normally 5 years</i>)	Date of first intake	Sept 2019
	Date of last intake	February 2024
Maximum number of annual intakes	One intake per annum - September	
Maximum total number of learners per intake (over all centres)	70	
Programme duration (<u>months</u> from start to completion)	3 years (i.e. 36 months)	
Target learner groups	<p>The programme will run both full-time and part-time. The part-time programme aims to attract mature learners and learners who are in full-time employment who wish to progress their professional careers.</p> <p>The full-time programme aims to attract post leaving cert domestic learners and international learners.</p>	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full Time and Part Time	
The teaching and learning modalities	Full time and part time	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>The Bachelor of Business Level 7 is a three year full-time/part-time programme is purposefully designed to develop knowledge and skills in the area of general business that are in demand in the current labour market. It aims to contribute to the academic and professional development of international and domestic learners and to allow them to develop business careers in various sectors and industries. The aim of this programme is to contribute to the academic and professional development of learners</p>	

	<p>enabling them to be competent and prepared for employment at entry and middle levels of business and management within various industrial, commercial and service settings.</p> <p>The overarching design of the programme reflects the four key discipline areas that learners will be exposed to Management, Marketing, Business Information Systems and Accounting & Finance. In addition, the programme is designed to enable learners to have the necessary academic skills to prepare them for progression to further study at the Honours degree level.</p>																
Summary of specifications for teaching staff	<p>The teaching staff is required to have at least a Master's Degree with a minimum of 5 years professional experience or a PhD with a minimum of 2 years of teaching or professional experience.</p> <p>2 whole-time equivalent.</p>																
Summary of specifications for the ratio of learners to teaching-staff	1:15																
Overall WTE staff/learner ratio.¹	<table border="1"> <tr> <td>GBS Academic Management</td> <td>2</td> </tr> <tr> <td>Administrative and Student Support Staff</td> <td>1.5</td> </tr> <tr> <td>Finance & Economics Tutor</td> <td>0.2</td> </tr> <tr> <td>General Skills Tutor</td> <td>0.2</td> </tr> <tr> <td>Information Systems & ICT Skills Tutor</td> <td>0.2</td> </tr> <tr> <td>Management Tutor</td> <td>0.5</td> </tr> <tr> <td>Marketing Tutor</td> <td>0.4</td> </tr> <tr> <td>Total (max intake over 3 years)</td> <td>1:42 (5/210)</td> </tr> </table>	GBS Academic Management	2	Administrative and Student Support Staff	1.5	Finance & Economics Tutor	0.2	General Skills Tutor	0.2	Information Systems & ICT Skills Tutor	0.2	Management Tutor	0.5	Marketing Tutor	0.4	Total (max intake over 3 years)	1:42 (5/210)
	GBS Academic Management	2															
Administrative and Student Support Staff	1.5																
Finance & Economics Tutor	0.2																
General Skills Tutor	0.2																
Information Systems & ICT Skills Tutor	0.2																
Management Tutor	0.5																
Marketing Tutor	0.4																
Total (max intake over 3 years)	1:42 (5/210)																

Programmes being replaced by the [principal programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
PG20493	Bachelor of Business Level 7	September 2018 (Intake)	Transfer to replacement programme	September 2019

¹ This is the total wholetime equivalent number of staff dedicated exclusively to this programme divided by the maximum number of learners that can be enrolled with that complement of staff.

Embedded programme²

Higher Certificate in Business Level 6 (Exit Award)

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
Galway Business School	425	50

Enrolment interval (normally 5 years)	Date of first intake	September 2019
	Date of last intake	September 2024
Maximum number of annual intakes	1	
Maximum total number of learners per intake	50	
Programme duration (months from start to completion)	2 Years – 24 Months	
Target learner groups	<ul style="list-style-type: none"> • Direct entry via CAO (Leaving Certificate – must have five subjects at OD3, including English or Irish and Mathematics; or UK GCE examinations) • Mature learners (over 23) • QQI Level 5 Full Award • International (Leaving Certificate equivalent; IELTS minimum 6.0 or equivalent) 	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full Time and Part Time	
The teaching and learning modalities	Direct contact via lectures and demonstrations, problem based learning, research-based learning and e-activities.	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>The aim of this award is to facilitate learners to receive recognition for successful completion of the first two years of the Bachelor of Business (Level 7) degree.</p> <p>The programme runs over 2 stages with 4 semesters. There are four main discipline areas: Management, Marketing, Accounting & Finance, and Business Information Systems.</p>	
Summary of specifications for teaching staff	Postgrad Qualification with relevant industry experience 2 whole-time equivalent	
Summary of specifications for the ratio of learners to teaching-staff	1:15	
Overall WTE staff/learner ratio.	GBS Academic Management	1.3
	Administrative and Student Support Staff	1
	Finance & Economics Tutor	0.14
	General Skills Tutor	0.12
	Information Systems & ICT Skills Tutor	0.12
	Management Tutor	0.35
	Marketing Tutor	0.28
	Total (max intake over 2 years)	1:42 (3.31/140)

² This only needs to be completed where embedded programmes may be offered independently of the principal programme. Add more subsections if there are more than one embedded programmes proposed to lead to QQI awards.

Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether “Teach out” or “Transfer to replacement programme”	
PG22948	Higher Certificate in Business	September 2018 (Intake)	Transfer to replacement programme	September 2019

Embedded programme³

Certificate in Business Communications Level 6

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
Galway Business School	425	50

Enrolment interval (normally 5 years)	Date of first intake	September 2019
	Date of last intake	September 2024
Maximum number of annual intakes	4	
Maximum total number of learners per intake	25	
Programme duration (months from start to completion)	1 Semester	
Target learner groups	<ul style="list-style-type: none"> • Direct entry via GBS • Mature learners (over 23) • QQI Level 5 Full Award • International (Leaving Certificate equivalent; IELTS minimum 6.0 or equivalent) 	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full Time and Part Time	
The teaching and learning modalities	Direct contact via lectures and demonstrations, Problem based learning, Research-based learning and e-activities.	
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 aim of this award is to introduce learners to the fundamental concepts and frameworks of business communications and marketing in a higher education environment.	

³ This only needs to be completed where embedded programmes may be offered independently of the principal programme. Add more subsections if there are more than one embedded programmes proposed to lead to QQI awards.

	Successful completion of the two modules will also allow learners eligibility for exemption from the appropriate modules on the first year of the Bachelor of Business (Level 7) degree.	
Summary of specifications for teaching staff	Postgrad Qualification with relevant industry experience 2 whole-time equivalent	
Summary of specifications for the ratio of learners to teaching-staff	1:15	
Overall WTE staff/learner ratio.	Management Tutor	0.2

Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
PG22985	Certificate in Business Communications	September 2018 (Intake)	Transfer to replacement programme	September 2019

Embedded programme⁴

Certificate in Business and Entrepreneurship Level 6

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
Galway Business School	425	50

Enrolment interval (normally 5 years)	Date of first intake	September 2019
	Date of last intake	September 2024
Maximum number of annual intakes	4	
Maximum total number of learners per intake	25	
Programme duration (months from start to completion)	1 Semester	
Target learner groups	Direct entry via GBS <ul style="list-style-type: none"> • Mature learners (over 23) • QQI Level 5 Full Award • International (Leaving Certificate equivalent; IELTS minimum 6.0 or equivalent) 	

⁴ This only needs to be completed where embedded programmes may be offered independently of the principal programme. Add more subsections if there are more than one embedded programmes proposed to lead to QQI awards.

Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full Time and Part Time	
The teaching and learning modalities	Direct contact via lectures and demonstrations, problem based learning, research-based learning and e-activities.	
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 aim of this award is to introduce learners to a range of contemporary business issues. There is a particular focus on learners developing an awareness of current debates around business ethics, entrepreneurship and innovation. Successful completion of the two modules will also allow learners eligibility for exemption from the appropriate modules on the first and second year of the Bachelor of Business (Level 7) degree.	
Summary of specifications for teaching staff	Postgrad Qualification with relevant industry experience 2 whole-time equivalent	
Summary of specifications for the ratio of learners to teaching-staff	1:15	
Overall WTE staff/learner ratio.	Management Tutor	0.2

Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
PG22986	Certificate in Business & Entrepreneurship	September 2018 (Intake)	Transfer to replacement programme	September 2019

Embedded programme⁵

Certificate in Sales and Marketing Level 6

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
Galway Business School	425	50

Enrolment interval (normally 5 years)	Date of first intake	September 2019
	Date of last intake	September 2024
Maximum number of annual intakes	4	
Maximum total number of learners	25	

⁵ This only needs to be completed where embedded programmes may be offered independently of the principal programme. Add more subsections if there are more than one embedded programmes proposed to lead to QQI awards.

per intake					
Programme duration (months from start to completion)	1 Semester				
Target learner groups	<ul style="list-style-type: none"> • Direct entry via GBS • Mature learners (over 23) • QQI Level 5 Full Award • International (Leaving Certificate equivalent; IELTS minimum 6.0 or equivalent) 				
Approved countries for provision	Ireland				
Delivery mode: Full-time/Part-time	Full Time and Part Time				
The teaching and learning modalities	Direct contact via lectures and demonstrations, problem based learning, research-based learning and e-activities				
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>The aim of this award is to enable learners to develop some fundamental transferable skills. In particular, the certificate focuses on the essential issues in business communications, sales and marketing. This award is tailored to the international market, particularly the European and Asian markets. The rationale for developing this award is built on the desire of international learners to enhance and apply English language skills, while simultaneously developing their core business knowledge and frameworks.</p> <p>Successful completion of the three modules will also allow learners eligibility for exemption from the appropriate modules on the first and second year of the Bachelor of Business (Level 7) degree.</p>				
Summary of specifications for teaching staff	Postgrad Qualification with relevant industry experience 2 whole-time equivalent				
Summary of specifications for the ratio of learners to teaching-staff	1:15				
Overall WTE staff/learner ratio.	<table border="1"> <tr> <td>Management Tutor</td> <td>0.1</td> </tr> <tr> <td>Marketing Tutor</td> <td>0.2</td> </tr> </table>	Management Tutor	0.1	Marketing Tutor	0.2
Management Tutor	0.1				
Marketing Tutor	0.2				

Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
PG22987	Certificate in Sales & Marketing	September 2018 (Intake)	Transfer to replacement programme	September 2019

Embedded programme⁶

Certificate in Marketing Management Level 6

Names of centres where the programmes are to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Galway Business School	425	50

Enrolment interval (<i>normally 5 years</i>)	Date of first intake	September 2019
	Date of last intake	September 2024
Maximum number of annual intakes	4	
Maximum total number of learners per intake	25	
Programme duration (months from start to completion)	1 Semester	
Target learner groups	<ul style="list-style-type: none"> • Direct entry via GBS • Mature learners (over 23) • QQI Level 5 Full Award • International (Leaving Certificate equivalent; IELTS minimum 6.0 or equivalent) 	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full Time and Part Time	
The teaching and learning modalities	Direct contact via lectures and demonstrations, Problem based learning, Research-based learning and e-activities	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>The aim of this Level 6 certificate is to facilitate learners to develop a range of business-ready transferable skills in a marketing management setting. This certificate will be primarily aimed at mature learners working in this area or who wish to upskill to secure employment in this area. It will include the foundation theoretical and practical principles of digital marketing and enable learners to distinguish between digital and traditional marketing, in an effort to harness the power of traditional and digital marketing as a core driver of the marketing strategy for their organisation. Successful completion of the three modules will also allow learners eligibility for exemption from the appropriate modules on the second and third year of the Bachelor of Business (Level 7) degree.</p>	
Summary of specifications for teaching staff	Postgrad Qualification with relevant industry experience 2 whole-time equivalent	
Summary of specifications for the ratio of learners to teaching-staff	1:15	
Overall WTE staff/learner ratio.	Marketing Tutor	0.3

⁶ This only needs to be completed where embedded programmes may be offered independently of the principal programme. Add more subsections if there are more than one embedded programmes proposed to lead to QQI awards.

Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether “Teach out” or “Transfer to replacement programme”	
PG22988	Certificate in Marketing Management	September 2018 (Intake)	Transfer to replacement programme	September 2019

Embedded programme⁷

Certificate in Strategic Management level 7

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
Galway Business School	425	50

Enrolment interval (normally 5 years)	Date of first intake	September 2019
	Date of last intake	September 2024
Maximum number of annual intakes	4	
Maximum total number of learners per intake	25	
Programme duration (months from start to completion)	1 Semester	
Target learner groups	<ul style="list-style-type: none"> • Direct entry via GBS • Mature learners (over 23) • QQI Level 5 Full Award • International (Leaving Certificate equivalent; IELTS minimum 6.0 or equivalent) 	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full Time and Part Time	
The teaching and learning modalities	Direct contact via lectures and demonstrations, Problem based learning, Research-based learning and e-activities	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	This is a single module Level 7 Certificate in strategic management. This certificate will be primarily targeted at managers in industry and those who wish to upskill to secure employment in a strategic management capacity. The course content has been designed to equip learners with the skills to devise and then successfully deploy	

⁷ This only needs to be completed where embedded programmes may be offered independently of the principal programme. Add more subsections if there are more than one embedded programmes proposed to lead to QQI awards.

	strategic initiatives based upon a detailed assessment of the internal and external environments of a firm. Fundamentally, it provides learners with a comprehension of management theory and the ability to apply concepts in order to exploit opportunities and solve practical problems and challenges and boost firm profitability. Successful completion of the module will also allow learners eligibility for exemption from the appropriate module on the third year of the Bachelor of Business (Level 7) degree.	
Summary of specifications for teaching staff	Postgrad Qualification with relevant industry experience 2 whole-time equivalent	
Summary of specifications for the ratio of learners to teaching-staff	1:15	
Overall WTE staff/learner ratio	Management Tutor	0.1

Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
PG22989	Certificate in Strategic Management	September 2018 (Intake)	Transfer to replacement programme	September 2019

Module⁸

Not applicable to this submission

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners

Enrolment interval (normally 5 years)	Date of first intake	
	Date of last intake	
Maximum number of annual intakes		
Maximum total number of learners per intake		
Programme duration (months from start to completion)		
Target learner groups		

⁸ This only needs to be completed where modules may be offered independently. Add more subsections if there are more than one modules proposed to lead to QQI awards.

Approved countries for provision	
Delivery mode: Full-time/Part-time	
The teaching and learning modalities	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
Summary of specifications for teaching staff	
Summary of specifications for the ratio of learners to teaching-staff	

Other noteworthy features of the application

If this is a revalidation, note that here and refer here to the **Independent Programme Review Report** and write a paragraph outlining the findings concerning the effectiveness of the programme. This should include learner enrolment data; attrition and completion data (including grades achieved); graduate progression into employment or other educational programmes; and evaluations of the programme by learners, teachers, trainers and employers.

[Add text here].

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

Part 1C, does not normally require completion, and only needs to be addressed when the proposed new programme extends the scope of provision.

After a provider has had a programme validated it may seek to extend the approved scope of provision by applying for validation of a programme that extends the scope. A more elaborate evaluation process may be required when scope is to be extended. This may require the provider to first modify its quality assurance procedures to extend their scope and have these approved by QQI.

Validation alone may extend the scope to a limited extent (e.g. within the provider's existing approved QA procedures).

Comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme.

Not applicable. This is an application for revalidation.

Part 2A Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

Criterion 1

The provider is eligible to apply for validation of the programme	
a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.	
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.	
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. ⁹	
Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme – Bachelor of Business (Level 7)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion. Galway Business School has confirmed that the institution meets the prerequisites Section 44 (7) of the 2012 Act to apply for re-validation of the programmes. The provider has declared that this programme complies with applicable statutory, regulatory and professional body agreements.

The application for re-validation has been signed by Celestine Rowland, the MD of GBS who confirms that the information provided is truthful and that all the applicable criteria have been addressed.

The provider has declared that proposed programme Bachelor of Business complies with applicable statutory, regulatory and professional body requirements (e.g. QQI 'Policies and criteria for the validation of programmes of education and training, Qualification and Quality Assurance (Education and Training) Act, 2012).

Exit Award Higher Certificate in Business (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion Galway Business School has confirmed that the institution meets the prerequisites Section 44 (7) of the 2012 Act to apply for re-validation of the programmes. The provider has declared that this programme complies with applicable statutory, regulatory and professional body agreements.

⁹ This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Embedded Award Certificate in Business Communication (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion Galway Business School has confirmed that the institution meets the prerequisites Section 44 (7) of the 2012 Act to apply for re-validation of the programmes. The provider has declared that this programme complies with applicable statutory, regulatory and professional body agreements.

Embedded Award Certificate in Business and Entrepreneurship (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion Galway Business School has confirmed that the institution meets the prerequisites Section 44 (7) of the 2012 Act to apply for re-validation of the programmes. The provider has declared that this programme complies with applicable statutory, regulatory and professional body agreements.

Embedded Award Certificate in Sales and Marketing (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion Galway Business School has confirmed that the institution meets the prerequisites Section 44 (7) of the 2012 Act to apply for re-validation of the programmes. The provider has declared that this programme complies with applicable statutory, regulatory and professional body agreements.

Embedded Award Certificate in Marketing Management (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion Galway Business School has confirmed that the institution meets the prerequisites Section 44 (7) of the 2012 Act to apply for re-validation of the programmes. The provider has declared that this programme complies with applicable statutory, regulatory and professional body agreements.

Embedded Award Certificate in Strategic Management (Level 7)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion Galway Business School has confirmed that the institution meets the prerequisites Section 44 (7) of the 2012 Act to apply for re-validation of the programmes. The provider has declared that this programme complies with applicable statutory, regulatory and professional body agreements.

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.¹⁰
 - (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.¹¹

Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme - Bachelor of Business (Level 7)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

The Panel are also satisfied that GBS, in their response to the Panel Independent Programme Review Report at Phase 2, have addressed the Panel's recommendation (as outlined below) under this criterion.

The Panel consider that the programme aims, objectives and learning outcomes are clearly and consistently stated in section 2 of the programme document and underpin the programme design.

The award title is appropriate and is consistent with the section 3.1.b of QQI's 'Policy and Criteria for Making Awards'. Particularly, the name of the award is less than 43 characters and the award stem name is standardised and determined by the relevant award standard for 'Business'.

¹⁰ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

¹¹ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

The minimum intended programme learning outcomes (MIPLOs) are explicitly specified in section 2.4 of the programme document and are mapped against the QQI award standards in section 2.6. The inclusion of two new MIPLOs and the rationale for their inclusion are clearly documented. The MIPLOs are explicitly specified in relation to knowledge, know-how, skill and competencies and are consistent with the award title and the relevant QQI award standards.

The Panel is also satisfied that the minimum intended module learning outcomes (MIMLOs) are explicitly specified for each of the programme modules in section 6 of the programme document manual and address QQI requirements.

Exit Award - Higher Certificate in Business (Level 6)

Having regard to Criterion 2 and associated sub-criteria, the Panel recommends that QQI can be satisfied that the programme meets this criterion. Through detailed discussions, the Panel established that objectives and outcomes associated with Criterion 2 are addressed in a clear and consistent manner. The rationale for Programme Title and the choice of QQI award is in accordance with the *QQI Policy and Criteria for Making Awards* and QQI Policy for Determining Awards Standards. The mapping of the exit award's MIPLOs against the QQI award is explicitly specified. The Panel is satisfied that the specified minimum module learning outcomes are explicitly specified in relation to know-how, competencies, skills and knowledge and they are consistently linked with the relevant MIPLOs.

Embedded Award - Certificate in Business Communication (Level 6)

Having regard to Criterion 2 and associated sub-criteria, the Panel recommends that QQI can be satisfied that the programme meets this criterion. Through detailed discussions, the Panel established that objectives and outcomes associated with Criterion 2 are addressed in a clear and consistent manner. The rationale for Programme Title and the choice of QQI award is in accordance with the *QQI Policy and Criteria for Making Awards* and QQI Policy for Determining Awards Standards. The mapping of the embedded award's MIPLOs against the QQI award is explicitly specified. The Panel is satisfied that the specified minimum module learning outcomes are explicitly specified in relation to know-how, competencies, skills and knowledge and they are consistently linked with the relevant MIPLOs.

Embedded Award - Certificate in Business and Entrepreneurship (Level 6)

Having regard to Criterion 2 and associated sub-criteria, the Panel recommends that QQI can be satisfied that the programme meets this criterion. Through detailed discussions, the Panel established that objectives and outcomes associated with Criterion 2 are addressed in a clear and consistent manner. The rationale for Programme Title and the choice of QQI award is in accordance with the *QQI Policy and Criteria for Making Awards* and QQI Policy for Determining Awards Standards. The mapping of the embedded award's MIPLOs against the QQI award is explicitly specified. The Panel is satisfied that the specified minimum module learning outcomes are explicitly specified in relation to know-how, competencies, skills and knowledge and they are consistently linked with the relevant MIPLOs.

Embedded Award - Certificate in Sales and Marketing (Level 6)

Having regard to Criterion 2 and associated sub-criteria, the Panel recommends that QQI can be satisfied that the programme meets this criterion. Through detailed discussions, the Panel established that objectives and outcomes associated with Criterion 2 are addressed in a clear and consistent manner. The rationale for Programme Title and the choice of QQI award is in accordance with the *QQI Policy and Criteria for Making Awards* and QQI Policy for Determining Awards Standards. The mapping of the embedded award's MIPLOs against the QQI award is explicitly specified. The Panel is satisfied that the specified minimum module learning outcomes are explicitly specified in relation to know-how, competencies, skills and knowledge and they are consistently linked with the relevant MIPLOs.

Embedded Award - Certificate in Marketing Management (Level 6)

Having regard to Criterion 2 and associated sub-criteria, the Panel recommends that QQI can be satisfied that the programme meets this criterion. Through detailed discussions, the Panel established that objectives and outcomes associated with Criterion 2 are addressed in a clear and consistent manner. The rationale for Programme Title and the choice of QQI award is in accordance with the *QQI Policy and Criteria for Making Awards* and QQI Policy for Determining Awards Standards. The mapping of the embedded award's MIPLOs against the QQI award is explicitly specified. The Panel is satisfied that the specified minimum module learning outcomes are explicitly specified in relation to know-how, competencies, skills and knowledge and they are consistently linked with the relevant MIPLOs.

Embedded Award - Certificate in Strategic Management (Level 7)

Having regard to Criterion 2 and associated sub-criteria, the Panel recommends that QQI can be satisfied that the programme meets this criterion. Through detailed discussions, the Panel established that objectives and outcomes associated with Criterion 2 are addressed in a clear and consistent manner. The rationale for Programme Title and the choice of QQI award is in accordance with the *QQI Policy and Criteria for Making Awards* and QQI Policy for Determining Awards Standards. The mapping of the embedded award's MIPLOs against the QQI award is explicitly specified. The Panel is satisfied that the specified minimum module learning outcomes are explicitly specified in relation to know-how, competencies, skills and knowledge and they are consistently linked with the relevant MIPLOs.

Panel Recommendation (at Phase 2)

The Panel recommend that GBS review the wording of the MIPLOs in the embedded awards to ensure consistency with the MIPLOs in the main award.

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.¹²
- 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 evidence¹³ of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant¹⁴.
 - (vi) The programme meets genuine education and training needs.¹⁵
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme - Bachelor of Business (Level 7)

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

The Panel are also satisfied that GBS, in their response to the Panel Independent Programme Review Report at Phase 2, have addressed each of the Panel's recommendations (as outlined below) under this criterion.

The Panel is satisfied that Galway Business School (GBS) engaged with a wide range of stakeholders in reviewing the programme and the intended programme learning outcomes. GBS undertook a

¹² 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.

¹³ This might be predictive or indirect.

¹⁴ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

¹⁵ There is clear evidence demand for the programme.

comprehensive stakeholder consultation and analysis to understand and assess the requirements of learners in higher education, Leaving Certificate learners, employers, employer representative bodies (e.g. Chambers of Commerce), international educational partners, lecturers, external examiners, the programme board and various other stakeholders. In addition, significant research was carried out in reviewing national and international skills, recruitment and education reports. GBS also conducted a comparative analysis to benchmark the programme design with similar offerings by other national and international education providers. The programme team also undertook study tours and academic 'think tanks'. Evidence of this extensive consultation, analysis and research is presented in the application documentation and was further elucidated in the Panel discussions with staff and learners during the panel visit.

Panel Recommendation (at Phase 2):

The Panel recommends that GBS amend the programme document to capture more fully the extensive nature of the stakeholder consultation process undertaken in reviewing the programme.

GBS outlined their learner recruitment strategy to attract national and international learners (full-time and part-time) which included attendance at trade fairs, engagement with guidance counsellors, open information session and increased collaborations with international education partners.

GBS provided convincing evidence of the employment opportunities for graduates based on the programmes' aim to develop learner skills that are in short supply and high demand in the current labour market. Supporting evidence referenced includes a review of the Vacancy Overview 2017 (Solas, 2018), National Employer Survey (2019), Future Skills Needs (2016), and ICT Skills Action Plan 2014-2018.

Following the learner engagement session, the Panel is reassured that good employment and progression opportunities exist for graduates.

Panel Recommendation (at Phase 2):

The Panel recommends that GBS create a LinkedIn Alumni Account to engage with past-learners, including to leverage the experience and expertise in creating a community of practice which would support employment opportunities.

Mechanisms to keep the programme updated are specified in section 9 of the programme document. GBS conduct regular surveys with learners and lecturers at the end of each semester to review the programme. GBS engage with past learners and employers to ensure their programme remains relevant. In addition to consulting with industry for the design and updating of the programme, GBS lecturers use their own significant industry expertise to ensure the programme remains relevant.

The evidence of how programme satisfy awards standards for 'Business' are outlined in section 2.6 of the validation document and the section 3.4 presents an interpretation of the awards standards.

[Exit Award - Higher Certificate in Business \(Level 6\)](#)

The Panel is satisfied that the justification for an exit award at the end of Year 2 is warranted. GBS have a diverse profile of full time, part time, national and international learners and therefore this

exit award can be deemed necessary. Galway Business School (GBS) have engaged with a wide range of stakeholders in the development of the exit award and intended programme learning outcomes. GBS undertook a comprehensive analysis in developing the programme to address the requirements of learners, employers, employer representative bodies, lecturers, external examiners and other stakeholders. From consultation with current and past learners, the Panel is satisfied that the programme meets genuine education and training needs.

[Embedded Award - Certificate in Business Communication \(Level 6\)](#)

The Panel is satisfied that the justification for this embedded is warranted. GBS have a diverse profile of full time, part time, national and international learners and therefore this level 6 award can be deemed necessary. Galway Business School (GBS) have engaged with a wide range of stakeholders in the development of the award and intended programme learning outcomes. Local employers in particular have stressed the need for the development of a business communications programme to upskill existing employees. GBS undertook a comprehensive analysis in developing the programme to address the requirements of learners, employers, employer representative bodies, lecturers, external examiners and other stakeholders.

[Embedded Award - Certificate in Business and Entrepreneurship \(Level 6\)](#)

The Panel is satisfied that the justification for this embedded is warranted. GBS have a diverse profile of full time, part time, national and international learners and therefore this level 6 award can be deemed necessary. Galway Business School (GBS) have engaged with a wide range of stakeholders in the development of the award and intended programme learning outcomes. Local employer bodies e.g. Ibec and Chamber of Commerce have stressed the need for the development of a short Entrepreneurship programme to upskill new and existing employees. GBS undertook a comprehensive analysis in developing the programme to address the requirements of learners, employers, employer representative bodies, lecturers, external examiners and other stakeholders.

[Embedded Award - Certificate in Sales and Marketing \(Level 6\)](#)

The Panel is satisfied that the justification for this embedded is warranted. GBS have a diverse profile of full time, part time, national and international learners and therefore this level 6 award can be deemed necessary. Galway Business School (GBS) have engaged with a wide range of stakeholders in the development of the award and intended programme learning outcomes. GBS stressed the importance of Sales in every business and how many employers face difficulties in sourcing sales training.

[Embedded Award - Certificate in Marketing Management \(Level 6\)](#)

The Panel is satisfied that the justification for this embedded is warranted. GBS have a diverse profile of full time, part time, national and international learners and therefore this level 6 award can be deemed necessary. Galway Business School (GBS) have engaged with a wide range of stakeholders in the development of the award and intended programme learning outcomes. The aim of this Level 6 certificate is to facilitate learners to develop a range of business-ready transferable skills in a marketing management setting which have been deemed extremely important by local industry representatives.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel is satisfied that the justification for this embedded is warranted. GBS have a diverse profile of full time, part time, national and international learners and therefore this level 7 award can be deemed necessary. This award is primarily targeted at existing and aspiring managers in industry. Research with employers has informed the justification in the design and delivery of this programme.

Criterion 4

The programme's access, transfer and progression arrangements are satisfactory	
<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied¹⁶.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR¹⁷) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>	
Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme - Bachelor of Business (Level 7)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

The programme access, transfer and progression procedures are outlined in section 4 of the programme document and are based on GBS Quality Assurance Handbook. The policies and procedures 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.

¹⁶ 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

¹⁷ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

Information about the programme as well as its procedures for access, transfer and progression is clearly and plainly documented in the Learner Handbook and presented to learners at induction.

Non-native speakers of English require a minimum of 6.0 IELTS for entry into year one which is an equivalent to B2+ on the Common European Framework of Reference for Language. Details are provided in section 4.2.5 of the programme document. GBS in collaboration with the Galway Cultural Institute (GCI) provide all non-native English speakers with a four week English for Business course to support them with their studies. Learners also have access to an English Language expert on a daily basis.

The Panel is satisfied that the programme includes suitable procedures and criteria for the recognition of prior learning. In addition to reviewing the documentation around access, transfer and progression, the Panel further questioned the programme team in relation to this. GBS have up to date and rigorous RPL policies, procedures and tools in place. GBS take a cautious approach to managing RPL requesting applicants to complete RPL portfolio and undergo RPL interview as part of their application. A summary of RPL criteria for access and advanced entry is outlined in section 4.2.9 of the programme document and is based on the GBS' Quality Assurance Handbook (Appendix 3)

Furthermore, the Panel is satisfied that the programme title complies with the relevant statutory and regulatory requirements as outlined in the National Framework of Qualifications, the QQI Policy and Criteria for Making Awards and QQI Policy for Determining Awards Standards. It is evident that GBS is learner focused and meaningful in all related activities.

The programme title reflects the core intended programme learning outcomes related to 'general business acumen' In addition, it is consistent with the QQI Awards standard for 'Business' and has long lasting significance.

[Exit Award - Higher Certificate in Business \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 4 and related sub-criteria and recommends that QQI can be satisfied that the programme meets statutory, regulatory and professional body requirements. This is consistent with the procedures outlined in QQI's policy and criteria for access, transfer and progression.

[Embedded Award - Certificate in Business Communication \(Level 6\)](#)

The Panel has evaluated the Certificate in Business Communication award and all associated documents having regard to criterion 4 and related sub-criteria and recommends that QQI can be satisfied that the programme meets statutory, regulatory and professional body requirements. This is consistent with the procedures outlined in QQI's policy and criteria for access, transfer and progression.

[Embedded Award - Certificate in Business and Entrepreneurship \(Level 6\)](#)

The Panel has evaluated the Certificate in Business and Entrepreneurship award and all associated documents having regard to criterion 4 and related sub-criteria and recommends that QQI can be satisfied that the programme meets statutory, regulatory and professional body requirements. This is consistent with the procedures outlined in QQI's policy and criteria for access, transfer and progression.

Embedded Award - Certificate in Sales and Marketing (Level 6)

The Panel has evaluated the Certificate in Sales and Marketing award and all associated documents having regard to criterion 4 and related sub-criteria and recommends that QQI can be satisfied that the programme meets statutory, regulatory and professional body requirements. This is consistent with the procedures outlined in QQI's policy and criteria for access, transfer and progression.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the Certificate in Marketing Management award and all associated documents having regard to criterion 4 and related sub-criteria and recommends that QQI can be satisfied that the programme meets statutory, regulatory and professional body requirements. This is consistent with the procedures outlined in QQI's policy and criteria for access, transfer and progression.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the Certificate in Sales and Marketing award and all associated documents having regard to criterion 4 and related sub-criteria and recommends that QQI can be satisfied that the programme meets statutory, regulatory and professional body requirements. This is consistent with the procedures outlined in QQI's policy and criteria for access, transfer and progression.

Criterion 5

The programme's written curriculum is well structured and fit-for-purpose

- a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
- b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁸.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
- j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹⁹

Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme Bachelor of Business (Level 7)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme's curriculum is well structured and fit for purpose.

The Panel are also satisfied that GBS, in their response to the Panel Independent Programme Review Report at Phase 2, have addressed each of the Panel's recommendations (as outlined below) under this criterion.

The rationale for the curriculum structure, including proposed amendments arising from the programme review process, is comprehensively and systematically explained in section 5 of the programme document as presented for re-validation, and was further elaborated on in the discussions with the Panel during the site visit. The Panel was satisfied that issues they raised about curriculum structure were satisfactorily addressed by the programme team during discussions, including, for example, a concern about the sequencing of module delivery in year 3, and a concern

¹⁸ 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.

¹⁹ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

about the adequacy of the level of marketing content with which a learner could graduate depending on the elective path chosen. The Panel consider that modules are coherently structured to provide an integrated learning experience for learners and to achieve skills, knowledge and competencies required for Level 7 award of QQI awards standards for 'Business'.

Panel Recommendation (as Phase 2):

The Panel recommend that GBS address the scenario where a learner could graduate having only completed 10 credits of marketing in the programme document.

The programme ensures contemporary issues in business are addressed which is reflected in the inclusion of a number of new innovative modules including Academic & Professional Skills, Digital Research and Business Data Analysis. It provides enrolled learners with choice to select from a number of elective modules to address their individual educational and training needs. The rationale and rules for elective modules are presented in section 5.1.2 of the programme document.

Module learning outcomes are closely aligned with MIPLOs. The design of the programme follows an integrative approach with unnecessary duplication avoided. From reviewing the documentation and speaking to learners and lecturers, the Panel is satisfied that the programme elements are clearly presented. The sample schedule of delivery presented is well structured and thought out and assures the Panel the needs of learners (Full Time and Part Time) and lecturers have been taken into consideration from enrolment right through to completion. GBS comprehensively and systematically document information regarding the programme to learners and potential learners on their website, Moodle and academic year handbook.

Significant discussion between the Panel and programme team took place around the credit allocation. In particular, the Panel expressed some concern around the level of credit allocation to the Business Research Project module in view of the relative significance assigned to it in the programme documentation, re-iterated during discussions with the Panel, and its 8,000-word assignment. The Panel is satisfied, however, that credits are consistently allocated and each module is based on required learner effort to achieve the learning outcomes.

Panel Recommendation (as Phase 2):

The Panel recommend that GBS consider reviewing the credit allocation to the Business Research Project Module given its 8,000-word assignment.

The Panel is satisfied from reviewing documentation and questioning the GBS programme team that there is an appropriate correlation between minimal entry standard and award standard and with the credit allocation. Credit allocated to each module is consistent with the effort required from learners. The credit allocated to the programme is consistent with section 3.8 of QQIs 'Policy and Criteria for Making Awards', specifically, it measures learners' effort and it is only attached to specified learners' baseline knowledge, skill and competencies that are achieved through the duration of the programme. The rationale for programme's duration and credit allocation is provided in section 5.3 in the validation document.

The Panel welcome the strong practical element in the delivery of modules. For example, many of the assignments throughout the programme address real life issues impacting industry. The e-activities referred to in the programme documentation address contemporary issues impacting the workplace.

Panel Recommendation (as Phase 2):

The Panel agreed that the programme has been designed in a collaborative manner. It was evident to the Panel during their discussions with the programme team that lecturers work very closely together in the design, delivery, sequencing and assessing of the programme. However, the Panel consider that scope exists to capture this better in the programme documentation. The Panel recommend that the documentation be amended to do so.

The programme review report in section 7 outlines clearly the proposed changes to the programme structure and to individual modules. In general, the Panel approve of the proposed changes. Panel recommendations in relation to individual modules are as outlined below:

Principles of Economics

Approved as presented.

Introduction to Business & Management

The Panel note the re-design of the module to eliminate overlap with the Contemporary Business Management module reflecting the advice of the 2016 independent review panel. The Panel approve of the addition of a new learning outcome and of the new content.

Learn to Learn

Approved as presented.

Computer Applications

Approved as presented.

Introduction to Marketing

Approved as presented.

Business Communication

Approved as presented.

Introduction to Accounting

The module was amended to reflect the advice of the 2016 independent review panel that it was 'very ambitious'. Despite the amendments made, however this may still prove to be the case in practice.

The Panel recommended amending the wording of learning outcome 5 and of section 6.7.4. The inclusion of 'articles from research papers' in the proposed e-learning materials seems unnecessary for a module at this level.

Quantitative Methods**Contemporary Business Management**

The Panel recommend that the programme team consider changing the name of the Contemporary Business Management module to Contemporary Global Business as this will better reflect the module content.

The Panel note the re-design of the module to eliminate overlap with the Introduction to Business & Management module reflecting the advice of the 2016 independent review panel. The Panel approve of the addition of the new learning outcomes and of the new content.

Consumer Behaviour

Approved as presented.

Business Information Systems

Approved as presented.

Academic & Professional Skills

The Panel recommend that networking be added to the content.

Digital Marketing

Approved as presented.

Financial Accounting

The Panel recommend that the wording of section 6.10.4 be amended, and in particular to ensure consistency with the module aims and objectives and learning outcomes.

Sales Management

Approved as presented.

People & Change Management

Have less focus on **HR** and more emphasis on **Change** as there is a HR Module
Change the name to Change Management

Digital Research

Should focus more on emerging technologies for digital research e.g. change content 6 to emerging technologies with cloud computing within it.

Business Law

The Panel recommend that consideration be given to adding GDPR to the content

Business Data Analysis

Approved as presented.

Strategic Management

Approved as presented.

Human Resource Management

Approved as presented.

International Marketing Management

Approved as presented.

Project & Services Management

Approved as presented.

Financial Management

The Panel recommend the addition of working capital management to the module content. Amend the wording of sections 6.24.5 and 6.24.13.

Business Research Project

Approved as presented.

[Exit Award - Higher Certificate in Business \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 5 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel is satisfied that's should learners exit the programme at this stage, they will be equipped with knowledge, skills and competencies to be expected from a level 6 business programme.

[Embedded Award - Certificate in Business Communication \(Level 6\)](#)

The Panel has evaluated the Certificate in Business Communications award and all associated documents having regard to criterion 5 and related sub-criteria and recommends that QQI can be satisfied that the programme addresses the relevant requirements. The Programme's written curriculum is well structured and fit for purpose with all programme aspects properly considered to address the various stakeholder requirements.

[Embedded Award - Certificate in Business and Entrepreneurship \(Level 6\)](#)

The Panel has evaluated the Certificate in Business and Entrepreneurship award and all associated documents having regard to criterion 5 and related sub-criteria and recommends that QQI can be satisfied that the programme addresses the relevant requirements. The Programme's written curriculum is well structured and fit for purpose with all programme aspects properly considered to address the various stakeholder requirements.

[Embedded Award - Certificate in Sales and Marketing \(Level 6\)](#)

The Panel has evaluated the Certificate in Sales and Marketing award and all associated documents having regard to criterion 5 and related sub-criteria and recommends that QQI can be satisfied that the programme addresses the relevant requirements. The Programme's written curriculum is well structured and fit for purpose with all programme aspects properly considered to address the various stakeholder requirements.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the Certificate in Marketing Management award and all associated documents having regard to criterion 5 and related sub-criteria and recommends that QQI can be satisfied that the programme addresses the relevant requirements. The Programme's written curriculum is well structured and fit for purpose with all programme aspects properly considered to address the various stakeholder requirements.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the Certificate in Strategic Management award and all associated documents having regard to criterion 5 and related sub-criteria and recommends that QQI can be satisfied that the programme addresses the relevant requirements. The Programme's written curriculum is well structured and fit for purpose with all programme aspects properly considered to address the various stakeholder requirements.

Criterion 6

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

- a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff²⁰ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
- d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development²¹ opportunities²².
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
Yes	

Principal programme - Bachelor of Business (Level 7)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

The panel is satisfied by the programme and supporting documentation, and by its discussions with management and with the programme team during the site-visit, that programme staffing requirements have been well considered and specified, and that the staffing complement necessary to continue to deliver the programme successfully is already in place.

Academic staff are recruited on a 'complementary' part-time contract basis. However, the current programme team has been in place for over three years and is stable. The staffing model has proven fit-for-purpose of delivering the programme successfully.

²⁰ 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.

²¹ 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.

²² 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.

Teaching staff are required to have a Master's Degree with a minimum of 5 years professional experience or a PhD with a minimum of 2 years of teaching or professional experience. From reviewing CVs and meeting the programme team, it is evident to the panel that lecturers are extremely well qualified, experienced and professional.

The programme team is comprised of a diverse range of lecturers with extensive academic and recent real world industry experience which favourably compliments and support the programme offering. The Panel consider that an ethos of teamwork, genuine collaboration and collegiality exists among the programme team which is primarily attributable to the relatively small cohort of lecturers working together in a focused and mutually supportive environment.

The Panel were particularly impressed by the openness, enthusiasm, engagement and dedication evinced by the programme team; by their strong sense of ownership and pride in the programme; by the coherence of their shared understanding of the challenges and opportunities in programme design, delivery and assessment; and by their commitment to continuous self-reflection and improvement aimed at enhancing the quality of the programme and of the learner experience.

Procedures for selection, appointment, appraisal and development of staff are outlined in Section 9 of GBS's Quality Assurance Handbook.

GBS offer their programme team members extensive CPD opportunities including attendance of conferences, seminars and workshops as well as financial and time support to undertake additional study and research. The lecturers which the Panel met during the site visit referred to examples of seminars, research activity and further study supported by GBS.

Lecturers are provided with any necessary training on the application of new technologies including on the virtual learning environment. Each lecturer is provided with a comprehensive 'Lecturer Handbook' which is updated annually and includes information on relevant procedures and supporting material for effective teaching and learning. The management team meets with the lecturing team at the start of each academic year to discuss any updated policies and procedures, the structure of the academic year, timetables, and other necessary relevant information.

GBS has documented its structures and mechanisms for monitoring and reviewing staff performance, including for providing programme staff with constructive feedback. The roles and responsibilities of various Boards and Committees in this regard (including the Academic Council, the Quality Assurance Committee, the Staff-Student Liaison Committee and the Programme Board) are specified in the programme documentation, and were further elucidated during the site visit. Specific mechanisms in use include feedback from learners, feedback from external examiners, and feedback from peers.

Learners can provide feedback to the programme coordinator at any time and are encouraged to complete module evaluation forms at the end of each module delivery. The various Boards and Committees include class representatives who are consulted about lecturer performance. Lecturers conduct peer-to-peer reviews involving observing other lecturers delivering modules and providing constructive feedback.

During the site visit the programme coordinator outlined ways in which lecturer under-performance would be addressed. This includes meeting with the lecturer in question, reviewing the evidence, seeking joint solutions and providing for follow-up.

Exit Award - Higher Certificate in Business (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 6 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Staff involved in the delivery and coordination of this programme are highly competent. The Panel is satisfied the lecturers will support learners achieve intended MIPLOs and adhere to QQI and GBS QA guidelines.

Embedded Award - Certificate in Business Communication (Level 6)

The Panel has evaluated the award and all associated documents having regard to criterion 6 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Staff involved in the delivery and coordination of this programme are highly competent. The Panel is satisfied the lecturers will support learners achieve intended MIPLOs and adhere to QQI and GBS QA guidelines.

Embedded Award - Certificate in Business and Entrepreneurship (Level 6)

The Panel has evaluated the award and all associated documents having regard to criterion 6 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Staff involved in the delivery and coordination of this programme are highly competent. The Panel is satisfied the lecturers will support learners achieve intended MIPLOs and adhere to QQI and GBS QA guidelines.

Embedded Award - Certificate in Sales and Marketing (Level 6)

The Panel has evaluated the award and all associated documents having regard to criterion 6 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Staff involved in the delivery and coordination of this programme are highly competent. The Panel is satisfied the lecturers will support learners achieve intended MIPLOs and adhere to QQI and GBS QA guidelines.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the award and all associated documents having regard to criterion 6 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Staff involved in the delivery and coordination of this programme are highly competent. The Panel is satisfied the lecturers will support learners achieve intended MIPLOs and adhere to QQI and GBS QA guidelines.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the award and all associated documents having regard to criterion 6 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Staff involved in the delivery and coordination of this programme are highly competent. The Panel is satisfied the lecturers will support learners achieve intended MIPLOs and adhere to QQI and GBS QA guidelines.

Criterion 7

There are sufficient physical resources to implement the programme as planned	
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> (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 <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required. 	
Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme – Bachelor of Business (Level 7)

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

The programme’s physical resources requirements are specified in section 8 of the programme document. The Panel walked around and inspected each of the classrooms, PC suite, library, canteen facilities, breakout rooms and administrative offices. The classrooms in particular are highly impressive with modern technology including touch screen TVs, free Wi-Fi, great natural light and very spacious. The building was very disability friendly in terms of access and physical resources. Section 8.2.1 outlines the physical environments established at GBS to accommodate for the learning and human needs.

During the learner engagement session, the Panel received positive feedback in relation to technical, language and administrative support available throughout their studies. Section 8.2.5 describes suitable technical support services for learners on the programme.

The Panel is extremely impressed by the modern resources available throughout GBS. Interestingly, GBS make laptops freely available to learners on request when required. The suite of laptops were shown to the Panel. Suitable Information technology resources have been obtained and are detailed in section 8.2.2.

The Panel did note that the physical library has limited resources in terms of books. However, GBS informed the Panel that learners have access to the EBSCO premium package where they can access a wide range of e-books, journals and other resources. Learners are satisfied with the e-book offering and training provided in how to use it.

GBS also provided an overview of Moodle (their VLE) for which training is provided in advance and on an on-going basis to both lecturers and learners. All assignments are submitted electronically by learners through Turnitin as detailed in the Learners Handbook. An innovative feature of the programme is the e-activities associated with each module requiring the learner to carry out a number of tasks online to support their studies. The learners during their session spoke extremely positively about the impact these e-activities have on their studies.

The planned intake into the first five years of the programme and a breakdown of income over the five years based on this planned intake is presented in Section 3.12 of the programme document. The planned intake is broken down into the intake of part-time learners, EU learners and International learners and it takes into consideration learners' dropout rates and the planned intake of Spanish and French full-time learners that join the programme through advanced entry in stage three. The Panel is satisfied that plans to address any financial deficit are in place.

Entitlements to use the property required to deliver the programme are outlined in section 8.6 of the programme document.

[Exit Award - Higher Certificate in Business \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 7 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The physical resources required to implement this programme are documented above in the Principal programme section.

[Embedded Award - Certificate in Business Communication \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 7 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The physical resources required to implement this programme are documented above in the Principal programme section.

[Embedded Award - Certificate in Business and Entrepreneurship \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 7 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The physical resources required to implement this programme are documented above in the Principal programme section.

Embedded Award - Certificate in Sales and Marketing (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 7 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The physical resources required to implement this programme are documented above in the Principal programme section.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 7 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The physical resources required to implement this programme are documented above in the Principal programme section.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the exit award and all associated documents having regard to criterion 7 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The physical resources required to implement this programme are documented above in the Principal programme section.

Criterion 8

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

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

Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme – Bachelor of Business (Level 7)

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

The Panel are also satisfied that GBS, in their response to the Panel Independent Programme Review Report at Phase 2, have addressed each of the Panel's recommendations (as outlined below) under this criterion.

The Panel consider that the learning environment within GBS supports learner social, cultural, and intellectual development through engagement with peers and lecturers. Learners are encouraged to interact with others including by, for example, a schedule of organised sporting, artistic and social outings and events, and by a pedagogy that encourages group work and class discussions. The programme includes a number of group projects; during classroom activities, learners are broken into small teams facilitating integration and collaboration; teamwork activities in the classroom involve diverse teams in terms of culture, age and gender. Arrangements for guiding, informing and caring for learners are described in section 5.9 of the programme document. The diverse range of learners (full time, part time, national and international) present at the learner engagement session with the Panel all attested to the fact of a supportive learning environment within GBS.

The classroom, virtual learning environment, e-activities and social activities all combine to ensure the systems are in place to address the programme learning outcomes. The small class sizes also ensure that learners receive considerable individual attention and support from lecturers and administrative staff. During the learner engagement session, the Panel heard from a learner with a visual impairment and the Panel is satisfied that more than adequate supports are available to ensure all learners can achieve the programme learning outcomes.

Panel Recommendation (at Phase 2):

The Panel consider that the programme documentation does not adequately capture the full extent of the activities and supports that GBS provides for learners, or all of the positive dimensions of the learning environment that were highlighted during the site-visit in discussions with staff and learners. The Panel recommend that GBS amend the programme documentation to

incorporate more fully the positive and laudatory elements of the activities, supports and environment for learners.

The Panel were initially concerned around the Business Research Project (BRP) in relation to workload but following discussions with learners and lecturers these concerns were addressed. Learners receive one-to-one support from an experienced lecturer which guides learners through the various stages of their research. In addition, learners viewed the BRP module as an opportunity to reflect on the significant learning achieved throughout the programme.

The programme does not involve elements which occur in the work-place.

Panel Recommendation (at Phase 2):

The programme does not have a dedicated work placement. Following discussions with the learners, the Panel recommend that GBS consider adding a workplace component to the programme. This could be an elective module (e.g. in combination with a work-based project) to cater for learners already in full-time employment.

[Exit Award - Higher Certificate in Business \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 8 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel is satisfied that the programme's physical, social, cultural and intellectual environment including resources and support systems are consistent with the needs of the learners.

[Embedded Award - Certificate in Business Communication \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 8 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel is satisfied that the programme's physical, social, cultural and intellectual environment including resources and support systems are consistent with the needs of the learners.

[Embedded Award - Certificate in Business and Entrepreneurship \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 8 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel is satisfied that the programme's physical, social, cultural and intellectual environment including resources and support systems are consistent with the needs of the learners.

[Embedded Award - Certificate in Sales and Marketing \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 8 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel is satisfied that the programme's physical, social, cultural and

intellectual environment including resources and support systems are consistent with the needs of the learners.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 8 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel is satisfied that the programme's physical, social, cultural and intellectual environment including resources and support systems are consistent with the needs of the learners.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the exit award and all associated documents having regard to criterion 8 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel is satisfied that the programme's physical, social, cultural and intellectual environment including resources and support systems are consistent with the needs of the learners.

Criterion 9

There are sound teaching and learning strategies	
<ul style="list-style-type: none"> a) The teaching strategies support achievement of the intended programme/module learning outcomes. b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes. c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload). d) Learning is monitored/supervised. e) Individualised guidance, support²³ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme. 	
Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme – Bachelor of Business (Level 7)

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

The Panel are satisfied that GBS, in their response to the Panel Independent Programme Review Report at Phase 2, have addressed the Panel’s special condition of re-validation (as outlined below) under this criterion.

The programme’s teaching and learning strategy to support the achievement of the intended programme learning outcome is outlined in section 5.7 of the programme document.

The teaching and learning strategy for each individual module is provided with module descriptors in section 6 of the programme document. The teaching and learning strategies work effectively as evidenced by the high satisfaction rates of learners. The teaching approach employed involves a wide variety of techniques including lectures, tutorials, case studies, group discussions, group exercises, online forums, e-activities, seminars and guest lectures. The range of techniques employed are utilised to engender a variety of competencies and abilities and enable learners to achieve the intended programme learning outcomes as outlined in section 5.7 of the programme document.

The Panel is satisfied after consulting with lecturers and learners that the programme enables learners to attain minimum intended programme learning outcomes in terms of reasonable learner effort and a balance workload. The rationale for the programmes’ duration and credit allocation is presented in section 5.4 of the programme document.

Due to the low learner: lecturer ratio, learners benefit from a more personalised approach to teaching and learning. The Panel is satisfied that issues in relation to learner attendance, grades, integration and experience are identified and dealt with promptly. During the learner engagement

²³ 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.

session, the Panel received reassurance that a robust process is in place to capture learner and lecturer feedback in relation to programme and module delivery. In relation to the performance of lecturers, GBS adopt a very transparent approach in identifying and addressing under-performance.

The programme team regularly meet to share good practices in relation to teaching and learning strategies. In addition, lecturers attend the delivery of modules delivered by other lecturers and provide constructive feedback.

GBS's sister organisation Galway Cultural Institute (GCI) provides language, literacy and other support on an ongoing basis to GBS learners which is easily accessible. Programmes specific arrangements for guiding, informing and caring for learners are detailed in section 5.10 of the programme document.

Special condition of re-validation (at Phase 2):

The Panel recommend as a special condition of re-validation that GBS amend the programme document to include e-activities under independent learning rather than directed online hours for each of the modules.

[Exit Award - Higher Certificate in Business \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 9 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. It is evident to the Panel that sound teaching and learning strategies are being adopted by GBS in relation to the delivery of this award.

[Embedded Award - Certificate in Business Communication \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 9 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. It is evident to the Panel that sound teaching and learning strategies are being adopted by GBS in relation to the delivery of this award.

[Embedded Award - Certificate in Business and Entrepreneurship \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 9 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. It is evident to the Panel that sound teaching and learning strategies are being adopted by GBS in relation to the delivery of this award.

[Embedded Award - Certificate in Sales and Marketing \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 9 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. It is evident to the Panel that sound teaching and learning strategies are being adopted by GBS in relation to the delivery of this award.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 9 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. It is evident to the Panel that sound teaching and learning strategies are being adopted by GBS in relation to the delivery of this award.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the exit award and all associated documents having regard to criterion 9 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. It is evident to the Panel that sound teaching and learning strategies are being adopted by GBS in relation to the delivery of this award.

Criterion 10

There are sound assessment strategies	
	<ul style="list-style-type: none"> a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>²⁴ b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures. c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.²⁵ d) The programme includes formative assessment to support learning. e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.²⁶ f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable. g) There are sound procedures for the moderation of summative assessment results. h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.²⁷
Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme – Bachelor of Business (Level 7)

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

The Panel are satisfied that GBS, in their response to the Panel Independent Programme Review Report at Phase 2, have addressed the Panel's special condition of re-validation and the Panel's recommendation (as outlined below) under this criterion.

Assessments are undertaken in accordance with QQI Assessment Standards (2013). The fairness of assessment procedures is ensured and the quality is monitored as required by section 7 of GBS' QA Handbook. The programme has assessment procedures which are consistent with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. The Panel is satisfied that GBS has fair, coherent and effective assessment procedures which are guided by the provider's quality assurance policies and procedures and the Assessment Strategy outlined in Section 5.10. However, as mentioned above, the Panel requires further clarification in three areas.

²⁴ See the section on transitional arrangements.

²⁵ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

²⁶ 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.

²⁷ 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).

Assessments are consistent with programme learning outcomes, module learning outcomes and applicable award standard. Sample formative and summative assessment techniques such as quizzes, e-activities, tasks, marking schemes and related evidence was provided for the Panel to review. Assessment for the individual programme modules is outlined in module descriptors in section 6 of the validation manual. The Panel is satisfied that the assessments are likely to be valid and reliable for each of the award-stage assessments. Each module included a formative assessment element to support learning. Examples of these are provided in section 5.11.2 of the programme document.

The sample assessment instruments for award stage assessments are described in sections [??] of the programme document and in individual module descriptors for stage four in section 6. Furthermore, the Panel was provided with sample assessment instruments, tasks and marking schemes during the site visit. The Panel are satisfied the sample assessments presented are reliable and valid.

GBS only puts forward an enrolled learner for certification for a proposed award for which this programme has been validated as they will be specifically assessed against the QQI standards for the award.

The procedures for the moderation of summative assessment results are outlined in section 7 of the GBS' QA Handbook and section 5.10 of the programme document.

Special condition of re-validation (at Phase 2):

The Panel recommend as a special condition of re-validation that GBS amend the programme document to provide clarification about each of the following: the processes used in relation to the role of the External Examiner; repeat assessments and assessment appeals; e-activities contribution to assessment.

Panel Recommendation (at Phase 2):

In the context of the broad range of disciplines covered by the programme, the Panel recommend that GBS consider appointing external examiners on a discipline-basis, as a supplement to the present practice of appointing programme-based external examiners.

Exit Award - Higher Certificate in Business (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 10 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards and it interfaces effectively with GBS's existing quality assurance policies and procedures.

Embedded Award - Certificate in Business Communication (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 10 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards and it interfaces effectively with GBS's existing quality assurance policies and procedures.

Embedded Award - Certificate in Business and Entrepreneurship (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 10 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards and it interfaces effectively with GBS's existing quality assurance policies and procedures.

Embedded Award - Certificate in Sales and Marketing (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 10 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards and it interfaces effectively with GBS's existing quality assurance policies and procedures.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 10 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards and it interfaces effectively with GBS's existing quality assurance policies and procedures.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the exit award and all associated documents having regard to criterion 10 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. Assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards and it interfaces effectively with GBS's existing quality assurance policies and procedures.

Criterion 11

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

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities²⁸.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*²⁹ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
- j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme – Bachelor of Business (Level 7)

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

The Panel are also satisfied that GBS, in their response to the Panel Independent Programme Review Report at Phase 2, have addressed the Panel's recommendation (as outlined below) under this criterion.

During week one in the first semester, all learners attend an induction session with the Registrar, Head of Teaching and Learning, the Programme Leader, Academic Co-ordinator and all lecturing staff on the programme. This is to give learners a thorough briefing about the programme, as well as covering key concerns such as time management, Moodle, assessment, learner supports, study skills, plagiarism, use of the on-line library, referencing and attribution, and critical thinking. In addition, it

²⁸ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²⁹ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

is GBS practice for each lecturer to integrate such skills as part of their modules early in the academic year to reinforce learning of these key attributes. The over-riding aim of the induction session is to welcome new learners to the programme, provide them with essential information and to let them know what to expect over the duration of the programme. Learners are provided with a GBS Learners Handbook which covers specific information in relation to appeals, complaints, who to contact, progression, programme information, module selection, assessments, special accommodation.

GBS and their sister organisation GCI have significant experience and expertise in accommodating the diverse range of needs of learners. During the learner engagement session, the Panel learned about support available to learners in relation to RPL, special accommodation, cultural integration and pastoral care (e.g. evidence of support in seeking accommodation, setting up bank accounts and filling out forms).

Learners can access tutors outside of classroom hours and evidence of this was provided during the learner session.

Learners are invited during the application process, and again during induction, to notify academic staff of any disabilities and learning difficulties they may have in order for the academic co-ordinator and lecturing staff to ensure that appropriate learning support is provided.

GBS complies with the QQI's 'Code of Practice for Provision of Programmes of Education and Training to International Learners'. It ensures its marketing, recruitment and admission procedures are compliant.

From taking a tour of the building and from questioning learners, the Panel are satisfied that learners are well cared for and safe while participating on the GBS programme.

The BRP Project in year 3 is fully individually supervised by experienced academic staff.

Section 7.8 of GBS's QA Handbook clearly outlines the school policies regarding re-checks of learners' results, appeals and complaints.

GBS described safety procedures, safety personnel and safety rules during the panel visit. GBS also have Public Liability Insurance that is renewed annually and clearly states that it covers Galway Business School Ltd premises.

Panel Recommendation (at Phase 2):

The Panel consider that the programme documentation does not sufficiently capture information about the full range of supports and guidance services GBS actually provides for learners. The Panel recommend that GBS amend the programme document to incorporate this information.

[Exit Award - Higher Certificate in Business \(Level 6\)](#)

The Panel has evaluated the exit award and all associated documents having regard to criterion 11 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel agrees that learners enrolled on the programme are well informed, guided and cared for.

Embedded Award - Certificate in Business Communication (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 11 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel agrees that learners enrolled on the programme are well informed, guided and cared for.

Embedded Award - Certificate in Business and Entrepreneurship (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 11 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel agrees that learners enrolled on the programme are well informed, guided and cared for.

Embedded Award - Certificate in Sales and Marketing (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 11 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel agrees that learners enrolled on the programme are well informed, guided and cared for.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the exit award and all associated documents having regard to criterion 11 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel agrees that learners enrolled on the programme are well informed, guided and cared for.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the exit award and all associated documents having regard to criterion 11 and related sub-criteria and recommends that QQI can be satisfied that the programme meets relevant requirements. The Panel agrees that learners enrolled on the programme are well informed, guided and cared for.

Criterion 12

The programme is well managed	
<ul style="list-style-type: none"> a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures. b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not. c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff. d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources. e) Quality assurance³⁰ is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria. f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved. g) The programme operation and management arrangements are coherently documented and suitable. h) There are sound procedures for interface with QQI certification. 	
Satisfactory (yes, no, partially)	Comment
Yes	

Principal Programme – Bachelor of Business (Level 7)

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

The Panel consider that structures and procedures relating to intrinsic governance, quality assurance, learner assessment and access, transfer and progression are well documented in the programme document and in the GBS Quality Assurance Handbook. Further evidence was presented during the Panel discussions with the management, administrative and academic staff to suggest that the programme is well managed. GBS has a very experienced and capable teaching staff supported by a competent administrative and management team. The quality assurance representatives on the programme team are well versed on the various QQI policies and procedures.

GBS’ Quality Assurance Handbook was approved and validated by QQI in May 2014. The programme interfaces effectively with all of its quality assurance procedures. Section 10 of the QA Handbook deals with procedures and policies for evaluating quality assurance and its further development.

The outline of the programme specific criteria for selecting physical resources is in section 8.1 of the programme document.

³⁰ See also QQI’s Policy on Monitoring (QQI, 2014)

Exit Award - Higher Certificate in Business (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the physical resources to implement the programme are satisfactory. The intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures are well documented in the programme document and further evidence presented during the Panel visit suggests the programme is well managed. GBS has a very experienced and capable teaching staff supported by a competent administrative team. The QA representatives on the programme team are well versed on the various QQI policies and procedures.

Embedded Award - Certificate in Business Communication (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the physical resources to implement the programme are satisfactory. The intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures are well documented in the programme document and further evidence presented during the Panel visit suggests the programme is well managed. GBS has a very experienced and capable teaching staff supported by a competent administrative team. The QA representatives on the programme team are well versed on the various QQI policies and procedures.

Embedded Award - Certificate in Business and Entrepreneurship (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the physical resources to implement the programme are satisfactory. The intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures are well documented in the programme document and further evidence presented during the Panel visit suggests the programme is well managed. GBS has a very experienced and capable teaching staff supported by a competent administrative team. The QA representatives on the programme team are well versed on the various QQI policies and procedures.

Embedded Award - Certificate in Sales and Marketing (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the physical resources to implement the programme are satisfactory. The intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures are well documented in the programme document and further evidence presented during the Panel visit suggests the programme is well managed. GBS has a very experienced and capable teaching staff supported by a competent administrative team. The QA representatives on the programme team are well versed on the various QQI policies and procedures.

Embedded Award - Certificate in Marketing Management (Level 6)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the physical resources to implement the programme are satisfactory. The intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures are well documented in the programme document and further evidence presented during the Panel visit suggests the programme is well managed. GBS has a very


experienced and capable teaching staff supported by a competent administrative team. The QA representatives on the programme team are well versed on the various QQI policies and procedures.

Embedded Award - Certificate in Strategic Management (Level 7)

The Panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the physical resources to implement the programme are satisfactory. The intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures are well documented in the programme document and further evidence presented during the Panel visit suggests the programme is well managed. GBS has a very experienced and capable teaching staff supported by a competent administrative team. The QA representatives on the programme team are well versed on the various QQI policies and procedures.

Part 2B Overall recommendation to QQI

Principal programme

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); ³¹
	Not satisfactory.


Reasons³² for the overall recommendation

The Panel agree that all criteria have been met and that the programme is satisfactory.

GBS have made the minor amendments as per the Panel's recommended special conditions at Phase 2. They have also addressed each of the Panel's recommendations at Phase 2.

The Panel commend the GBS staff on the positive, open, honest and constructive nature of their engagement with the Panel during the site-visit. The team addressed the concerns and issues raised by the Panel in a comprehensive and satisfactorily manner.

Embedded programmes – Exit Award – Higher Certificate in Business

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that

³¹ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.


³² Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

	almost fully meets the validation criteria before QQI makes a determination); ³³
	Not satisfactory.

Reasons for the overall recommendation


The Panel agree that the programme is satisfactory.

Embedded programmes – Certificate in Business Communication (Level 6)

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

Reasons for the overall recommendation


Embedded programmes – Certificate in Business and Entrepreneurship (Level 6)

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

Reasons for the overall recommendation

The Panel agree that the programme is satisfactory.

Embedded programmes – Certificate in Sales and Marketing (Level 6)

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


³³ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

	for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

The Panel agree that the programme is satisfactory.


Embedded programmes – Certificate in Marketing Management (Level 6)

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

Reasons for the overall recommendation

The Panel agree that the programme is satisfactory.

Embedded programmes – Certificate in Strategic Management (Level 7)

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

Reasons for the overall recommendation

The Panel agree that the programme is satisfactory.

Summary of recommended special conditions of validation

Summary of recommendations to the provider

Declarations of Evaluators' Interests

No interests have been declared.

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

Panel chairperson: H. Mc BRIDE Date: 12/07/2019

Signed: H. McBrude

Addendum

Here address any amendments to the application forwarded to the panel by QQI to address any proposed special conditions of validation.

Disclaimer

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