



Griffith College

Coláiste Uí Ghríofa

Independent Panel Report on a Programme Review

Provider	Griffith College [PV03057]
Programme(s) Reviewed	Master of Business Administration in International Business, 90 ECTS, [PG24031] Postgraduate Diploma in Business in International Business Management, 60 ECTS [PG24030]
Date of Panel Event	16/04/2024

Independent Panel Members

Name	Programme review function	Affiliations and roles
Ann Masterson	Panel Chair	Head of HRM Discipline, Technological University Dublin
Sarah Sharkey	Panel Secretary	Learner Engagement, Dublin Business School
Dr Yvonne Costin	Academic/ Subject matter expert	Entrepreneurship lecturer, University Limerick
Dr Ronan Carbery	Academic/ Subject matter expert	Currently Vice Dean for Graduate Studies, in the College of Business and Law at University College Cork, Ireland
Prof Florian Riedmuller	Academic / Subject matter expert (International)	Professor of Marketing at the Ohm-University of Applied Sciences in Nürnberg
Carolyn Rutherford	Academic/ Subject matter expert (International)	Programme Manager, DTU Executive MBA and Master in Management of Technology, Denmark
Alexander Muir	Employer Representative	Business Consultant, The Clare Jam Company; Senior lecturer and module leader in Hospitality Management, UCD and Anglia Ruskin University

Part 1. Introduction

Following the guidelines outlined in the QQI Programme Review Manual 2022, Griffith College designed their programme review procedures with a focus on revalidation. This programme review document and the associated programme proposal documents arise from the review of the College's related Master of Science in International Business Management (MSCIB), Master of Business Administration in International Business (MBAIB) and, Postgraduate Diploma in Business in International Business Management (PDIBM). These three awards are at NFQ level 9, with MSCIB and MBAIB comprising 90 ECTS, and PDIBM comprising 60 ECTS. MSCIB and MBAIB include a dissertation stage of 30 ECTS. The MSCIB includes three pathways, or specialisations, for learners; International Business (IB), Global Brand Management (GBM), and International Tourism and Hospitality Management (ITHM).

All programmes are delivered by the College's Graduate Business School, with the MBAIB and MSCIB (IB and GBM pathways) delivered at the College's Dublin campus, and the MSCIB (ITHM pathway) delivered at the College's Limerick campus.

The MSCIB and MBAIB programmes were originally jointly validated in 2003 by Nottingham Trent University and the Higher Education and Training Awards Council (HETAC) and validated by HETAC only from 2010. The validation of learner pathways within MSCIB took place in 2012, and all programmes were revalidated by HETAC in 2013 and most recently revalidated in 2019 by QQI.

The formal evaluation took place on Zoom on April 16, 2024, while the documentation (listed below) was provided well in advance, affording the evaluation panel the opportunity to prepare.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Agenda and Terms of Reference	• Agenda • Terms of Reference
2.	Key documents	• Letter of Application to QQI • Proposed Programme Document • Programme Review Report • Self-Evaluation Report
3.	Support Documents	• Overview – Griffith College • Sample Assessments • Learner Handbook • Facilities Overview • Industry Support Letters
4.	Governance Information	• Griffith College QAE Systems • Annual Quality Reports (AQR) to QQI • QQI Awards Standards and Procedures

5.	Legacy Programmes	• Approved Programme Documents • Certificate of Validation and Panel Report • Sample Assessments and Projects • Sample Programme Handbooks • External Examiners Reports • Programme Handbooks • Annual Programme Reports
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2.2 Provider's Representatives Met

Session 2: Senior members of Griffith College

	Person	Role / Job Title
1.	Prof Diarmuid Hegarty	College President
2.	Dr Tomás Mac Eochagáin	Director of Academic Programmes
3.	Áine McManus	Head of Faculty, Graduate Business School
4.	Kevin O'Hara	Programme Director, Graduate Business School
5.	Eilis O'Leary	Programme Development Director, Graduate Business School
6.	Eamonn Nolan	Head of Academic Programmes
7.	Ailish Finucane	Head of Academic Administration
8.	Kevin Geoghegan	Director International Office
9.	Mary Doyle	Head of Quality Assurance and Enhancement
10.	Eilish McCarthy	Programme Director, Graduate Business School

Session 3: Programme Team

	Person	Role / Job Title
1.	Áine McManus	Head of Faculty, Graduate Business School
2.	Kevin O'Hara	Programme Director, Graduate Business School
3.	Eilis O'Leary	Programme Development Director, Graduate Business School
4.	Dr Tomás Mac Eochagáin	Director of Academic Programmes
5.	Eilish McCarthy	Programme Director, Graduate Business School
6.	Alan Lynch	Module Leader

7.	Angela O'Keefe	Module Leader
8.	Brendan Heaphy	Module Leader
9.	Danny O'Brien	Module Leader
10.	Deborah Kirkland	Module Leader
11.	Eilish McCarthy	Module Leader
12.	Fodhla O'Connell-Grennell	Module Leader
13.	Garrett Ryan	Dissertations Co-Ordinator and Business Research Methods lecturer
14.	Gráinne Madden	Module Leader
15.	Ivan Toner	Module Leader
16.	Justin Keogan	Module Leader
17.	Kate Rellis	Module Leader
18.	Kathy Clarke	Module Leader
19.	Klaus Walter	Module Leader
20.	Laura Becerra	Module Leader
21.	Mark Campbell	Module Leader
22.	Nadine Itani	Module Leader
23.	Paul Lawless	Module Leader
24.	Randall Glick	Module Leader
25.	Síodhna McGowan	Module Leader
26.	Suzanne Whelan	Module Leader

Session 4: Graduates and Learners

	Person	Role / Job Title
1.	Florian Eutermoser, MBA, 2023	Graduate
2.	Kunal Dey, MBA, 2021	Graduate
3.	Laura Maggio, MBA, 2022	Graduate

4.	Sanem Sanel, MSc in International Business (Global Brand Management pathway), 2022	Graduate
5.	Siddharth Lele, MBA, Jan 2024	Graduate
6.	Irina Lotova, MSc in International Business Management	Learner - Dublin
7.	Ochuwa Ayaosi, MSc in International Business (Global Brand Management pathway)	Learner - Dublin
8.	Ruramai Amanda Simairi, MSc in International Business Management (Dissertation)	Learner - Dublin
9.	Sara Hassan, MBA	Learner - Dublin
10.	Abigail Chibweza, MSc in International Business Management	Learner - Limerick
11.	Margaux Rayon, MSc in International Business Management	Learner - Limerick
12.	Pritesh Pawar, MSc in International Business Management	Learner - Limerick
13.	Suzanne Mulvey, (July stimulus) MSc in International Business Management [International Tourism and Hospitality Management pathway]	Learner - Limerick

Session 5: Dissertation Support Team

	Person	Role / Job Title
1.	Áine McManus	Head of Faculty, Graduate Business School
2.	Kevin O'Hara	Programme Director, Graduate Business School
3.	Eilis O'Leary	Programme Development Director, Graduate Business School
4.	Garrett Ryan	Dissertations Co-Ordinator and Business Research Methods lecturer
5.	Dr Tomás Mac Eochagáin	Director of Academic Programmes
6.	Eilish McCarthy	Programme Director, Graduate Business School
7.	Carla De Tona	Dissertation Supervisor
8.	Dr Catherine Rossiter	Dissertation Supervisor
9.	Dr Paul Davis	Dissertation Supervisor
10.	Godwin Agbo	Dissertation Supervisor
11.	Hayat El Asri	Dissertation Supervisor
12.	Justin Keogan	Dissertation Supervisor

13.	Kate Rellis	Dissertation Supervisor
14.	Mark Campbell	Dissertation Supervisor
15.	Michael Bosonnet	Dissertation Supervisor

Session 6: Learner Support team

	Person	Role / Job Title
1.	Áine McManus	Head of Faculty, Graduate Business School
2.	Kevin O'Hara	Programme Director, Graduate Business School
3.	Eilis O'Leary	Programme Development Director, Graduate Business School
4.	Yvonne Farrell	Teaching and Learning Faculty
5.	Emma Flynn	Careers Advisor
6.	Seán Martin	Learner Engagement
7.	Rob McKenna	Head Librarian
8.	Greg O'Brien	Learning Technologist
9.	Sarah Ward	Learning Support Department
10.	Eilish McCarthy	Programme Director, Graduate Business School
11.	Sally-Anne McIver	International Office Manager
12.	Dr Tomás Mac Eochagáin,	Director of Academic Programmes

2.3 Description of evaluation process

Griffith College conducts annual and longer-term reviews of all its programmes. These reviews are governed by the College's approved quality assurance and enhancement procedures and involve quantitative analysis of learner enrolment and assessment performance statistics, along with qualitative analysis of feedback from learners, lecturers and external examiners. Recommendations arising from annual reviews are considered by the programme team and the College's Quality Assurance and Enhancement Department (QAED) for implementation in respect of future cohorts.

This longer-term review presents an evaluation of the Graduate Business School's international business programmes during the period from 2019/2020 to 2023/24. This review was undertaken by the programme teams in the College's Graduate Business School with the support of the College's QAED. It was informed by the reviewers' direct engagement with lecturers, learners, graduates, external examiners and employers.

The programme review process and this review report is presented in accordance with the most recent version of QQI's Policies and Criteria for the Validation of Programmes of Education and Training (2022) and follows the related standards and guidelines for quality assurance in the European Higher Education Area (EHEA). Details of the review process and programme-specific findings and recommendations are presented in the main body of this report.

As a result of the review, the college is seeking revalidation of revised versions of these programmes to meet the changing needs of learners and industry. The developments being proposed can be considered under the following broad headings:

- **Introduction of new streamed awards:** the existing learner pathways in global brand management and international tourism and hospitality management are proposed as named, streamed awards; MSc in Global Brand Management and MSc in Sustainable Tourism and Hospitality Management.
- **Introduction of Dissertation by Practice (Industry Project) Alternative:** The inclusion of a new Dissertation by Practice Industry Report 30 ECTS, provides an alternative approach to in-depth, independent research for learners who want to undertake a more applied final project in lieu of the Dissertation.
- **Updating Module Titles, Content and Assessment:** all modules have been comprehensively reviewed and updated in respect of curriculum content, learning outcomes, assessments and support resources. Some modules have been re-titled to reflect changes in emphasis, where appropriate, and it is proposed that some modules will be retired.
- **Introduction of New Core and Elective Modules:** The IB pathway has a new core module, Digital Transformation and all new elective options. GBM pathway offers new, focused modules replacing some of the more general business modules. An elective option is also included for the first time. The ITHM pathway offers new electives and also replaced some core modules with more discipline specific modules, e.g. Managerial Finance is replaced by a new module Smart Revenue and Performance Management.

In light of the review's findings, the academic and management boards of Griffith College make the following determinations in respect of the programmes under review:

Programme Title	Determination	Commentary
MSc in International Business Management (NFQ Level 9)	Seek revalidation from QQI	Revise Programme
MBA in International Business (NFQ Level 9)	Seek revalidation from QQI	Revise Programme
Postgraduate Diploma in Business in International Business Management (NFQ Level 9)	Seek revalidation from QQI	Revise Programme
MSc in Global Brand Management (NFQ Level 9)	Seek validation from QQI	Revise Learner Pathway to Named Award Stream
MSc in Sustainable Tourism and Hospitality Management (NFQ Level 9)	Seek validation from QQI	Revise Learner Pathway to Named Award Stream

Part 3. Panel Findings on Provider Programme Review Report

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

3.1 Context and Terms of Reference for the Programme Review

3.1.1 Commentary

The objectives and approach to programme review were clearly outlined, with a need to conform to QQI policies published since the last validation. Details of proposed programme changes and the rationale for same was provided. Four special considerations were also identified by Griffith College in consultation with QQI and are included in the terms of reference.

Special Consideration 1: Changes in QA since previous review

The provider and review panel should consider objective 10 in section 2 above having regard to the new QQI QA guidelines which were published since the programme was last validated.

Objective 10: What changes need to be made to related policies, criteria and procedures (including QA procedures)?

Special Consideration 2: Size of Learner Cohort

In the case of programmes with small learner cohorts, the provider and the review panel should consider the appropriateness of the overall learner experience and the ongoing viability of the programmes.

Special Consideration 3: Dissertations

The review panel should consider the College's capacity to supervise dissertations for the proposed maximum intake of learners, and that the panel should review current/past dissertations and report on their quality.

Special Consideration 4: Named Streamed Awards

The review panel should consider the College's proposal to offer the previous learner pathways in Global Brand Management and International Tourism and Hospitality Management as named streamed awards as follows:

- *MSc in Global Brand Management (with embedded Postgraduate Diploma in Global Brand Management)*
- *MSc in Sustainable Tourism and Hospitality Management (with embedded Postgraduate Diploma in Sustainable Tourism and Hospitality Management).*

Each award comprises 15 ECTS in shared modules with the MSc in International Business Management and 45 ECTS in specialised, subject specific modules.

The panel acknowledges the extensive work undertaken by Griffith College in preparing the detailed and large documentation for the review. It commends the programme development team and the quality office for the quality of the documents presented. The terms of reference for the programme review and re-evaluation were clear.

The panel was satisfied with the level of detail and discussions that took place in the review in relation to the four special considerations and have no recommendations.

3.1.2 Recommendations

Not applicable in this case.

3.2 Griffith College Information and Programme Context

3.2.1 Commentary

Griffith College is a privately-owned institution providing a range of undergraduate and postgraduate programmes approved by Ireland's Quality and Qualifications Ireland (QQI). It also provides a wide range of programmes leading to the examinations of professional bodies in accountancy, law and other disciplines.

Griffith College's mission is 'pursuing excellence in applied education'. The College's programmes are designed, monitored, and updated to reflect academic and industry developments in order to prepare capable, confident, and grounded graduates for employment and professional life.

Established in 1974, the College currently has an annual learner population in excess of 7,000. Its main campus is based in Dublin's South Circular Road on a seven-acre historic site formerly used as an army barracks. The College also provides education and training from other locations in Cork and Limerick. The Graduate Business School runs programmes across all three campuses. The MBA and MSc in International Business programmes, and the Global Brand Management pathway are delivered from the Dublin campus, while the International Tourism and Hospitality Management pathway is delivered from the Limerick campus.

3.2.2. Recommendations

Not applicable in this case.

3.3 Baseline qualitative and quantitative information - Programme Data Overview

3.3.1 Commentary

The panel found that the baseline qualitative and quantitative information was thoroughly captured, in line with the whole review process. An analysis of the following had taken place as part of the process:

- (i) Data on learner characteristics and performance including but not limited to: gender; nationality; applications and enrolment; attrition, transfer & progression to date.
- (ii) Feedback received in respect of each cohort from learners, lecturers, and external examiners as part of the college's formal quality assurance processes.
- (iii) Feedback from learners and employers in respect of the evaluation of the programme.

3.3.2 Recommendations

Not applicable in this case.

3.4 Programme Delivery and Teaching & Learning Strategies

3.4.1 Commentary

Physical facilities for this programme include dedicated classrooms suitable for both in-class and online attendance (Zoom), dedicated sites on Moodle, library facilities, study spaces, and social spaces. Moodle pages are provided for each module, with supporting areas for learner information, and the dissertation process.

In reviewing the documentation supplied, it was evident that a thorough review of the delivery and teaching and learning strategies had been undertaken. The programme team have revised the assessment strategies across modules. The revised programme ensures applied and hands on research is a key part of the learner workload, thus enhancing the employment skills sought by industry. There is a broad range of assessments required from learners throughout the programme. These include class presentations and pitching sessions, poster presentations, written reports and assignments, interactive oral assessments and closed book examinations. There is a variety of group and individual assessment utilised across the programme also.

The panel questioned the programme team regarding the distinction between the MBA and MSc programmes and raised concerns in relation to entry requirements and the sharing of timetables and assessments. The number of programme learning outcomes and subsequent learner assessments were discussed as well as the consistency in module descriptors and the quantity and integration of International and Sustainability content, were also subjects addressed.

The programme team responded and outlined the difference between the two programmes at point of entry and further details on the Global Engagement Office was also provided. Examples by lecturers showcasing the support systems between students enrolled in MBA programme versus those in MSc programme and an explanation of separate tutorials and self-reflection elements of assessment were provided.

3.4.2 Recommendations

Please see the Revalidation Report for detail in relation to these.

Part 4. Evaluation of the programme by stakeholders

4.1 Evaluation by current learners and graduates of the programme

4.1.1 Commentary

The panel is satisfied that feedback from learners was taken into account in the review of the programme.

Learner feedback is obtained in several ways. Every cohort of learners has a class representative who meets formally and as needed with the Programme Director to discuss any issues that are arising for learners. The Faculty has an open-door policy to encourage learners to come and talk if they are experiencing any personal difficulties. The Programme Directors (in Dublin and Limerick) also teach on the programme, and through this forum maintain close links with the learners, obtaining weekly updates on issues, with relevant feedback collated and documented.

In an effort to support learners, Griffith College has a range of supports for learners which include a designated Learning Support Officer who provides advice on special provisions and educational accommodation. Griffith College's Accounts Office facilitates financial instalment agreements to support those experiencing financial difficulties. A college counselling service which is free to learners and staff is available.

Formal learner feedback is gathered in each semester. Learners are asked to complete a module feedback form giving their views of the module, the lecturer, and the materials. These are collated by the Faculty Administrator, reviewed by the Programme Director, and discussed with the lecturers involved. Any issues that arise are dealt with and actions such as extra tutorials, if necessary, taken. It is rare for an issue to arise in the formal feedback that has not been already flagged through informal feedback.

Additionally, the Programme Directors held a number of focus groups with learner and graduate groups between 2022/2023 in preparation for the review and revalidation of the programmes. These focus groups collated more qualitative feedback from learners on the modules, while the graduate focus groups centred on collating feedback from learners on how the modules had impacted their professional development, and supported them in securing employment.

The panel commends the Programme Team on their hard work and commitment to the learners.

4.1.2 Recommendations

Not applicable in this case.

4.2 Evaluation of the programme by Staff

4.2.1 Commentary

The review process evidenced a strong, collaborative engagement by staff and the programme team. The college uses a wide range of formal and informal processes to obtain lecturer and other stakeholder feedback, with the completion of end-of-module reports by lecturers essential.

4.2.2 Recommendations

Not applicable in this case.

4.3 External Examiner Feedback

4.3.1 Commentary

The programme report clearly evidences thorough engagement with external stakeholders. Griffith College has formal mechanisms in place for working with external examiners and the panel reviewed their comments on the programme and found that they had been factored into the review. When EE advice is not implemented, appropriate rationale is provided to ensure that the feedback loop is closed.

4.3.2 Recommendations

Not applicable in this case.

Part 5. Programme Quality Assurance

5.1 Complaints, appeals and commendations

5.1.1 Commentary

The panel is satisfied that there are clear mechanisms in place to address complaints and appeals.

5.1.2 Recommendations

Not applicable in this case.

5.2 Quality Assurance Systems and Processes

5.2.1 Commentary

The College's Quality Assurance and Enhancement Manual or "QAE Manual" plays a central role in the design, operation, management and ongoing enhancement of the college's policies, procedures, practices and guidelines. It has been developed, updated and revised on a collaborative basis by the college's teaching and support staff across all faculties and service functions, and the college's learners and learner representatives, and is informed by national and international accreditation agencies.

5.2.2 Recommendations

Not applicable in this case.

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

5.3.1 Commentary

Griffith College has a robust quality assurance system in place and it was clear from the documentation provided that these are routinely updated and reviewed.

5.3.2 Recommendations

Not applicable in this case.

Part 6. Summary Analysis of the programme

6.1 Commentary

Overall, the panel is satisfied that the review of the programme has been conducted thoroughly and with the involvement of all relevant stakeholder groups. Feedback from staff, learners, external examiners, employers, as well as key reports, have been taken into account in the review and proposed revisions. The programme has clear objectives, with a well-constructed curriculum, a clear strategy for teaching, learning and assessment and robust quality assurance procedures. Learners are well-informed and cared for, in a supportive environment, with adequate staffing and both physical and online resources available to deliver the programme.

6.2 Recommendations

Further details on recommendations and commendations are outlined in the Revalidation Report.

Part 7. Revision of the programme

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

7.1 Commentary:

The panel is satisfied with the proposed revisions highlighted in the review. The special considerations identified in the terms of reference were discussed, and the panel has no concerns in their regard.

7.2 Recommendations:

Some recommendations were made by the panel for consideration by Griffith College. These are summarised in Part 11 below, and set out under the relevant criteria in the Revalidation Report.

Part 8. Overall Findings

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

8.1 Commentary on review process

Overall, the panel is satisfied that the review undertaken was comprehensive and thorough, with extensive consultation with staff, industry, learners, graduates and external examiners. Griffith College provided documentation with respect to programme review process and the programme under review.

Part 9. Recommendations on review process

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

Part 10. Commentary on programme revisions

The panel evaluated both the MSc/MBA programmes & embedded awards and are satisfied with the revisions.

Part 11. Recommendations on programme revisions:

The panel is happy that the programme adheres to the 12 validation criteria and recommends that it be revalidated for 5 years subject to 2 special conditions. The panel has also made a number of recommendations for programme improvements that Griffith College should consider.

The panel wishes to thank the staff at Griffith College for their active participation and engagement with the panel during the virtual programme review. It is clear that Griffith College aims to provide an excellent student experience for all their students.

Commendations

There are three commendations:

1. The panel acknowledges and praises the programme team for their transparency, active engagement, and the effective, consistent manner in which they addressed the concerns raised by the panel.
2. The panel praises the programme team for their initiative in introducing the Dissertation by Practice (Industry Project) alternative as well as the accomplishments of the GBS Research & Innovation Hub and the productive collaborations forged with industry partners.
3. The panel commends Griffith College for its comprehensive learner support services, which span the entire learner journey from pre-arrival assistance to valuable career advice and support.

There are two special conditions:

1. The panel requests that the programme team reduce the number of Programme Learning Outcomes.
2. The panel has asked for clearer differentiation between the MBA and MSc programmes in both curricula. This clarification aims to ensure that the unique attributes and learning outcomes of each programme are clearly communicated to students and stakeholders.

There are a number of recommendations:

1. The panel recommends considering the integration of sustainability more prominently within the curriculum, potentially as a mandatory module.
2. The panel recommends enhancing the international focus throughout the module titles and programme content.
3. The panel recommends greater consistency in module descriptors.
4. The panel recommends reviewing the module assessment breakdown and assessing the balance between individual and group assessments across the programmes.

Signed: *Ann Masterson*
Panel Chairperson

Date: 29/04/2024

**QQI**Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

Part 1. Provider details

Provider name	Griffith College [PV03057]
Date of site visit	16/04/2024
Date of report	22/04/2024

Section A. Overall recommendations

Principal programme	Title	Master of Business Administration in International Business
	Award	Major
	Credit	90 ECTS
	Recommendation	Satisfactory subject to proposed conditions

Principal programme	Title	Postgraduate Diploma in Business in International Business Management
	Award	Major
	Credit	60 ECTS
	Recommendation	Satisfactory subject to proposed conditions

Part 2. Expert Panel

Name	Programme review function	Affiliations and roles
Ann Masterson	Panel Chair	Head of HRM Discipline, Technological University Dublin
Sarah Sharkey	Panel Secretary	Learner Engagement, Dublin Business School
Dr Yvonne Costin	Academic/ Subject matter expert	Entrepreneurship lecturer, University Limerick
Dr Ronan Carbery	Academic/ Subject matter expert	Currently Vice Dean for Graduate Studies, in the College of Business and Law at University College Cork, Ireland.
Prof Florian Riedmuller	Academic / Subject matter expert (International)	Professor of Marketing at the Ohm-University of Applied Sciences in Nürnberg.
Carolyn Rutherford	Academic/ Subject matter expert (International)	Programme Manager, DTU Executive MBA and Master in Management of Technology, Denmark
Alexander Muir	Employer Representative	Business Consultant, The Clare Jam Company; Senior lecturer and module leader in Hospitality Management, UCD and Anglia Ruskin University
Rumbidzai Gandiwa	Learner Representative	PHD learner, Munster Technological University Cork

Part 3. Principal Programme: Master of Business Administration in International Business

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Griffith College	FT: 60 (per intake) PT: 20 (per intake)	FT: 10 (per intake) PT: 5 (per intake)

Proposed Enrolment	
Date of first intake	September 2024
Maximum number of annual intakes	2 - September and February Intakes.
Maximum total number of learners per intake	FT: 60 (per intake) PT: 20 (per intake)
Programme duration (<i>months from start to completion</i>)	FT: 12 months PT: 24 months
Panel Commentary on proposed enrolment:	
The panel is satisfied with the proposed enrolment.	
Target learner groups	
The programme is intended for applicants with a minimum H2.2 honours degree in a business related field or equivalent qualification from an approved tertiary or professional institution who wish to pursue a successful career in international business, and who already have at least three years working experience in a management role. The programme attracts learners from a wider range of countries, creating an exciting and diverse learning environment. Learners typically undertake the programme to improve their skills and enhance their employment opportunities in a changing business environment, or progress to a more senior position in business related roles.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full time, part-time and blended
The teaching and learning modalities	
Classroom / Face to Face: Full-time delivery mode: 80% Part-time delivery mode: 20%	
Online: Full-time delivery mode: 20% Part-time delivery mode: 80%	
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 programme is designed for learners who have a strong interest in international business management across a variety of industries and business settings, who wish to develop their	

knowledge and skills to achieve the appropriate level of MBA award and continue their lifelong learning development.

Learners will hone personal and interpersonal skills that are relevant to management. The programme deepens learners' specialised knowledge and understanding of key areas of management through engagement with complex issues and critical and analytical approaches to international management theory and practice.

Learners will have the ability to complete advanced research and critically evaluate and apply management techniques, tools and models across a variety of international business contexts through the completion of a research, or industry based, dissertation. The programme has a postgraduate diploma embedded awarded. It consists of the 60-ECTS credit teaching semesters as outlined above for full-time and for part-time learners on the MBA programme. These learners do not complete a dissertation. Successful graduates from the 60-ECTS programme, earn a Postgraduate Diploma in International Business Management.

Summary of specifications for teaching staff	WTE
Lecturing staff are required to hold at least a master's degree in a related discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Where possible, lecturers should hold a third level teaching qualification (e.g. Certificate in Education, Learning and Development).	1.5
Heads of faculty must be qualified to at least master's degree level in a related discipline. Lecturing experience required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, and excellent communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	0.75
Programme directors must be qualified to at least master's degree level in marketing or a business-related discipline. Lecturing experience, including online delivery and use of LMS systems is also required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, Excellent Communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	0.75
For Administrators, it is desirable that the candidate would hold a certificate or diploma, plus 1 to 2 years administrative experience. Good knowledge of Microsoft Office, with experience working with IT databases, excellent organisation skills with the ability to prioritise and multi-task, and strong customer service skills.	0.5
Librarians must be qualified to NFQ level 9 in library studies. In addition, it is desirable that the individual would hold a teaching qualification, and experience in library and or information management / administration, and a working knowledge of the provision of teaching, learning, assessment and learner supports.	0.2
For QAE/ programme development staff, they must hold a third level qualification, at level 9 on the NFQ, in a cognate area. Previous experience of implementing/managing programme development and quality assurance procedures in higher education. Direct experience of teaching / lecturing / tutoring students in higher education would be an advantage. In addition, relevant skills in advanced research and report writing interpersonal, communications and time management.	0.1

Learning Activity	Ratio of learners to teaching staff
Lectures	1:90
Tutorials	1:30
Computer lab practical	1:30
Dissertation	1:1
Self-directed Learning	N/A
Panel Commentary on programme outline and staffing:	
The panel is satisfied with the programme outline and staffing.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24031	Master of Business Administration in International Business	February 2024

Part 4. Embedded Programme: Postgraduate Diploma in Business in International Business Management

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Griffith College	FT: 50 (per intake) PT: 20 (per intake)	FT: 1 (per intake) PT: 1 (per intake)

Proposed Enrolment	
Date of first intake	September 2024
Maximum number of annual intakes	2 – September & February
Maximum total number of learners per intake	FT: 50 (per intake) PT: 20 (per intake)
Programme duration (<i>months from start to completion</i>)	FT: 9 months PT: 21 months
Panel Commentary on proposed enrolment:	
The panel is satisfied with the proposed enrolment.	
Target learner groups	
The programme is intended for applicants with a minimum H22 honours degree in a business related field or equivalent qualification from an approved tertiary or professional institution who wish to pursue a successful career in international business.	
The programme attracts learners from a wider range of countries, creating an exciting and diverse learning environment. Learners typically undertake the programme to improve their skills and	

enhance their employment opportunities in a changing business environment, or progress to a more senior position in business related roles.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full time, part-time and blended
The teaching and learning modalities	
Classroom / Face to Face delivery mode: 80%, Part-time delivery mode: 20%	
Online: Full-time delivery mode: 20%, Part-time delivery mode: 80%	
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 programme differs from the principal programme of which it is part, solely in that learners on this programme do not take the 30-ECTS dissertation module which learners on the primary programme must take.	
Summary of specifications for teaching staff	WTE
Lecturing staff are required to hold at least a master's degree in a related discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Where possible, lecturers should hold a third level teaching qualification (e.g. Certificate in Education, Learning and Development).	1.5
Heads of faculty must be qualified to at least master's degree level in a related discipline. Lecturing experience required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, and excellent communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	0.75
Programme directors must be qualified to at least master's degree level in marketing or a business-related discipline. Lecturing experience, including online delivery and use of LMS systems is also required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, Excellent Communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	0.75
For Administrators, it is desirable that the candidate would hold a certificate or diploma, plus 1 to 2 years administrative experience. Good knowledge of Microsoft Office, with experience working with IT databases, excellent organisation skills with the ability to prioritise and multi-task, and strong customer service skills.	0.5
Librarians must be qualified to NFQ level 9 in library studies. In addition, it is desirable that the individual would hold a teaching qualification, and experience in library and or information management / administration, and a working knowledge of the provision of teaching, learning, assessment and learner supports.	0.2
For QAE/ programme development staff, they must hold a third level qualification, at level 9 on the NFQ, in a cognate area. Previous experience of implementing/managing programme development and quality assurance procedures in higher education. Direct experience of teaching / lecturing / tutoring students in higher education would be an advantage. In addition, relevant skills in advanced research and report writing interpersonal, communications and time management.	0.1

Learning Activity	Ratio of learners to teaching staff
Lectures	1:90
Tutorials	1:30
Computer lab practical	1:30
Dissertation	1:1
Self-directed Learning	N/A
Panel Commentary on programme outline and staffing: The panel is satisfied with the programme outline and staffing.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24030	Postgraduate Diploma in Business in International Business Management	February 2024

Part 5. Other noteworthy features of the application

N/A

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable). Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

N/A

Part 6. Evaluation against the validation criteria

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

a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed. c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.		
	Satisfactory? (yes, no, partially)	Comment
Master of Business Administration in International Business	Yes	The panel is satisfied that the provider Griffith College meets the prerequisites to apply for validation of the programme.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

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 <i>Policy and Criteria for Making Awards</i>. 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. (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. j) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.		
	Satisfactory? (yes, no, partially)	Comment
Master of Business Administration in International Business	Partially	Special Conditions: The panel requests that the programme team reduce the number of Programme Learning Outcomes.
Postgraduate Diploma in International Business Management	Partially	As per principal programme above.

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. b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes. (i) There is a satisfactory rationale for providing the programme. (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find. (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies). (iv) There is evidence of learner demand for the programme. (v) There is evidence of employment opportunities for graduates where relevant. (vi) The programme meets genuine education and training needs. 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
Master of Business Administration in International Business	Partially	Special Conditions: The panel has asked for clearer differentiation between the MBA and MSc programmes in both curricula.
Postgraduate Diploma in International Business Management	Partially	As per principal programme above.

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

a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied. b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats. c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR) in order to enable learners to reach the required standard for the QQI award. d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants). e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions. f) The programme title (the title used to refer to the programme):- (i) Reflects the core <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. g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.		
	Satisfactory? (yes, no, partially)	Comment
Master of Business Administration in International Business	Yes	Procedures for access, transfer and progression are consistent with QQI's policy and criteria in this area.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

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

- a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
- b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles.
- 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.

	Satisfactory? (yes, no, partially)	Comment
Master of Business Administration in International Business	Yes	The panel has evaluated the programme and recommends that QQI can be satisfied that the programme meets this criterion. Recommendations: • The panel recommends considering the integration of sustainability more prominently within the curriculum, potentially as a mandatory module. • The panel recommends enhancing the international focus throughout the module titles and programme content
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

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

a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c). b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments. c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required. d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities. 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
Master of Business Administration in International Business	Yes	The panel concluded that there were no concerns in relation to the qualifications or availability of staff to implement the programme. Their expertise, knowledge and experience was also evident in the rich discussion held between the programme team and the panel.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

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

a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d). b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of: (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment). d) There is a five-year plan for the programme. It should address (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.		
	Satisfactory? (yes, no, partially)	Comment
Master of Business Administration in International Business	Yes	There are sufficient physical resources in place in Griffith College. Learners are also supported by Griffith College's learners' services office, students' union, careers' office and counselling service. Griffith College uses Moodle which serve as a central administrative and communication resource for learners providing valuable support resources in relation to their modules and managing the scheduling, communication and receipt of assessments. The panel is satisfied that information provided in the plan for the programme is appropriate. The panel recommends that QQI can be satisfied that the programme meets this criterion.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

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
Master of Business Administration in International Business	Yes	Griffith College's physical, social, cultural and intellectual environment including resources and support systems are consistent with the intended programme learning outcomes and the needs of the learner. An induction programme for new learners will be in place and information is provided to learners in the Student Handbook and Programme Learner Handbook. There is a Programme Director who learners are in regular communication with, and are supported by, academic staff. The faculty administrator provides a key link between the learners and Griffith College. The introduction of the GBS research & innovation hub is welcomed. The panel recommends that QQI can be satisfied that the programme meets this criterion.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

Criterion 9. There are sound teaching and learning strategies

a) The teaching strategies support achievement of the intended programme/module learning outcomes. b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes. c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload). d) Learning is monitored/supervised. e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.		
	Satisfactory? (yes, no, partially)	Comment
Master of Business Administration in International Business	Yes	The panel is satisfied that the provider has extensive experience and expertise in delivering this programme. The programme has developed a comprehensive support system for learners as endorsed by learner feedback and their representatives met during the panel event. The panel is satisfied that the teaching and learning strategies are sufficiently supervised, and provide authentic learning opportunities, to enable learners to attain the programme learning outcomes and successfully complete the award to the required standard. The panel recommends that QQI can be satisfied that the programme meets this criterion.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

Criterion 10. There are sound assessment strategies

a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i> 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. d) The programme includes formative assessment to support learning. e) There is a satisfactory written <i>programme assessment strategy</i> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules. 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.		
	Satisfactory? (yes, no, partially)	Comment
Master of Business Administration in International Business	Yes	The documentation provided details of the proposed programme assessment strategy. Sample assessments were also provided. Recommendations: • The panel recommends greater consistency in module descriptors. • The panel recommends reviewing the module assessment breakdown and assessing the balance between individual and group assessments across the programmes.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

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

a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments. b) Information is provided about learner supports that are available to learners enrolled on the programme. c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures. d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways. e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities. f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it. g) The programme provides supports for enrolled learners who have special education and training needs. h) The programme makes reasonable accommodations for learners with disabilities. i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> 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
Master of Business Administration in International Business	Yes	The panel are satisfied that learners enrolled on the programme are well informed, guided and cared for. The programme team conveyed a genuine commitment to their learners, evidenced in both the documentation provided, and throughout their meetings with the panel. All learners are provided with a Griffith College Student Handbook as well as a programme learner handbook, which details the programme learning outcomes, the timetable and the module descriptors. Griffith College provides a range of support services to learners and the Programme Director is actively involved in supporting learners throughout the programme. The support available to learners was validated by the learner and graduate representatives of the programme when they met with the panel.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

Criterion 12. The programme is well managed

a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures. b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not. c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff. d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources. e) Quality assurance 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
Master of Business Administration in International Business	Yes	The panel are satisfied the programme is well managed. The College and programme management structure was outlined in the documentation provided. The Programme Director is supported by a programme administrator. Griffith College governing and management structures are clearly outlined in their QAE documentation and reflected in programme management. The panel recommends that QQI can be satisfied that the programme meets this criterion.
Postgraduate Diploma in International Business Management	Yes	As per principal programme above.

Part 7. Overall recommendation to QQI

7.1 Principal programme:

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

Reasons for the overall recommendation

The panel is happy that the programme adheres to the 12 validation criteria and recommends that it be revalidated for 5 years subject to 2 proposed special conditions. The panel has also made a number of recommendations for programme improvements that Griffith College should consider.

The panel wishes to thank the staff at Griffith College for their active participation and engagement with the panel during the virtual programme review. It is clear that Griffith College aims to provide an excellent student experience for all their students.

Commendations

There are 3 commendations:

1. The panel acknowledges and praises the programme team for their transparency, active engagement, and the effective, consistent manner in which they addressed the concerns raised by the panel.
2. The panel praises the programme team for their initiative in introducing the Dissertation by Practice (Industry Project) alternative as well as the accomplishments of the GBS Research & Innovation Hub and the productive collaborations forged with industry partners.
3. The panel commends Griffith College for its comprehensive learner support services, which span the entire learner journey from pre-arrival assistance to valuable career advice and support.

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

Summary of recommended special conditions of validation

There are 2 special conditions:

1. The panel requests that the programme team reduce the number of Programme Learning Outcomes.

2. The panel has asked for clearer differentiation between the MBA and MSc programmes in both curricula. This clarification aims to ensure that the unique attributes and learning outcomes of each programme are clearly communicated to students and stakeholders.

Summary of recommendations to the provider

There are a number of recommendations:

1. The panel recommends considering the integration of sustainability more prominently within the curriculum, potentially as a mandatory module.
2. The panel recommends enhancing the international focus throughout the module titles and programme content.
3. The panel recommends greater consistency in module descriptors.
4. The panel recommends reviewing the module assessment breakdown and assessing the balance between individual and group assessments across the programmes.

Embedded programme 1:

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.

Declarations of Evaluators' Interests

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

Panel chairperson: Ann Masterson

Date: 29/04/2024

Signed: *Ann Masterson*

7.2 Disclaimer

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

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

Part 8. Proposed programme schedules (post panel feedback and consequent amendments, if any)