**Annual Quality Report
(Dublin Business School)**
Reporting Period 2022-2023

Dublin Business School
2024

**Annual Quality Report
(Dublin Business School)
PART A: INTERNAL QA SYSTEM
Reporting Period 2022-2023**

PREFACE

The **Annual Quality Report (AQR;** formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

CONTENTS

Links to Reference Documents Cited in this Template[1]

Legislation

- Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended)
- Regional Technical Colleges Act 1992 (as amended)
- Technological Universities Act 2018
- Universities Act 1997

QQI Documents

Statutory QA Guidelines (QAG)

- Core QAG
- Sector-specific QAG for Independent/Private Providers
- Sector-specific QAG for Designated Awarding Bodies
- Sector-specific QAG for Institutes of Technology
- Topic-specific QAG for Providers of Statutory Apprenticeship Programmes
- Topic-specific QAG for Providers of Research Degree Programmes
- Topic-specific QAG for Blended Learning

Other QQI Policy Documents

- QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012
- QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015
- QQI Policy Restatement on Access, Transfer and Progression, 2015

Other National/International References

- European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
- IHEQN Guidelines on Collaborative Provision
- National Policy Statement on Ensuring Research Integrity in Ireland
- Ireland's Framework of Good Practice for Research Degree Programmes, 2019
- HEA National Framework for Doctoral Education
- The Salzburg Principles
- The Salzburg II Recommendations
- SOLAS Code of Practice for Employers and Apprentices
- UN Sustainable Development Goals

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[1] These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)

AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - *Internal QA Framework*	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - *Programme Development and Delivery*	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - *QA of Research Activities and Programmes*				
8.0 - *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
5.0 - *Staff Recruitment, Development and Support*	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - *Teaching, Learning and Assessment*	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - *Learner Resources and Supports*	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - *Information and Data Management*	2.8	Information and Data Management	1.7	Information Management
7.0 - *Public Information and Communication*	2.9	Public Information and Communication	1.8	Public Information
2.0 - *Programme Delivery and Development*	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*				
9.0 - *Details of Arrangements with Third Parties*			1.2	Design and Approval of Programmes
2.0 - *Programme Development and Delivery*	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*			1.10	Cyclical External Quality Assurance
4.0 - *QA of Research Activities and Programmes*	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for Dublin Business School for the reporting period **1 September 2022 – 31 August 2023.**
It is to be submitted by **Friday, 23 February 2024.**

The AQR has been approved by DBS Academic Board, Senior Leadership Team, and Board of Directors and is submitted by **Grant Goodwin (Assistant Registrar).**

Introduction to the College

DBS was established in 1975 and over the following 48 years has increased its range of programmes and specialisms. Currently, programmes span a broad range of disciplines including accounting, business, film and creative media, finance, humanities and social sciences, law, marketing, and the computer sciences. Typically, DBS has over 8,000 active students every year, over half of which are full-time day students (c.60%) and the remainder are part-time, evening students. In the academic year 2023/24 the number of registered students at DBS was 8,521.

Over three quarters (79%) of the student body was enrolled on QQI validated programmes, specifically full-time and part-time undergraduate and postgraduate programmes at NFQ Level 6 to Level 9, including Higher Certificate, Higher Diploma, BA, BA Hons, BSc Hons, Postgraduate Diploma, MA, MBA and MSc programmes. The remaining students take programmes that are not on the NFQ, some of which are accredited by professional bodies such as the Project Management Institute or ACCA. DBS also offers one programme that is on the UK Ofqual framework. These are awarded by Kaplan Professional Awards (https://kaplanpa.co.uk/).

The DBS campus is located in Dublin city centre, with premises on Aungier Street, South Great Georges Street and Bow Lane. Facilities include lecture theatres, PC labs and tutorial rooms, a library including study rooms, study areas and PC terminals, canteen facilities and student services, including student welfare and counselling, and careers services.

In the 2022/23 academic year the majority of classes were delivered from the campus. Since COVID, the expectations of learners has changed significantly with many requesting that classes be delivered online as well as on campus so as they can have the choice of delivery. The investment made by the College in recent years enabled what we call hyflex delivery where lectures are delivered from the classroom and are online at the same time. This generally applied to all classes except those that are more practical in nature and where face-to-face interaction in the classroom is required. All classes are also recorded and made available on Moodle, shortly after the lecture is finished. There are

exceptions in some Human and Social Sciences subjects where recording is not permitted due to the personal or confidential nature of some of the content.

DBS is a wholly owned subsidiary of Kaplan Inc. (https://kaplan.com/), the education division of the Graham Holdings Company (http://www.ghco.com/company-profile). Kaplan is a global education company, serving more than one million learners per year in over 400 locations in 30 countries. Kaplan's programmes include higher and professional education, language instruction, test preparation and services to primary/secondary learners and schools. In the area of professional education alone, in 2022, Kaplan provided courses to over 1.2 million students worldwide.   It had turnover in 2022 of over $1.42 billion, an increase of 5% on the previous year, and represents just 36% of the overall Graham Holdings company business.

DBS currently employees 466 people. Of these, 309 are directly involved in teaching delivery while 157 are non-faculty staff.

From a regulatory point of view, DBS went through a Focused Review with QQI of its QA systems as it applies to programmes requiring PSRB approval.   This review arose following the cessation by DBS of its programmes in Applied Social Care subsequent to its decision to withdraw them from the process of approval by CORU, the health and social care regulator.   The report of that Focused Review can be found here.

DBS's continues to operate its current Strategic Plan which had been reviewed in 2022.   That plan can be found here. For the Academic Year 2022/23 DBS also prepared an Academic Plan that was approved by the Academic Board and presented to the Governance Board for information.

Process for Development and Approval of the AQR

DBS welcomes the opportunity to engage with the AQR process for the fourth time. This has been an opportunity for the organisation to monitor developments, having come through the restrictions of the pandemic and formalise monitoring and self-reflection activities around programmes requiring PSRB approval, as well as policy developments.

In terms of completion of the report, initial preparation was carried out by the then-Registrar (now Academic Dean) and Assistant Registrar. Briefings on compilation of the 2024 Report were provided by the Registrar at meetings of the Senior Leadership Team (SLT) and Academic Board in September and October 2023.

The Assistant Registrar reviewed the 2023 AQR submission for any components of Section A that required updating for the 2024 submission, and transferred the corresponding components of Section B to the appropriate spaces for self-reflection and commentary or updates. The key stakeholders due to report back on progress since the 2023 submission were invited to provide their respective updates.

A draft of the report was presented to the SLT at its monthly meeting on 13 February 2024 and Academic Board on 15 February 2024 for consultation and approval. The document was left open for review and comment before finalisation ahead of the QQI deadline on 23 February 2024.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Please refer to:

QAH Part A Section 1 Governance

1.2 DBS Governance and Organisation

1.3 Terms of Reference for Governance Boards and Committees

1.4 DBS Leadership Structure and Roles

As per the QQI Core *Statutory Quality Assurance Guidelines* (2016, p.5) 1 DBS is aware of the need for a structure that ensures separation of decision-making powers and approval of decisions made. In designing its structure, DBS has also considered the governance vehicles of other higher education institutions in Ireland and the UK, including other private educational institutions. We believe our structure provides this separation.

See QAH Part A 1.2.2 Senior Governance

The overall governance structure of DBS comprises three related but distinct Boards: the Board of Directors; the Academic Board; and the Executive Board, also known as the Senior Leadership Team (SLT). The following graphic shows the composition and relative position of each Board.
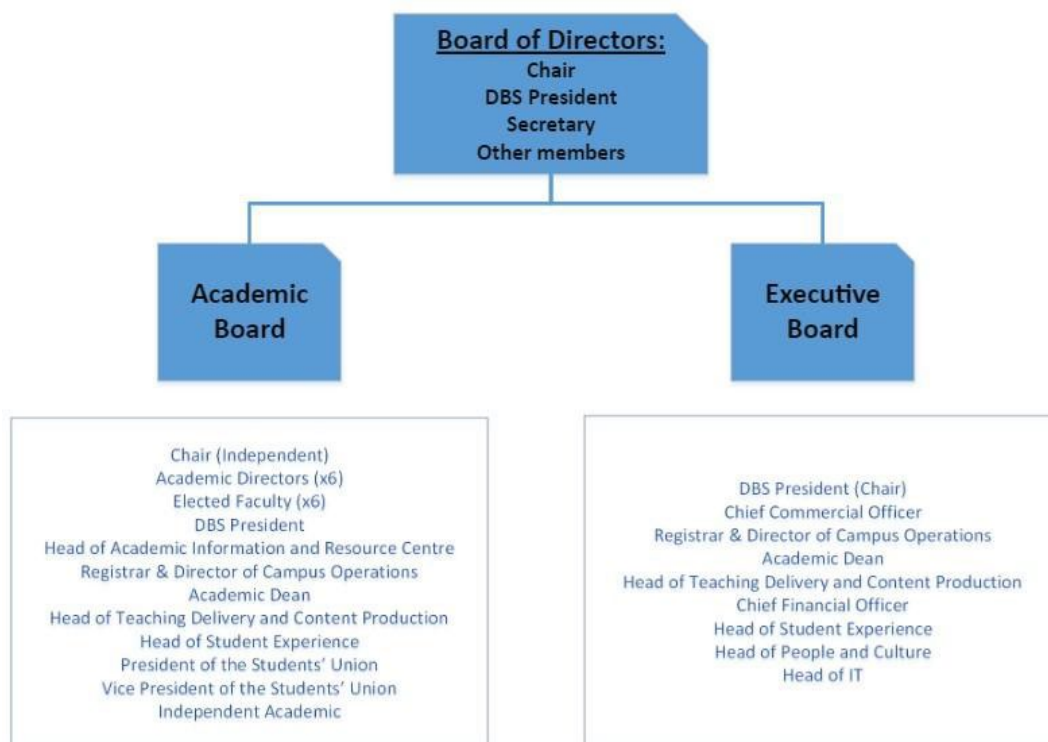
The Board of Directors is the most senior authority of Dublin Business School, with responsibility for overseeing all activities and for directing the educational mission of the business. Its remit is to ensure the College functions effectively and legally, and in line with the overarching corporate goals. The Board of Directors is currently comprised of

- Chair, Peter Houillon, CEO Kaplan Professional UK, Ireland and Middle East
- DBS Head of Institution, Andrew Conlan-Trant, DBS President
- Secretary, Rachael Convery, General Counsel, Kaplan International
- Shareholder Non-Executive Director, Lisa Nelson, Director of Learning & Curriculum, Kaplan UK
- Independent Non-Executive Director (Academic), Dr Brendan McCormack, former President IT Sligo
- Independent Non-Executive Director (Business), Audrey O'Sullivan, General Counsel and Legal Director, SIRO.

The Board of Directors has the authority to approve decisions made by other College groups or entities.

Two sub committees of the Board exist. One is the **Delegated Authority Committee** (DAC) whose purpose is to provide oversight and assurance to the Board of Directors that there is an effective process for continuous improvement in the preparations for and the state of readiness of DBS to apply for Delegated Authority from QQI and to guide the Executive of the College, as appropriate, in its preparations. The membership of the DAC is the DBS President (Chair of the DAC), the Chair of the overall Board, the Independent Non-Executive Director (Academic), the Registrar and the Independent Chair of the Academic Board. As more clarity is now available as to when Delegated Authority can be sought, which will follow a successful Institutional Review, which we hope will be achieved during 2024, the work of the DAC has been suspended and will recommence once Institutional Review is successfully completed.

The other sub committee is the **Audit and Risk Committee** (ARC). The purpose of the ARC is to review and advise the Board on i) the adequacy and effectiveness of the College's arrangements for risk management, internal control and governance; ii) arrangements for ensuring sustainability, promoting economy & value for money, efficiency and effectiveness; iii) the adequacy and effectiveness of the College's data management and quality assurance data management; and iv) the provision of external and internal audit for the College. The ARC is chaired by the Independent Non-Executive Director (Business). The other members are the DBS Chief Financial Officer, a Legal Counsel from Kaplan and another member of the DBS senior leadership team, other than the President. (Currently that is the Registrar & Director of Campus Operations who also has responsibility for risk management at the College.)

The Academic Board is the supreme senior academic authority of DBS, and ultimate guardian of the academic integrity and quality of its provision of programmes of education. The Academic Board has responsibility for overseeing all aspects of academic governance to ensure compliance with external and internal academic regulations, policy and quality assurance standards.

The Academic Board is chaired by an independent external member of high standing within the higher education sector; currently the Chair is Donna Bell, an experienced Higher Education Consultant in Ireland and internationally, with extensive experience as a QQI Chair and external adviser to the HEA. Donna Bell became Chair in December 2023, taking over from Brian Bennett, former Registrar and Acting President of IT Carlow. The Academic Board also comprises the DBS President, Registrar & Director of Campus Operations, Academic Dean, Head of Teaching Delivery & Content Production, Head of Student Experience, Head of the Library & Academic Hub, Academic Directors, six elected Faculty representatives, (four from the Accounting, Business, Computing and Law disciplines and two from the Humanities, Social Sciences and Creative Media disciplines), the President of the Students Union and the Vice President(s) of the Students Union.   Following Donna Bell's appointment as Chair of the Academic Board a vacancy now exists for another Independent Member, which the College is currently seeking to fill.

The Academic Board delegates some matters relating to quality management to subcommittees, including the Academic Strategy Planning and Performance Committee, the Quality Assurance, Enhancement and Sustainability Committee, the Learning and Teaching Committee, the Academic Programmes Committee, the Student and Graduate Experience Committee, and the Applied Research and Practice Committee.

The Academic Board has the authority to ratify decisions made by other academic entities within the College.

The Academic Board has ultimate decision-making power and authority on academic matters, with responsibility to advise the Executive Board and Board of Directors accordingly.

The Executive Board, also known as the Senior Leadership Team, comprises all senior managers within the College, and operates in tandem with the Academic Board to ensure the effective operation and quality delivery of academic programmes alongside commercial viability of the College, given the private status of the institution and therefore the requirement to generate all its own student fees revenue. The Executive Board holds responsibility for the character, mission, values and strategic development of the College. The Executive Board is chaired by the President of the College, and comprises the Registrar & Director of Campus Operations, Chief Financial Officer, Chief Commercial Officer, Academic Dean, Head of Teaching Delivery and Content Production, Head of Student Experience, Head of IT and Head of People & Culture.

The Executive Board is a decision-making entity.

The interaction of these three Boards at the most senior level of the College is fundamental to the success of DBS in maintaining and improving quality and standards. As a private college, the business integrity of DBS is further safeguarded by strong corporate governance from the parent company structure, Kaplan Inc. and Graham Holdings Company. DBS currently operates through Graham Holdings committees such as the:

- Compliance Committee
- IT Security Committee
- Corporate Audit Services Committee
- Compensation Committee

The arrangements with Kaplan and Graham Holdings go even further than this. In addition to regular contact on operational matters, more formal coordination of policies and practice is achieved through the following structured engagements across the Kaplan group.

- Quarterly Financial and Business Reviews with Chief Executive and Chief Financial Officer of Kaplan Inc.
- Bi-annual IT reviews with Chief Executive and Chief Financial Officer of Kaplan Inc.
- Bi-annual Learning Reviews with Kaplan Inc.
- Annual Balance Sheet review with Chief Financial Officer of Kaplan Inc.
- Monthly financial review by Head of Finance, Kaplan UK & Ireland
- Annual review of Employee Engagement with the CEO and Chief People Officer of Kaplan Inc.
- IT Steering Group chaired by Head of IT, Kaplan UK & Ireland
- Legal & compliance support from Kaplan Legal Counsel
- HR support and oversight from Director HR, Kaplan UK & Ireland
- Learning and product development support from Director of Learning, Kaplan UK.

Further governance structures operate below the Academic Board and Senior Leadership level. These structures are laid out in the diagram below. Terms of reference for all committees are laid out in the DBS Quality Assurance Handbook Part A Section 1.3 and each academic-facing committee reports to the Academic Board on a cyclical basis.
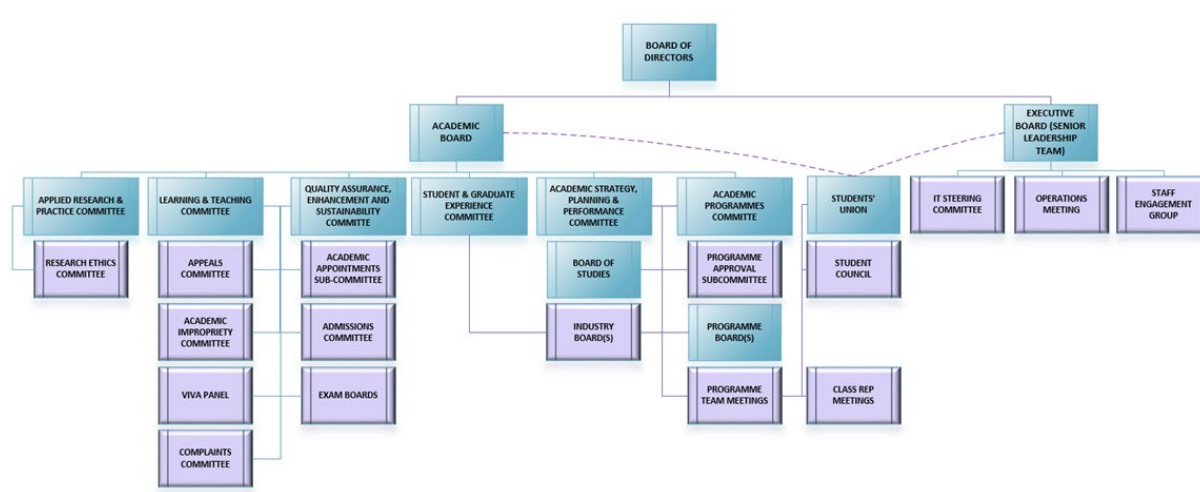
DBS Governance Structures

The teal Boards and Committees are Governance bodies, with degrees of delegated authority to make decisions under the remit of the Academic Board or corresponding body. The purple Committees, Boards and Sub-Committees are more operational bodies with limited decision-making powers within the scope of their remit.

Sub-Committees of the Academic Board

In Q4 of 2021 a review of the structure of the boards and committees under the Academic Board was carried out. This resulted in six new or updated sub-committees of the Academic Board as follows:

- Academic Strategy, Planning and Performance Committee
- Quality Assurance, Enhancement and Sustainability Committee
- Academic Programmes Committee
- Learning and Teaching Committee
- Applied Research and Practice Committee
- Student and Graduate Experience Committee.

The updated committee structure was presented to and approved in its final form by the Academic Board in April 2023, and began to be implemented from this point.

Academic Strategy, Planning and Performance Committee

This is a new committee with the remit to inform, develop, and sustain the annual Academic Plan.

Quality Assurance, Enhancement and Sustainability Committee

This committee replaced the former Quality Enhancement and Risk Management Committee, with expanded membership and a more focused remit to ensure formal monitoring of QA audits and reviews, identification and follow up on QA & QE matters arising, as well as review and approval of relevant policies for raising to SLT and Academic Board for final approval.

Academic Programmes Committee

The Academic Programmes Committee is new. Its function is to ensure that the policies, standards, processes and procedures associated with new programme development, programme review and programme amendment have been followed.

Learning and Teaching Committee

This committee replaced the previous version of the committee, with updated membership and terms of reference. It has Ownership of the College Strategy for Learning, Teaching, and Assessment. (SLATE).

Applied Research and Practice Committee

This committee replaced the previous version of the committee. Its remit is to monitor and assess the effectiveness of policy and strategy which promotes, encourages and supports Applied Research and Practice activities across the College.

Student and Graduate Experience Committee

This new committee has responsibility for monitoring the effectiveness of the student supports and learner supports across all College academic and support activities. It reports on the activities of a number of other areas and units.

In addition to these new structures, the following committees/boards reporting into these remain in place:

Board of Studies

The function of the Board of Studies is to monitor the oversight of programme delivery to ensure quality and consistency of teaching, learning and assessment. Programme delivery is monitored through programme team meetings and individual Programme Boards, with Academic Directors reporting into Board of Studies on all programmes under their area. Any changes or updates to programmes which are proposed are presented to the Board of Studies for review and approval.

Programme Boards

Programme Boards are the mechanism for detailed review and reporting on individual programmes of study and implementation of learning, teaching and research initiatives at programme level. They are Chaired by Academic Directors.

Admissions Committee

The Admissions Committee is responsible for the monitoring of admissions data to ensure compliance with standards, process and procedures for access, transfer and progression of learners, and to evaluate new or alternative qualifications for entry.

Programme Approval Sub-Committee (PASC)

The remit of the PASC is to evaluate proposals for new programmes for suitability to progress at each stage of the development process, up to submission to QQI. This committee was instituted through the review of policy and procedure for Re-Engagement with QQI but its functioning and membership is currently under review.

Academic Appointments Sub-Committee (AASC)

All new Faculty/teaching staff in DBS are reviewed by the AASC before appointments are made. The AASC reviews qualifications and professional experience of proposed teaching staff, and may make recommendations or conditions of appointment such as specific training or mentoring.

In addition to the above governance structures, there are operational/functional committees captured in the organisational chart, as well as committees convened to deal with specific issues or requirements, including:

- Examination Boards
- Appeals Committee
- Academic Impropriety Committee
- Complaint Committee
- Disciplinary Committee
- Viva Panel
- etc.

Details of all Academic Board Sub-Committees' including the membership and terms of reference are included in the QAH Part A Sections 1.2.3-1.3. Learners are represented on the Academic Board, Programme Boards, Learning and Teaching Committee, and Student and Graduate Committee.

1.2 Linked Providers, Collaborative and Transnational Provision

Please refer to:

QAH Part C Section 3 Transnational Collaborative and Joint Awards

The following guiding principles govern all collaborative programmes, transnational programmes and joint awards involving DBS:

- DBS will enter into collaborative programmes, transnational programmes and joint awards where there is a clear academic or commercial benefit to such arrangements.
- All collaborative programmes, transnational programmes and joint awards equate to the core vision of DBS, which is the achievement of excellence through learning.
    - In all collaborative programmes, transnational programmes and joint awards, DBS will fulfil its statutory obligations and protect its academic standing.
    - All elements of collaborative programmes, transnational programmes and joint awards must comply with the policies, standards and procedures set out in this section of the QAH which are informed by the policies, standards and procedures outlined in QQI's policy for '*Collaborative Programmes, Transnational Programmes and Joint Awards*'.
- DBS delivers programmes of study that lead to QQI awards. These awards are placed on the NFQ at the appropriate level as set out by programme validation. The learning outcomes of the programmes of study are informed by the appropriate QQI award standards.
- All collaborative programmes, transnational programmes and joint awards must comply with national and international legislative requirements.
- DBS will only consider collaborative programmes with partners who are found to be of good academic reputation and sound financial standing.
- All collaborative programmes, transnational programmes and joint awards, while operating within the framework of formal and legally binding agreements, shall be based on close working relationships with collaborative partners and accrediting bodies, in an environment of openness, transparency, trust and mutual respect.
- The interests of the learner will be paramount in all collaborative programmes, transnational programmes and joint award activity.
- All agreements will have clearly articulated and binding arrangements to ensure adequate provision for the protection of learners.

DBS currently has transnational and collaborative provision as detailed in Section 9.2 below. DBS has had an on-going relationship with KPTM in Malaysia for many years and as such has an established track record of successful transnational provision. DBS also has a recent relationship with EU Business School in Munich where two programmes were validated for transnational provision during the 2020/21 academic year. Student recruitment has commenced onto these programmes. During 2022/23 DBS successfully had validated by QQI the *MSc in Business Analytics* and *MSc in Digital Marketing & Analytics* for transnational delivery with the University of New York in Prague (UNYP). The local approval process in the Czech Republic is ongoing and approval local authorities to run the programmes was granted in early 2024.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Please refer to:

QAH Part C Section 2 Programme Development and Review

Overview of DBS Programme Development and Review

Programme Development and Review occurs in DBS through a number of internal mechanisms. For existing programmes, programme monitoring occurs through formal discussion and feedback received through programme team meetings (held every 4-6 weeks approximately), Programme Boards (held once a semester), biannual Board of Studies and Annual Programme Reports. If any proposed changes to a programme are identified (within the scope of the validation) these are formally discussed at a programme team level, sanctioned and agreed across the programme team and formally brought to the Board of Studies for review and approval. This process is laid out in more detail below. For new programme development, there is a defined process established which is also detailed below.

Programme Monitoring

Programme team meetings (4-6 weeks approximately)

Academic Directors have successfully established regular and ongoing programme team meetings and these occur at both a programme and discipline level. Programme team meetings are an important mechanism for the two-way flow of information, feedback and discussion on programmes at a team and discipline level. They are internal-facing with an invitation extended to all Faculty (full-time and part-time), Programme Coordinators and Faculty Managers. The Academic Dean may also attend. Agendas are fluid and meetings are minuted.

Programme Boards (once a semester, Terms of Reference QAH Part A Section 1.3.7)

The Programme Board monitors and reports on the constituent aspects of the learner experience and formally captures the progress/development of a programme over time, which in turn feeds into cyclical review. DBS positions these as an important quality assurance and reporting mechanism into the higher academic functions in the College, such as the Board of Studies and Academic Board. They capture the totality of the learner experience on all of the programmes which a discipline offers. Programme Boards occur once a semester, are attended by Faculty, library and learner representatives.

Programme Boards have a standing agenda which requires reporting on qualitative and quantitative data at programme level and also learner, team meeting and external examiner feedback. They also involve a Library report at programme level, and Class Rep input at programme level. The minutes of the Programme Board are then presented to the Board of Studies, with key highlights and issues noted

at this board. Once a year the minutes and reports from the Programme Boards and Board of Studies feed into the Academic Dean's Annual Report to Academic Board.

The meeting schedule for Programme Boards in 2022/23 is set out in Part B 1.3.1 of this Report..

Board of Studies (twice yearly, Terms of Reference QAH Part A Section 1.3.6)

The function of the Board of Studies is to ensure academic quality across all programmes and appropriate implementation of the five year strategic plan in programme delivery. The membership of the board consists of the Academic Dean (Chair); the Chair of the Learning and Teaching Committee; the Chair of the Research Committee; the Registrar and Director of Campus Operations; all Academic Directors; the Head of Teaching Delivery and Content Production; the Head of Student Experience; a Library representative; the School Administrative Officer and other attendees as required by the agenda. The Board of Studies meets twice a year (November and April/May). The Board of Studies:

- Monitors programmes and suites of programmes to ensure consistency of approach in teaching, learning and assessment across the schools
- Reviews and approves updates to teaching, learning and assessment for programmes or modules, within its scope, referred from Programme Boards.
- Agrees the implementation of new initiatives in teaching, learning and research identified by the Learning and Teaching Committee, Research Committee and programme teams, for deployment through Programme Boards.
- And approves programme changes (within scope) and implementation of learning, teaching, assessment and research strategies.

Where required, an extraordinary Board of Studies may be convened. This is most likely to be the case where updates to programme modules are identified arising from feedback during the academic year.

Annual Programme Reports (APRs)

The basis for the refined Annual Programme Reports in DBS is the information collated and reported on at the semesterised Programme Boards. The information from each semester is brought together into a standardised template for the Annual Programme Reports and presented by Academic Directors to the April/May Board of Studies. The Academic Dean will then report on the Annual Programme Reports in the Academic Programmes Annual Report at Academic Board in July each year.

This process was trialled for one discipline area in 2020 and brought forward for all programmes in 2020/2021 with reports presented in all discipline areas. Following an assessment of workload and data availability, it was agreed that APRs would be produced for each academic discipline on a bi-annual basis for the November Academic Board following the reporting period.
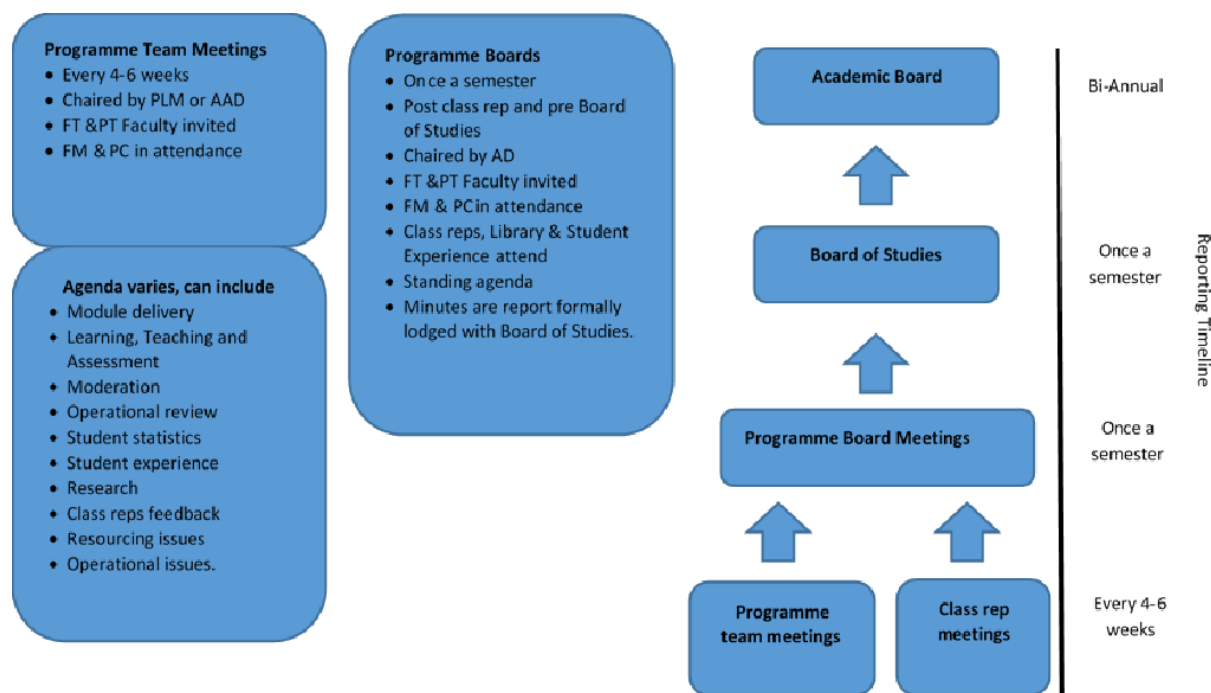
DBS Programme Reporting

Review of Certification of Validation periods

Through an ongoing review of programme reports, retention data, consultation with executive management and market needs, the Academic Dean keeps under constant review any DBS programmes which require review and revalidation. As a minimum all programmes undergo a full review once every 5 years as per statutory requirements, but programmes may be brought forward for early review where a need is identified. Once these are agreed for review, programme teams commence the programme development process. This is further outlined in the next section.

Programme Review

The Academic Dean is responsible for overseeing the formal review process for all programmes. This is carried out under the academic leadership of Academic Directors and in conjunction with programme teams. It is a collaborative and iterative process that involves input from a wide range of stakeholders: employers/industry feedback; Industry Advisory Boards; professional bodies; learners; internal stakeholders, e.g. finance, marketing, etc.; as well as analysis of qualitative and quantitative data (enrolments; retention; module grades; module semester surveys; programme team and programme board minutes). This information informs any refinements or changes to the programme construct, module weighting, syllabi and the teaching, learning and assessment for the programme. All documents are submitted to the Registrar's Office for internal approval before release to the programme review panel. Final approval is through application to QQI for Re-validation following the full review process.

New programmes

Development of new programmes follows the process laid out in the QAH Part C Section 2. This process was developed as part of the review of policies and procedures for Re-Engagement with QQI, and updated in 2021 with the approval for Devolved Responsibility by QQI. The process is a staged process whereby any proposed new programme must be approved at various checkpoints in its development by a Programme Approval Sub-Committee (PASC):

- Programme proposal
- Developed programme approved to proceed to independent evaluation (mock panel)
- Updated programme approved for submission to QQI

The independent evaluation (mock panel) mirrors the QQI panel event with a condensed panel comprised of an experienced QQI Chair and a minimum of two subject experts (academic and/or industry), and involves a review of documentation and a site visit/meeting.

Employer Engagement

In addition to the above processes outlined, DBS has increasingly put a focus on industry and employer engagement feeding into development of programmes. DBS has identified 7 strategic objectives in its strategic plan for 2021-2025, and the first of these is to 'Create Work-ready Graduates'. This objective shapes the approach both inside and outside the classroom, with the College dedicated to creating graduates who are able to realise their full potential, are attractive to employers and ready for employment. To achieve this DBS:

- Creates and maintains strong links with employers for programme development
- Leverages associate faculty to bring practical experience to teaching
- Operates an innovative and best-in-class careers support service to students.

Employer Engagement Board

In September 2018 DBS formally launched its Employer Engagement Board. The membership of this board is cross-functional across the College, including Academic Faculty, Academic Directors, Careers Coaches, Sales and Marketing and Senior Management.

This board has been set up to develop an integrated plan of action that increases the engagement with employers and contribute to the DBS objective of having employer-led programmes. It monitors ongoing performance against this plan and ensures full sharing of information across the College on all engagement with employers. The Terms of Reference of the Employer Engagement Board are to:

- Provide institutional guidance to the work of Industry Boards and other employer related activities
- Provide a platform to share relevant employer related information across the College
- Enable the Industry Boards to work effectively and enabling effective engagement with employers

- Ensure the proper collection and storage of all relevant documentation on employer engagement for institutional purposes.

Industry Boards

Industry Advisory Boards also have an important role to play in DBS achieving its vision and have been set up across functional discipline areas in DBS. They support and feed into programme development and review, learner career development, and access to real life projects/case studies and guest speakers.

The DBS Industry Advisory Boards are chaired by a non-DBS industry representative, and consist of the Academic Director in the relevant area, DBS Careers Coaches, and a number of outside industry and academic experts. They meet on a quarterly basis, and support DBS Faculty in staying up-to-date with developments in industry, and ensure that programmes meet the trends and needs of the current environment. They also shape future programme development and evolution.

DBS currently has four industry boards:
- Marketing and Business, in existence since April 2020 (25 members)
- Computing, in existence since September 2019 (16 members)
- Accounting and Finance, in existence since September 2018, reformulated from an original FinTech basis (9 members).
- Human and Social Sciences, in existence since January 2022 (16 members)

2.2 Admission, Progression, Recognition & Certification

> *Please refer to:*
>
> *QAH Part B Section 1 Learner Admissions:*
> o *1.1 Information for Applicants Policy*
> *QAH Part A Section 2 Overarching Policies:*
> o *2.9 Equality, Diversity & Inclusion Policy*
> *QAH Part B Section 6 Examination Boards and Award Classifications:*
> o *6.3 Progression and Classification of Awards*

Access, Transfer and Progression

Details regarding DBS Policy on Access, Transfer and Progression are found in the Quality Assurance Handbook as linked to above.

The entry criteria are provided on a dedicated webpage for each programme, and a link to the prospectus in pdf form is provided in each case. See https://www.dbs.ie/courses

Admissions Office

DBS Admissions Team deals with all admissions to all programmes, including undergraduate, postgraduate and Springboard programmes, direct entry applications into programmes from Year 2 onwards, and domestic and international students.

The application process varies according to the programme of study and the level of the student's prior learning. CAO and Springboard applications are made directly to those bodies, and all other applications are made directly to the College. Ninety-eight percent of applications are completed online.

Recognition of Prior Learning

Applications are accepted from those who may not hold the standard required entry qualifications but who may have demonstrable relevant experience. Information on how to apply for Recognition of Prior Learning is available on the website.

The various application types and information on each is provided on our website as follows:
https://www.dbs.ie/application-form
https://www.dbs.ie/courses/full-time-undergraduate
https://www.dbs.ie/ftug-application-procedures
https://www.dbs.ie/entry-requirements
https://www.dbs.ie/international-students
https://www.dbs.ie/courses/springboard

Open Days

As part of information provision to potential applicants, DBS runs a significant number of Open Days annually. Open Days provide prospective students with the opportunity to visit DBS and talk to our lecturers, admissions staff and students, and to discover what is available at DBS and how the student's interests can be met through our range of programmes. Usually Open Days give students an opportunity to explore the campus, visit the buildings and see the facilities as meeting with student services. In the online environment, this has been replicated as much as possible.

Information Sessions

DBS also runs a number of Information Sessions for applicants to specific programmes such as the BA (Hons) Counselling and Psychotherapy, MBA, MSc in Information and Library Management. Information sessions offer students the opportunity to experience courses first hand by getting more detailed information about the programme, meet the faculty and also meet with current students to hear their experience. Prospective students participate in a range of workshops and meet with lecturers and current students.

Scholarships

DBS offers three scholarships annually to local schools in the community based on hardship cases put forward by the schools themselves. All successful scholarship learners must meet the minimum entry requirements. The scholarship provides an opportunity to a student who in the normal course would not have had the opportunity to avail of Higher Education. The scholarship covers their tuition fees along with a monthly allowance to assist them during their time of study at the College in a full time capacity.

Information to Current Learners

The DBS Student website at https://students.dbs.ie is a one-stop shop for any information or resources that learners require during their time studying in the College. Functional and support areas of the College input into this including Academic Operations, Student Experience, Library, Exams, Student Engagement and Success Unit, and Quality Assurance.

Some features to note are:
- Learner Handbooks
  - Learner Handbooks are available on the student website and are updated regularly, allowing students to have easy access to the most up to date information at all times.
- News Updates
  - Regular news updates allow students to keep abreast of what is happening both in and outside the College.
- Student Help
  - The student help section links and advises on areas such as student well-being, accommodation, computer support, International Student Assistance and virtual student information and meet-ups.
- Timetables
  - All timetables (for classes and exams) are available and can be filtered by learner, lecturer, course or building.

- Quality Assurance Handbook (QAH)
  - o The QAH is broken into sections to allow students to find the right information quickly when they need it.
- Student Self Service
  - o Through the single sign-on facility linked from the website, students can access their personal DBS e-mail, library account, timetables and virtual learning environment (Moodle), update their personal details, log tickets and request a number of self-service letters which are automatically sent to the student's e-mail.
- Induction Material
  - o All induction material is available via the site in easily accessible units which students can return to for future reference.

2.3 Procedures for Making Awards

N/A

2.4 Teaching, Learning and Assessment

Please refer to:

QAH Part C Section 1 Learning and Teaching:

- *1.1 Staffing of Academic Programmes Policy*
- *1.2 Learning and Teaching Policy*
- *1.3 Academic Research Policy*
- *1.4 Blended Learning Policy*
- *1.5 Recording Learning Activities Policy*
- *1.6 Group Work Policy*

QAH Part A Section 2 Overarching Policies:

- *2.9 Equality, Diversity & Inclusion Policy*
- *2.10 Conflict of Interest Policy for Programme Delivery*

QAH Part B Section 5 Assessment Regulations:

- *5.1 Assessment Overarching Policy*
- *5.2 Learner Assessment Procedures*
- *5.3 Examination Policy*
- *5.4 Repeating a Failed Module Policy*
- *5.5 Progression with ECTS Deficit (Trailing) Policy*
- *5.6 Feedback on Examinations Policy*
- *5.7 Access, Retention & Destruction of Examination Scripts Policy*
- *5.8 Verification of an Assessment Result Policy*
- *5.9 Assessment Marking, Feedback and Moderation Policy*

QAH Part B Section 6 Examinations Boards and Awards Classifications:

- *6.1 External Monitoring of Programmes Policy*

DBS Strategy for Learning, Assessment and Teaching Enhancement (SLATE2)

Monitoring of Quality of Teaching and Learning

At a programme level, regular programme team meetings monitor the ongoing quality of teaching and learning, and an Annual Programme Report highlights reflections on the teaching and learning environment in the previous iteration of the programme.

Quality of the online learning environment is monitored via an audit of the module pages on the VLE, Moodle, which are assessed against a set of criteria. Lecturers are encouraged to engage in a peer-review of their online learning, in a process that is managed by the Academic Director, where lecturers assess a peer's online classes and Moodle page against a set of criteria.

Learner feedback on teaching and learning quality is captured via a module survey that is run once a semester, the results of which are examined by the Academic Dean and reported on to the Academic Board, Senior Leadership Team and the Kaplan Learning Reviews. Learner feedback on teaching and learning quality is also captured via regular Class Rep meetings, details of which are fed back to

the Academic Dean and the Academic Directors. DBS also subscribes to StudentSurvey.ie, which allows for the comparison of learner views of the quality of teaching and learning at DBS against other HEIs and the sector as a whole.

Enhancing Teaching and Learning

Improving the quality of Teaching and Learning at DBS is guided by the institution's Strategy for Learning, Assessment and Teaching Enhancement (SLATE). This three-year strategy (2020-23) had three objectives:

1. For DBS to be known as a learning-centred higher education institution;
2. To ensure integration of educators, learners and industry experts in the learning experience; and
3. To increase the flexibility of the learning environment.

The strategy, which contains a number of actions against each of these objectives, is reviewed annually. The Learning Teaching and Assessment sub-committee of the Academic Board is responsible for guiding and advising on the implementation of SLATE, teaching, learning and assessment policy development and academic training and development.

Areas for improvement that are identified by any of the ongoing feedback and monitoring mechanisms noted above are brought to the attention of the Head of Teaching Delivery and Content Production, and Academic Dean. A bespoke plan is put in place to address the concerns that draws on the training and development resources and processes laid out in Section A.5 below.

Quality Assurance of Assessment

DBS policies and procedures for the monitoring of assessments processes are laid out in the *Quality Assurance Handbook* as per the links above.

Exams were continued to be held online for the duration of the academic year 2022/2023 to allow for planning and advance information to be provided to incoming and continuing learners regarding the nature of assessment. This was supported by the Online Exams Policy which had been created and implemented from February 2021. All online exams were proctored through an online invigilation platform to ensure integrity and security of the process.

Of particular importance is independent monitoring through the External Examiner process. DBS seeks to appoint academic experts of high standing into the External Examiner roles for each programme. The Exams Office has increasingly been digitising its processes, and since 2019 External Examiner packs have been provided to Externs in electronic format, which has allowed for greater efficiencies. Since 2020, DBS moved all Exam Boards online and also hosted a number of meetings with Externs online, in order to keep them appraised of contingencies arising around assessments. Online meetings and Exam Boards facilitated attendance for Externs and it is DBS's intent to continue with these.

3.0 Learner Resources and Support

DBS is committed to supporting student success and enhancing the student experience. We enable student success through high quality services and support. This is delivered with an eye to developing attributes that will be beneficial in the workplace, and beyond. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. These supports are organised across four areas: Academic, Health and Wellbeing, Student Life and Careers.

Since 2021-22, academic support outside the timetable for learners at DBS is coordinated by the Academic Support Community (ASC), which brings together staff-led support through the library, student-led support through Student Experience and targeted support for at-risk learners identified using learning analytics by the Student Engagement and Success Unit (SESU). Collectively, the ASC offers a seven-phase programme of themed events and interventions over two semesters. The first four phases of the programme, which replaces the previous "First 100 Days Programme" offers the same topics of learner support but from both the learner and staff perspective, with the added layer of bespoke support for at-risk learners.

Semester One
- Weeks 1-3 Are you ready to learn?
- Weeks 4-6 Assignment Success
- Weeks 7-9 Applying Feedback
- Weeks 10-12 Exam & Research Success

Semester 2
- Weeks 1-4 Re-energise
- Weeks 5-6 Breathing Weeks
- Weeks 6-10 Exam Success

Academic Operations Team

The Academic Operations Department provides first-line supports and information to students from the point of registration through to final graduation. Programme Coordinators assigned to specific

discipline areas manage information provided to students regarding their specific programme of study. Through the Programme Coordinator, students have a readily accessible point of contact they can approach with any queries they may have during their time with us in DBS. Alongside email, phone, instant messaging, and a ticketing system, Programme Coordinators also sit on the Service Desk at Reception in one of the two main buildings, on a rostered basis to assist students in person while they are on campus.

Student Experience Team

The Student Experience Team ensures that students have the best possible College-life experience and to promote a DBS community and culture that is focused on their wellbeing and success. The Student Experience Team look after a number of areas including Student Services Hub, Student Welfare and Well-being, Disability and Inclusion, International Office, Clubs and Societies, Student Leadership Programme, and Careers Hub.

Student Engagement & Success Unit

DBS welcomes and supports all new students transitioning to third-level education. As part of this commitment, DBS has established a Student Engagement and Success Unit (SESU), which aims to help all students transition to their new environment. As part of SESU, a number of student learning supports are offered to both new and continuing students. These include drop-in sessions, including "Tea & Talk", workshops on topics such as numerical skills, academic writing, economics and digital/IT skills, as well as research skills and referencing delivered by the Library Team.

SESU also keeps abreast of developments in the field of student engagement, learning analytics, curriculum design and UDL to enable DBS to provide best-in-class academic supports.

Peer Mentor Programme

The DBS Peer Mentor Programme is designed to give students across DBS the opportunity to represent and mentor students by sharing their stories and experiences of college life. Mentors act as positive role models throughout the year to their respective groups and are sources of information, from orientation through to the end of the year. The mentors help make coming to DBS a more welcoming, less daunting experience. As well as arranging informal meetings and social events with their mentees, the team assists with any queries or concerns that new students may have. Throughout the year this team of students is supported by the Student Experience Team.

In the academic year 2022/23 DBS had over 100 peer mentors divided across three areas – programme based, regional (by nation) based, and year-based mentors. Each student mentor is given continuous high quality training throughout the academic year to ensure they are fully engaged in the College experience and best prepared to support their mentees. The DBS Peer Mentor Programme has been recognised as best in class, and was presented at the ICOS Annual Conference in May 2018 and The USI National Forum in November 2018.

Student Council

The DBS Student Council welcomes all students appointed or elected to the role of Class Representative, Peer Mentors, Sports Clubs & Society Leaders and members of the Students Union. The Council acts as a platform for two-way communication between the College and the student body. Students who represent the Student Council are made aware that they are responsible for collecting feedback from the student body and notifying the College regarding any specific issues that arise. In the Academic Year 2023/24 the Student Council held 9 meetings, 1 each month during the Academic Year.

Class Reps

DBS was the first private college to engage with USI to train all Class Reps on the NStep Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies best principles of student engagement to enhance and enrich the College's interactions with its Class Reps. The class reps, chosen by each class, take a holistic class view and have the interests of the rest of the class as their guide; they fairly and purposefully represent all the other members of the class. The main purpose of being a class rep is to gather views from peers regarding various aspects of the course, student learning experience and wider college experience, feeding this information to the members of staff in DBS for attention.

Blended Learning

As part of its strategic objectives, DBS has been looking towards more flexible learning offerings, and its Blended Learning Policy was approved by QQI in 2019 alongside the application for Re-Engagement. Since then, DBS has been incorporating options for blended delivery, including on-demand asynchronous content, into new programmes and to existing programmes as they are reviewed and revalidated.

Development

Decisions over blends of learning modes are pedagogically based and are governed by the ABC Curriculum Design methodology. The creation of content for blended learning programmes is guided by the principles of Universal Design and is in keeping with DBS Teaching, Learning and Assessment Policy. Materials and resources will be reviewed annually. DBS has invested in an audio-visual studio and recruited experienced audio-visual and instructional design staff to facilitate development. The blended module development process ensures that the learning resources are sufficient to cover the indicative syllabus in the module descriptor. The documented and validated process for ensuring the lecturer is qualified to teach the subject applies as it does across DBS. Ongoing training will continue to ensure that faculty are provided with the necessary expertise for delivering a blended curriculum. This comprehensive training covers all elements of the learning experience, encompassing pedagogy, delivery modalities, and the technologies that underpin delivery.

Furthermore, it includes guidance for lecturers on creating a secure online environment by fostering a culture that encourages diversity in communication and knowledge exchange.

Before Learning

Learners are advised in advance of the blended nature of programmes, where applicable, through programme information provided on the DBS website, at open evenings and events, and through information such as the Learner Handbook.

All blended modules start with an orientation for learners, who are advised of the hardware and software requirements well in advance. During induction, learners are informed as to their responsibility to engage with the learning opportunities provided and to shape their own learning experience and DBS's approach to netiquette for online learning behaviour. Students are provided with two asynchronous on-demand short lessons (1) Learning @DBS, (2) Learning in a Multimodal Environment. The objective of these short lessons is to set clear expectations for engaging in this type of educational experience, including technologies, teaching and learning pedagogies, and class participation and engagement.

During Learning

The timetable distinguishes for learners the different modes of delivery on a blended learning programme, so learners are aware of in-class, online and on-demand learning from the timetable. Each on-demand lessons start and end with a summary of the learning covered in the lesson.

The use of the Course Progress Bar in the VLE allows learners and lecturers to see which activities have been completed and which are overdue, if applicable. Knowledge Check quizzes for all online study units will be used to affirm understanding of the topic. Forums will be used to provide asynchronous communication and questions. Online chatrooms can be scheduled for synchronous chat.

Use of the activity completion, progress bar, knowledge check quizzes and other formative assessments enable lecturers to monitor engagement from the start and contact those who are not engaging. All support mechanisms common to traditionally delivered (non-blended) modules will be provided to learners on blended modules, including monitoring and supports through SESU.

Online discussions and comments are monitored, and that any comments that are identified as or reported as disrespectful are managed through the standard Complaints or Disciplinary process. Validation of assessment and moderation of student submissions do not differ from standard documented processes which apply to traditional (non-blended) modules. Use of personal data will be in keeping with DBS Privacy Policy. Programme Coordinators and IT Support are available to learners as with all programmes, as well as feedback mechanisms through student surveys and class rep

meetings. DBS uses its virtual learning environment to host all blended learning content, which is secure and convenient for learners.

4.0 QA of Research Activities and Programmes

Please refer to:

QAH Part C Section 1 Learning and Teaching:

- ***1.3 Academic Research Policy***

Research at DBS

Research in DBS is overseen by the Applied Research and Practice sub-committee of the Academic Board. The Committee is made up of research active faculty from across the College, as nominated by the Academic Directors, and staff who support research, including the Research Librarian and a representative of the Ethics Committee. The Practice Research Coordinator, in place since February 2021, drives the College's research strategy, and coordinates with the Library and academic disciplines to focus resources and encourage research in each area.

Research in each of the disciplines is guided by informal research groups or industry advisory boards, which report back on research activity to the research sub-committee. DBS awards research scholarships to ten faculty each year. The scholarships finance time off the teaching timetable to conduct research.   Applications for research scholarships are independently blind reviewed against a set of criteria by a 3-person panel of external reviewers. Scholarship recipients provide a six month report of their research activity.

The Practice Research Coordinator produces an annual report each December that includes a record of research outputs from DBS faculty and staff, research support initiatives, funding applications and a summary of the annual Practice Research Conference.

5.0 Staff Recruitment, Development and Support

Please refer to:

QAH Part A Section Governance:

o   *1.3.9 Terms of Reference for Academic Appointments Sub-Committee (AASC)*

QAH Part A Section 2 Overarching Policies:

o   *2.9 Equality, Diversity and Inclusion Policy*

QAH Part C Section 1 Learning and Teaching:

o   *Staffing of Academic Programmes Policy*

DBS Recruitment Policy

DBS Diversity, Equity and Inclusion Policy (HR)

DBS Policy on Staff Members Attending Internal Courses

HR Governance, Policies and Processes

DBS Policies cover a wide range of topics from recruitment and selection to performance management and working from home. These are regularly reviewed and updated in accordance with the employment law legislative changes and political/environmental changes as and when required.

Recruitment, Development and Support of Staff

DBS takes responsibility for the quality of its staff providing staff with a supportive environment that allows them to carry out their work effectively. The accountability of this is through the Senior Leadership Team and the DBS HR function. The HR vision is to be a trusted resource and strategic business partner by engaging in value-added initiatives across all facets of HR that are aligned to the vision, mission and purpose of DBS.

In respect of the recruitment, management and development of DBS staff, DBS HR has focused on seven core areas, namely:

- Recruitment/selection and induction
- Culture and engagement
- Effective talent management and development
- Performance management
- Health and wellbeing
- Reward and recognition
- HR governance, policies and processes

Recruitment and Selection

The fundamentals around the DBS recruitment process is to be fair and transparent. DBS is committed to Inclusion and Diversity, and working towards a better and more inclusive future for everyone. DBS has created a programme of activities to help the new joiner to find their way around

the organisation, and understand the culture and DBS ambitions to help equip them with everything they need to create success and be successful.

The guidelines and principles of the DBS Recruitment Policy and DBS Diversity, Equity and Inclusion Policy are followed in recruiting staff. The end-to-end recruitment process is managed through the digital platform Workday.

Where appropriate and relevant, jobs are advertised both internally and externally through a variety of media. Applicants apply for the vacancy via the Workday platform. Applicants are screened on the basis of meeting the qualitative and technical criteria of the role through competency-based interviewing. In some instances, where appropriate, applicants are further screened by utilising relevant psychometric tests, for example the Saville Wave personality and aptitude tests and the PRISM neuro linguistic test. Other screening tools include standard reference checking and Garda vetting. All teaching staff are also subject to endorsement by the Academic Appointments Sub Committee (AASC), a sub committee of the Academic Board, which verifies that the proposed appointee to a teaching or supervision role is suited and/or may be in need of some teaching or assessment supports.

Induction

New hires are required to undertake an induction programme that covers pre-boarding to their first day, their first week and through to their three-month and six-month milestones. The induction and training programme is a combination of online and face-to-face provision, and covers on-boarding to information about DBS, Values and Behaviours, training modules, payroll, benefits etc. Included in this onboarding program is the appointment of a 'buddy' to each new employee prior to their commencement to support them in their introduction to DBS.

The pre-boarding includes:

- Ensuring all contractual details are accurate and the necessary steps in the on-boarding process is complete on Workday to gain access to all relevant DBS systems

The first day includes:

- Introduction to team and colleagues and a tour of DBS
- Introduction to the DBS Values and Behaviours
- An understanding of the role and responsibilities

The first week includes:

- Discussing individual and team goals and KPIs
- Role specific training and development
- Familiarisation with DBS policies and benefits

The first three months includes:

- Understanding team goals and KPIs
- Completion of mandatory compliance training modules e.g. Code of Conduct, Information Security and Privacy, GDPR

- A scheduled meeting with the President

At six months - probation

- Successful completion of probation period and ongoing training and development and management.

Culture and Engagement

The DBS vision states that DBS will be the most respected, diverse and progressive higher education institution in Ireland, renowned globally for making a difference and creating successful careers.

The DBS values are:

★ Act with Integrity
  o Do everything to the highest ethical standards
★ Empower and Support
  o Share and Solve problems for the greater good of DBS
★ Create Opportunity
  o Encourage new ideas and look for new ways of doing things
★ Grow Knowledge
  o Encourage the development of our colleagues
★ Drive Results Together
  o Have a 'can do will do' attitude

As part of enhancing the Vision and Values of DBS, the 'Making a Difference' programme was launched in 2019. This programme was developed with the objective to bring together a number of simple initiatives that would have a positive impact in different ways and on different people, such as DBS staff, students and society. Some of these initiatives include: the Sustainable Environment Initiative, monthly newsletters, charities of choice and a formal staff suggestion mechanism.

Also under the 'Making a Difference' banner was the creation and distribution of a set of DBS behaviours derived from the DBS Vision and Values.

In relation to assessing staff engagement, each year DBS employees are invited to participate in the Global Kaplan Annual Survey. This survey covers the following areas: continuous improvement, diversity and inclusion, manager relationship, growth and development, intention to stay and, teamwork and collaboration. DBS has participated in this programme for six years. Over this period the overall employee engagement has continued to increase incrementally with just one exception in 2021. The graph shows that trend over the past 5 years.

Year-on-year Comparison of Staff Engagement

Year	Value
2023	72.7
2022	73.7
2021	44.1
2020	51.6
2019	47.5
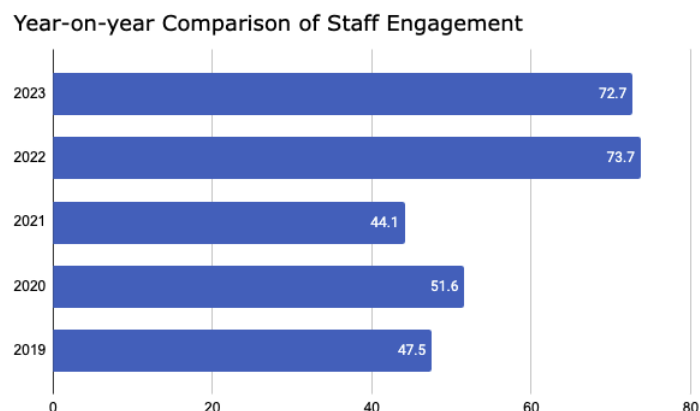
Talent Management and Development

DBS is focused on the talent management and development of its staff. Following a training needs analysis DBS launched a training calendar inviting staff to participate in a range of online courses covering Microsoft Office and soft skill courses such as time management, communication skills and workshops in relation to health and wellbeing. DBS also offers staff and their families the opportunity to study Dublin Business School programmes. Staff can take a course free of charge and family members receive a 25% discount. Details of this are in the Policy for Staff Members Attending Internal Dublin Business School Courses.

Staff are also required to undertake mandatory courses which are included in the online induction programme, including GDPR requirement, Information Security and Privacy and Code of Conduct training.

The Kaplan Group also offers training courses. Most recently managers completed an Inclusion and Diversity course. The 'Great Place' Leadership Programme consisting of three modules was also launched in 2020.

Performance Management

Of particular note is DBS's focus on performance management which is an annual process with appraisals conducted in the last quarter of the year, and goal setting conducted in the first quarter of the year. This involves the management and review of staff against a number of criteria, namely: communication, learner/customer focus, problem solving and execution, result focus, teamwork, behaviour, change agent, leadership, developing people, analysis, student focus, research and professional development, individual development plan and attitude and behaviour.

This process is in the process of being digitised on the Workday HR platform.

Health and Wellbeing

DBS offers a wide range of support services to its staff members. An Employee Assistance Programme is offered through Laya Healthcare and during the pandemic and our operations and teaching moving online, the DBS HR department launched a series of packs focused on mental and physical well-being. These have continued while operations and teaching returned to on-site.

Reward and Recognition

Each year, the Kaplan Group celebrates the Kaplan Way Awards. Through the Kaplan Way Awards staff nominate colleagues who have exemplified resilience and brought 'The Kaplan Way' to life. This includes those who have gone above and beyond to further Student Success, helped make Kaplan A Great Place, introduced improvements to Continuously Transform the business, or modelled the Shared Values.

Each year DBS also runs an 'Above and Beyond' awards programme to recognise employees whose work and results best exemplify DBS's priorities and values. This is celebrated via a launch event and a recognition award.

In addition to this, to recognise those staff who have made a commitment and valuable contribution to DBS over the years, and to celebrate their important service anniversary of 10, 20 and 25 years, DBS recognises this through an annual event and a 'Long Service' award and gift.

Recruitment and Onboarding of Faculty

Recruitment of faculty commences with the advertisement of the specified discipline vacancy on via the DBS LinkedIn account and on the DBS website. The advertisement must include the requisite academic qualifications, business experience and person specification. Only candidates that satisfy the minimum criteria specified are considered for interview stage. Applications are screened by the Faculty Manager and Academic Director and a short-list of qualified candidates is drawn up and invited to present for an interview. An interview panel is constituted which is normally chaired by the Faculty Manager or Academic Director or Subject Expert. For all lecturer appointments, candidates are required to give a 10-15 minute presentation on an allocated topic within their subject area.

As detailed in the *Quality Assurance Handbook*, it is DBS policy that all candidates for academic positions are presented to the Academic Appointments Sub-Committee (AASC) for review prior to an offer and contract being issued. This committee comprises members of academic management of the College and the Quality Assurance Officer is Secretary to this committee. The Committee reviews CVs and interview notes of all candidates and will make recommendations for appointment. Where appropriate, the AASC may set conditions on an approval, such as the requirement for an Advanced Pathway with additional Teaching or Supervision training and supports, or a specific limitation to a particular role or subject area, depending on the candidate's academic and professional experience, to ensure the quality of the teaching is maintained. Once the candidate is endorsed by the AASC, a certificate is issued. The AASC certificate is sent to the HR department.

In advance of a contract being issued HR ensures:

- Reference checks are completed
- Identification is provided
- Evidence of academic qualifications is provided
- Garda Vetting is completed

All contracts include a probation period of 6 months.

Induction and Orientation of New Faculty

All new members of academic staff undergo an induction process which is the responsibility of the relevant Faculty Manager, Academic Director and the Academic Mentor, with input from senior academic management. The induction is to ensure that new starters gain an understanding of the learning environment they are entering and to introduce them to the operational practicalities of delivering programmes at DBS.

As part of the induction 'pathway' process, the new lecturer meets with the Faculty Manager, Academic Director and the Learning Unit to cover key functional and teaching, learning and assessment areas:

1. Faculty Manager:
   - Confirms timetable
   - Introduces the new starter to the 3 month and 6 month probation meetings
   - Arranges a meeting with the relevant Academic Director
   - Takes the lecturer through the process of how they get paid
   - In conjunction with the Academic Director, assigns a mentor/buddy
   - Provides information on HR policies, such as the lecturer absence policy
   - Arranges an operational induction (e.g. an introduction to academic calendars, the central academic noticeboard and timetabling in Celcat)
   - Ensures that the IT Department has contacted the lecturer to arrange an IT induction
   - Arranges induction with the Learning Unit
   - Provides a campus tour
   - Arranges a staff ID card
   - Arranges induction with the Exams Team
   - Arranges induction with the Library Team

2. Academic Director:
   - Introduces the lecturer to the Lecturer Handbook, *Quality Assurance Handbook* and Learner Code of Conduct
   - Provides a programme overview, including how the module(s) fit in to the programme(s), number of ECTS and indicative syllabus
   - Provides a Module Guide
   - Introduces the lecturer to previous Moodle pages from the module
   - Provides an introduction to preparing for a class, including what to cover in the first few classes
   - Gives an overview of learner-centred practices in DBS
   - Outlines the module assessment strategy and associated marking rubrics
   - Outlines the moderation process
   - Covers expectations and requirements for providing Student feedback

- Details of reporting fora (programme team meetings, Boards of Studies)
- Assigning and introduction of a buddy

3. Learning Unit:
   - Shows the lecturer how to use Moodle and teaching tools (such as Zoom)
   - Directs the lecturer to asynchronous teaching and learning content on training and development Moodle page

The Management of Faculty

Faculty Managers have direct line management responsibility for a large number of staff within DBS, ensuring that all programmes are staffed correctly and appropriately. The Faculty Managers work with the Academic Directors in staff planning for their relevant programmes. The Academic Directors have ownership of a suite of programmes in a specific discipline and are responsible for the overall delivery and development of those programmes. They work with the programme teams to ensure that the modules are taught and assessed according to the Approved Programme Schedules.

Faculty Managers are responsible for ensuring that staff performance is reviewed regularly and perform formal and informal reviews with lecturers throughout the year. Informal student feedback is acted upon as it comes in, whereby the Faculty Manager and Academic Director will work with Faculty to resolve any issues. During the formal annual appraisal both the lecturer and the Faculty Manager will review the lecturer's performance against competencies and provide comments to support the ratings assigned. The performance appraisal is informed by data that is collected throughout the academic year:

- Student feedback from the formal student questionnaires
- Class representative feedback
- Feedback from Academic Directors
- Attendance at relevant meetings such as programme team meetings, faculty meeting and examination boards
- Moodle audits (to ensure Moodle pages are populated with sufficient information and to the required standard)
- Engagement with training sessions and CPD events
- Timely submission of exam papers/submission of marks to Moodle and submission of the necessary supporting documentation
- Engagement with new technologies and new methods of teaching
- Contribution to curriculum development

Faculty Training & Support for Learning, Teaching and Assessment
Introduction

DBS provides a multi-faceted approach to teaching and learning training and support for faculty. During 2022 DBS formalised its Learning Unit to support faculty, with additional resources. The Learning Unit now consists of two Educational Developers and a Learning Technologist. The unit provides formal and informal training and development opportunities in multiple modes, covering both technical and pedagogical issues.

Ongoing Training and CPD

Training and Support Site

All faculty have access to an area on Moodle with asynchronous training content on teaching and learning and 'how-to' practical instruction on using education technology. The site is regularly updated with new content. Currently, its focus is specifically designed to support the transition to synchronous online teaching and learning, such as designing and delivering an online class, technical guidance for online teaching, designing online assessments and exams and applied online teaching. This asynchronous content is complemented with synchronous sessions.

Topics on the Training and Support Site:
- Design and Delivery
    - Multimodal Delivery
    - Hybrid Delivery
    - Module and Lesson Planning
    - Engaging Delivery
- Technical Guidance
    - DBS Moodle Essentials
    - Practical Guidance for Hybrid Teaching
    - Using Zoom for online classes
    - Creating groups in Moodle
    - Using Mentimeter in the Digital Classroom
- Applied Teaching Online
    - Teaching practical skills online
    - Using remote PC control in Zoom
    - Using Zoom's Remote Control Feature
    - Sharing Multiple Screens in Zoom
- Assessment
    - Guide to Online Exams
    - Lecturer Guide to Revision
    - Guide to Post-Exam
    - Guide to Online Assessment and Writing Online Exams
    - Continuous Assessment - Preparing an online in-class test
    - Using Moodle Quiz for an In Class (Summative)
    - A Guide to Marking and Grading in Moodle

Drop-in Sessions

The Learning Unit and the Assistant Registrar host a drop-in session (currently online) every Wednesday from 5-6.30pm. All faculty are welcome to attend to ask any questions or raise concerns at these sessions, which are often followed up by one-to-one training at a later date. An appointment booking mechanism is available for faculty unable to attend the drop-in times.

Training by request

The Learning Unit is available to meet Faculty by appointment to discuss any and all aspects of teaching and learning, including the use of educational technology, such as using the VLE or other tools.

Faculty Continuing Professional Development (CPD)

DBS offers CPD on three levels:

- During 2022, the Learning Unit developed an eight-phase on demand module pathway, which takes faculty from the initial steps of taking on a new module through to reflecting on their teaching performance having taught the module. This module pathway can be engaged with individually, with the support of the learning unit or with peers from a programme team. The module pathway will be mandatory for all new faculty during their probation period from the start of 2023. The Module Pathway is accompanied by workshops and informal lunch n' learns staged by the Learning Unit.
- Formal short courses designed by the National Forum for the Enhancement of Teaching and Learning.
- Access to AdvanceHE fellowships through institutional access membership.

Programme-Based Training and Support

DBS is developing a programme-based approach to enhancing the quality of the learning environment. There are two aspects to this enhancement: bespoke targeted training to address identified quality issues in the delivery of a programme and a peer-based teaching observation and feedback scheme under the guidance of the Academic Director. The peer-based teaching observation invites participants to consider the quality of each other's learning environment against criteria and devise actions to enhance the learning environment. Both these initiatives are at the nascent stage of development. The peer-based teaching observation is currently focussed on the quality of teaching content, with assessment moderators also tasked with reviewing teaching content and the layout of the Moodle pages. Observation of recordings and peer feedback on delivery is not taking place as a matter of course, but only when an issue with the teaching delivery has emerged through learner feedback or moderation of the teaching content. Moderation of content and observation of recordings can lead to bespoke training by the Learning Unit at the request of the Faculty Manager and/or Academic Director.

6.0 Information and Data Management

Please refer to:

QAH Part A Section 2 Overarching Policies:

o   *2.5 Student Records and Data Retention Policy*

o   *2.8 Learning Analytics Policy*

Student Guide to Learning Analytics

Student Engagement Dashboard User Guide

Information about learners enrolled with DBS is currently held on the internal Student Information System (SIS). This includes all records around module enrolment, outcomes at each stage, final award and any additional supports needed. In addition, DBS uses the Virtual Learning Environment Moodle for programme delivery, Celcat timetabling software, the Koha library management system, and, the Mercer Mettl online exams proctoring platform.

Collection and use of data complies with GDPR and privacy legislation at all times. DBS Privacy Policy is available on the website here: https://www.dbs.ie/privacy-policy

DBS uses learning analytics to provide accurate and actionable insights into the learning process through the exploration, modelling and aggregation of relevant data sources and to provide an evidence base for optimising the conditions in which learning can flourish.

Students are informed of the Learning Analytics Policy at induction, and a copy of the policy is made available in the *Quality Assurance Handbook* as above. In addition, a Student Guide to Learning Analytics is made available on the home page in Moodle.

At the student level, DBS puts the data that is drawn from the information sources outlined above into a 'dashboard' which allows the student or their lecturer to view student data and identify any anomalies, risks, or concerns. If issues are identified, interventions may be put in place for individual learners. The Student Engagement Dashboard is available via Moodle or the student portal. A Student Engagement Dashboard User Guide is also made available via Moodle.

At the institution level, DBS puts the data that is drawn from the information sources outlined above into an 'early alert report' which allows the Data Analytics and Reporting Manager and the Student Engagement Officer to view student data and identify any anomalies, risks, or concerns. The data which comprises the early alert report is at a more granular level than that of the student engagement dashboard.

Data is used throughout the student life cycle, but a particular focus is placed on a number of key 'touch points':

- Week 1 – Has the student logged into Moodle and are they attending lectures?
- Week 3 – Has the student has taken out a book from the library?
- Week 6 – Has the student submitted their first Continuous Assessment?
- Week 9 – Has the student has logged into Moodle, attended lectures, submitted their CAs to date, and paid fees?

Interventions then may be put in place which take the form of the following series of contacts:

- E-mail
- Phone call
- Face-to-face talk
- Tea & talk
- Walk & talk

The aim of the interventions is to help students find a solution to their problems in a sustainable manner. An executive summary of 'engagement' data is provided to the Academic Dean and Academic Directors, which in turn feeds into Programme Boards and other fora as necessary.

Retention and Completion

DBS defines retention as the percentage of students who successfully complete all modules on which they are enrolled within an academic year. Each year, a Retention Summary Report is compiled and published, which summarises retention across programmes in Arts, Business and Law delivered by DBS:

- All full-time Levels 6-9 programmes
- All part-time Levels 6, 8 and 9 programmes
- Labour market activation programmes (Springboard, ICT, and HCI)
- Non-framework programmes (Study Abroad and Professional Diplomas).

This data allows a comparison, where appropriate, with retention data published by the HEA in 'A Study of Progression in Irish Higher Education' (2010) or 'A Study of Progression in Irish Higher Education' (2018). Note: The 2018 publication does not provide a breakdown of progression for years 2 and 3 at Level 6, 7 and 8 in the same way as the 2010 publication. The reporting is intended to underpin a constructive and collective engagement with the challenges presented in retaining not only our traditional undergraduate and postgraduate students, but also our non-framework students and students on labour market activation programmes. The report is provided to the Academic Dean and Academic Directors, Faculty, Academic Board, and Board of Studies, which in turn feeds into Programme Boards and other fora as necessary.

Retention figures are provided to Academic Directors and the Academic Dean team, which includes Academic Learner Support and Faculty support. The retention figures inform discipline and institute-wide initiatives to monitor and improve the quality of teaching and assessment content and delivery. Where the retention figures throw up anomalies, Learner Support, Academic Directors and Faculty support come together to devise bespoke initiatives to target those anomalies. Additionally, semi-annual Learning Reviews are carried out and presented by the Academic Dean and College President to Kaplan, where DBS reports on its measures of student success-Academic Performance, Student Satisfaction and Student Advancement-and initiatives to improve DBS's performance in those areas.

Completion is defined as the percentage of students who successfully complete a programme on time or plus one year. As with retention data, and the other mechanisms used to measure student success, completion rates feed into discipline and institute-wide initiatives to monitor and improve the quality of teaching and assessment content and delivery. Completion rates are captured on a programme level-basis, which allows for programme comparison within and across disciplines.

Student Feedback at DBS

Students have a major contribution to make in ensuring the quality of higher education and training provided in DBS. Regular and structured student feedback on their engagement with their studies and with broader College life, and on the quality and relevance of teaching, learning and other services, is important in contributing to this process. Students can also play an important role in influencing the design of curricula, and in reviewing and providing feedback on the use of these curricula.

Student representatives sit on various committees in DBS, including the Academic Board and Programme Boards.

Student feedback is gathered through a variety of mechanisms:
- Class Representative Meetings
- First Destination Survey
- Module Survey
- StudentSurvey.IE
- Focus Groups
- Compliments and Complaints.

Once student feedback has been gathered, a report is produced and circulated to the Academic Dean, Faculty Managers, Academic Directors, Faculty, Academic Board, Student Council and Board of Studies (as appropriate), which in turn feed into Programme Boards and other fora as necessary. Note: Not all feedback may find its way into a report but may be discussed and actioned at a local level. Student feedback and satisfaction is also discussed regularly at senior leadership team meetings.

7.0 Public Information and Communication

Public Information and Communication

The College recognises it is responsible for the accuracy of the information that it puts into the public domain. Therefore, it must ensure the validity of such information to ensure transparency with its stakeholders. The main platform that the College uses for such communication is its website www.dbs.ie

The website is the primary vehicle for the provision of information about the programmes and services of the College to potential students and other interested stakeholders. The website presents detailed information about the background to the College, its staff, mission, aims and values.

The site also includes information on all programmes, detailing modules, duration of programmes, NFQ level, entry requirements, fees and application procedures.

Provision of Information for Prospective Learners

Published information on programmes for learners includes:

- Programme and Award Title
- Accrediting Body
- Level and type of the award on NFQ
- Programme content
- Application process and entry requirements
- Fees
- Details of the arrangement for PEL in accordance with Section 65(4) of the 2012 Act

Examples of the College's main publications include:

- DBS Strategic Plan
- DBS Quality Assurance Handbook
- Programme Review and Validation Reports
- DBS Student Handbooks
- DBS Undergraduate Prospectus
- DBS Postgraduate Prospectus

Other platforms DBS use to disseminate information and updates, as follows:

Social Networking Sites

DBS communicates with the public across a number of social media platforms. The current social media channels that used on a regular basis include: Instagram, Facebook, LinkedIn and Twitter. Other channels including YouTube are used intermittently. A social media calendar is planned out by the Marketing and Admissions Department, detailing which channel will feature each communication and when it will be scheduled.

Social media is used for information such as notification of open evenings, information evenings and other events such as partner events. Any new courses or imminent application deadlines are communicated and relevant educational news from DBS or other educational bodies is also shared. Social media inboxes are monitored regularly so that queries connected to any communications are promptly followed up.

College e-Newsletter

Newsletters are e-mailed to all College contacts available through the database on a regular basis. This includes current and past students and staff, agents, contacts in employer agencies and relevant professional bodies and associations. The purpose of this e-newsletter is to maintain contact with all stakeholders and provide updates on College activities and achievements and developments in relation to programmes and services.

College Prospectuses and Marketing Materials

A number of prospectuses and publications are produced by the Marketing Department, containing all marketing materials relevant to the recruitment of new students into programmes. These are also hosted on the website as well as been distributed to prospective students at fairs, schools, open evenings, reception areas and by post, if requested.

College Open Days and Information Sessions

The College runs open days and information sessions at which potential students and other interested parties can meet with College staff and receive information about the programmes and services available and opportunities available through the College.

Participation in Conferences, and Educational Recruitment Fairs

The College participates in conferences and educational recruitment fairs locally and internationally to provide information to potential students and other interested parties about the programmes available and to promote the College.

School Visits

DBS has a dedicated School Liaison Officer who works closely with Career Guidance Teachers and schools in ensuring provision of correct information about the programmes on offer through the CAO system. A number of school visits are carried out annually around Ireland.

Corporate Development Manager

DBS has a dedicated Corporate Development manager who works with employers, the corporate sector and other stakeholders. They have responsibility for coordinating tenders through e-tenders.ie for programme development.

In respect of other information, the DBS website provides details on upcoming events, job vacancies, exam timetables (when applicable), policies and procedures related to quality assurance, staff and students and a wide variety of other information.

8.0 Monitoring and Periodic Review

Please refer to:

QAH Part A Section 2 Overarching Policies:
- *2.2 Quality Assurance Policy*
- *2.3 Self-Evaluation and Monitoring Policy*
- *2.4 Risk Management Policy*
- *2.5 Student Records and Data Retention Policy*
- *2.8 Learning Analytics Policy*

QAH Part B Section 6 Examination Boards and Awards Classifications:
- *6.1 External Monitoring of Programmes Policy*

QAH Part C Section 2 Programme Development and Review

Dublin Business School's Self-Evaluation Principles

DBS's approach to Quality Assurance is informed by QQI's *Policy on Quality Assurance Guidelines* (QQI, 2016). In accordance with Section 4.4.1, *The Provider-Owner QA Principle*, DBS takes primary responsibility for the quality provision of educational programmes and assurance of quality therein. DBS also supports *The Externality Principle* (Section 4.4.6) that '*A provider-owned quality assurance system makes appropriate use of external persons who are independent of the provider and who are expertly qualified to make national and international comparisons*'. This principle is reflected in day-to-day operations through the contribution of External Examiners in the assessment of learners, and in governance through an external independent Chair of the Academic Board. External independent input is also a key part of the process for new programme validation, programme revalidation and institutional review.

- All programme validation activity is currently managed and overseen by QQI, with new programmes assessed by an independent panel of experts.
  - DBS has additional internal processes relating to programme validation prior to submission of a proposed programme to QQI, which includes approval of a proposed programme though the Programme Approval Sub-Committee and an independent panel review (i.e. mock panel event).
- DBS is responsible for the management of the processes for Programme Review, including the management of external evaluation and reporting, subject to agreed Terms of Reference with QQI, prior to application for Revalidation to QQI.
- In June 2021 DBS was approved by QQI for Devolved Responsibility for Validation of New Programmes, thus assuming responsibility for the management of external evaluation and reporting for new programmes, subject to approval and final sign-off by QQI.
- External evaluation of QA processes and procedures is undertaken by QQI through Institutional Review.

Changes to QA policies and procedures, where those changes can be made by DBS, are made via the Quality Assurance, Enhancement and Sustainability Committee, and approved and ratified by the Senior Leadership Team and the Academic Board. Minor changes to programmes, where those changes do not impact on the Approved Programme Schedule, Programme Learning Outcomes,

special regulations or entry requirements, may be proposed and approved at meetings of the Board of Studies. All other changes require the approval via QQI, and may entail a Differential Validation or Programme Review.

Self-Evaluation and Monitoring

DBS's programmes are routinely monitored throughout the academic year and at the end of the academic year to ensure that:

- Programmes are progressing satisfactorily both operationally and academically.
- Teaching schemes are appropriate to facilitate the achievement of the learning outcomes of the module and programme.
- Assessment methods are appropriate to determine the achievement of the learning outcomes for the different modules and are distributed appropriately throughout the academic year.
- Academic staff remain current and relevant and engaged in scholarly activity and/or research as appropriate.
- Academic procedures are being followed.
- The suitability of existing programmes to meet the current and future needs of learners is assessed.
- The programmes remain current and relevant to employers.
- Future requirements for programmes, and hence future programme development, to allow the institution to continue to meet the needs of the learner, to encourage learner progression and to appeal to prospective learners in the future are identified.

Feedback is collected through a variety of mechanisms, to feed into Programme Boards, held three times per academic year. In addition to Programme Boards, Boards of Studies are held twice annually to review proposed changes to assessment and delivery, raised by the Programme Boards.

Reporting from these and other review mechanisms feed annually into the Academic Board, and subsequently into Programme Review events with QQI, and Institutional Reviews.

External Independent Experts

As described in Section A1.1 above, the DBS Board of Directors includes two independent non-executive directors, one with higher education experience and one with business experience. The Academic Board membership includes an independent Chair and independent academic member, both with significant experience in higher education.

Proposed External Examiners are nominated by members of the programme team and endorsed by the relevant Academic Director based on the criteria as indicated in the External Monitoring of Programmes Policy (*Quality Assurance Handbook*, Part B Section 6.1). The nominating Academic Director completes the form 'Application for Appointment of New External Examiner', which is accompanied by the candidate's Curriculum Vitae. This nomination is then reviewed/approved by the Academic Appointments Sub-Committee on behalf of the Academic Board. Conditions imposed by professional bodies, such as The Honourable Society of King's Inns, must also be met.

Criteria for the appointment of an External Examiner are set out in the *Quality Assurance Handbook*, Part B, Section 6.1.3.

The External Examiner reporting process entails four main review stages and checks:
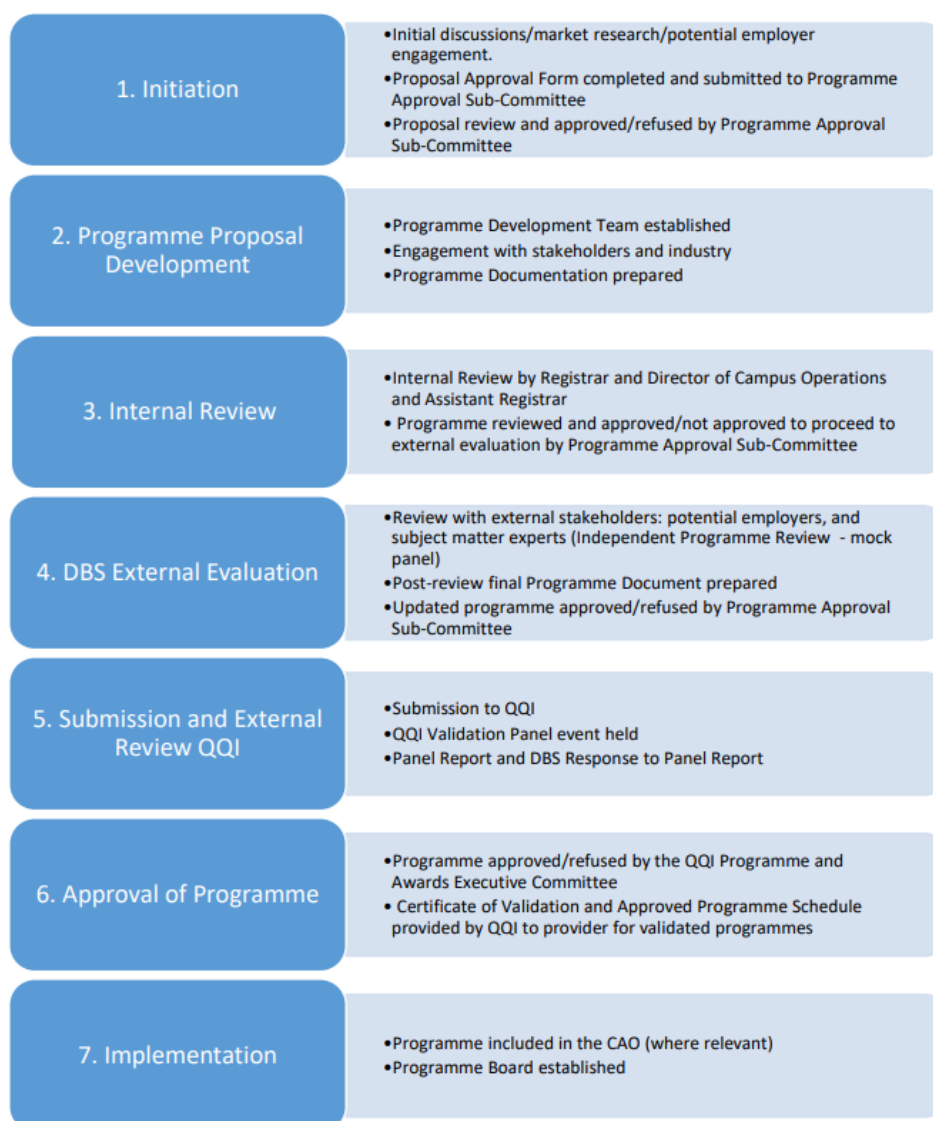
- Exam Paper approval (in advance of exam sittings, a review of exam papers to ensure appropriate setting and standard for the academic level, and that they assess the module's Learning Outcomes)
- Assessment Sample review (following final assessments, a review of a sample of assessed material, both coursework and examination scripts, to determine whether the grading awarded is appropriate and valid, and the Learning Outcomes are being appropriately demonstrated in the assessment strategy)
- Exam Boards (attending the ratification process to observe and contribute to consideration of borderline awards, and have sight of the overall performance of modules and individuals in the larger context of their programmes and cohorts)
- Annual Reporting (following the final Exam Board of the academic year, a summary reflection and commentary on all assessments and material viewed, in addition to College processes and performance of facilitating external review and ratifying grades).

Programme Validation and Review

The process and underlying principles of Programme Validation and Review are set out in the *Quality Assurance Handbook* (Part C, Section 2.1 and 2.2 respectively).

The stages of a New Programme being proposed, reviewed, and submitted for validation are set out in the diagram in the following page.

As noted above, in 2021 DBS gained approval from QQI for Devolved Responsibility for validation of new programmes within its scope of delivery. While the overall process remains the same, the Quality Assurance Handbook, Part C Section 2 sets out the distinct elements where Devolved Responsibility or the QQI-led validation applies. QQI-led validation remains in place where programmes constitute a change of scope and for other categories such as transnational delivery. In all cases, DBS submits a programme application, including Terms of Reference, to QQI before convening a panel, and approval is sought to proceed.

1. Initiation	•Initial discussions/market research/potential employer engagement. •Proposal Approval Form completed and submitted to Programme Approval Sub-Committee •Proposal review and approved/refused by Programme Approval Sub-Committee
2. Programme Proposal Development	•Programme Development Team established •Engagement with stakeholders and industry •Programme Documentation prepared
3. Internal Review	•Internal Review by Registrar and Director of Campus Operations and Assistant Registrar • Programme reviewed and approved/not approved to proceed to external evaluation by Programme Approval Sub-Committee
4. DBS External Evaluation	•Review with external stakeholders: potential employers, and subject matter experts (Independent Programme Review - mock panel) •Post-review final Programme Document prepared •Updated programme approved/refused by Programme Approval Sub-Committee
5. Submission and External Review QQI	•Submission to QQI •QQI Validation Panel event held •Panel Report and DBS Response to Panel Report
6. Approval of Programme	•Programme approved/refused by the QQI Programme and Awards Executive Committee • Certificate of Validation and Approved Programme Schedule provided by QQI to provider for validated programmes
7. Implementation	•Programme included in the CAO (where relevant) •Programme Board established

Stages in Programme Development

Programme Review similarly proceeds through a series of stages:

- Phase 1 – Self-Evaluation Process (a self-evaluation of the existing delivery, and consideration of developing sectoral and industry factors and best practice and learnings from the earlier iteration(s) of the programme)
- Phase 2 – External Evaluation and Reporting (review of the programme's reporting, and proposed delivery, by an Independent Review panel)
- Phase 3 – Applying for Revalidation (submitting the earlier reporting and review findings to QQI).

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	6
Awarding bodies	3
QA bodies	1

1. Type of arrangement	PRSB
Name of body:	IAHIP (Irish Association of Humanistic & Integrative Psychotherapy)
Programme titles and links to publications	Master of Arts in Psychotherapy https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24189 Higher Diploma in Arts in Counselling & Psychotherapy https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24185
Date of accreditation or last review	30/11/2017
Date of next review	30/06/2024

2. Type of arrangement	PRSB
Name of body:	APPI (Association for Psychoanalysis and Psychotherapy in Ireland)
Programme titles and links to publications	Master in Arts in Psychoanalytic Psychotherapy https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24065
Date of accreditation or last review	29/07/2020
Date of next review	29/07/2025

3. Type of arrangement	PRSB

Name of body:	PSI (Psychological Society of Ireland)
Programme titles and links to publications	Bachelor of Arts (Hons) in Psychology https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24168 Higher Diploma in Arts in Psychology https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24169
Date of accreditation or last review	12/12/2019
Date of next review	01/01/2025

4. Type of arrangement	PRSB
Name of body:	IACP (Irish Association for Counselling and Psychotherapy)
Programme titles and links to publications	Bachelor of Arts (Hons) in Counselling & Psychotherapy https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24188
Date of accreditation or last review	13/12/2019
Date of next review	13/12/2025

5. Type of arrangement	PRSB
Name of body:	Law Society, King's Inns
Programme titles and links to publications	Bachelor of Laws (Honours) https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24186
Date of accreditation or last review	15/12/2009
Date of next review	

6. Type of arrangement	PRSB

Name of body:	Library Association of Ireland (LAI)
Programme titles and links to publications	Master of Science in Information and Library Management https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24214 Postgraduate Diploma in Science in Information and Library Management https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24215
Date of accreditation or last review	05/06/2019
Date of next review	30/06/2024

7. Type of arrangement	QA body
Name of body:	ACELS (Accreditation and Coordination of English Language Services), QQI
Programme titles and links to publications	Certificate in Business & English Language https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24180
Date of accreditation or last review	28/02/2020
Date of next review	28/02/2022

8. Type of arrangement	Awarding body
Name of body:	ACCA (Association of Chartered Certified Accountants)
Programme titles and links to publications	Bachelor of Arts (Hons) in Accounting & Finance https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24166
Date of accreditation or last review	31/01/2020
Date of next review	31/08/2024

9. Type of arrangement	Awarding body

Name of body:	PMI (Project Management Institute)
Programme titles and links to publications	Advanced Diploma in Project Management https://www.dbs.ie/course/professional-evening-diploma/part-time-evening-diploma-in-advanced-project-management-dublin-business-school
Date of accreditation or last review	03/03/2023
Date of next review	02/03/2024

10. Type of arrangement	Awarding body
Name of body:	KPA (Kaplan Professional Awards)
Programme titles and links to publications	Diploma in Accounting & Finance https://kaplanpa.co.uk/docs/default-source/pdfs/kpa-level-4-diploma-in-accounting-and-finance-rqf.pdf?sfvrsn=f2bab25_4
Date of accreditation or last review	30/11/2022
Date of next review	

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	7
Franchise programmes	0
Linked providers (DABs only)	0

1. Collaborative provision	Collaborative programme
Name of body (/bodies):	KPTM
Programme titles and links to publications	Bachelor of Arts (Honours) in Accounting and Finance https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24166
Date of last review	12/09/2019
Date of next review	31/08/2024

2. Collaborative provision	Collaborative programme

Name of body (/bodies):	EU Business School
Programme titles and links to publications	Bachelor of Arts (Honours) in Business https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24166
Date of last review	24/06/2021
Date of next review	31/08/2024

3. **Collaborative provision**	**Collaborative programme**
Name of body (/bodies):	EU Business School
Programme titles and links to publications	Master of Business Administration https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24549
Date of last review	24/06/2021
Date of next review	31/08/2024

4. **Collaborative provision**	**Collaborative programme**
Name of body (/bodies):	Sound Training College
Programme titles and links to publications	Bachelor of Arts (Honours) in Audio Production and Music Project Management https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG23892
Date of last review	25/09/2018
Date of next review	31/08/2024

5. Collaborative provision	Collaborative programme
Name of body (/bodies):	Sound Training College
Programme titles and links to publications	Higher Certificate in Arts in Sound Engineering and Music Production https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG23890
Date of last review	25/09/2018
Date of next review	31/08/2024

6. Collaborative provision	Collaborative programme
Name of body (/bodies):	UNYP
Programme titles and links to publications	MSc in Business Analytics - https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24864
Date of last review	01/09/2023
Date of next review	31/08/2024

7. Collaborative provision	Collaborative programme
Name of body (/bodies):	UNYP
Programme titles and links to publications	MSc in Digital Marketing and Analytics - https://qsearch.qqi.ie/WebPart/ProgrammeDetails?programmeCode=PG24867
Date of last review	01/09/2023
Date of next review	31/12/2026

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

Articulation agreements - Total number	94

1. Articulation agreement	Articulation agreement
Name of body (/bodies):	FH Aachen, Germany
Programme titles and links to publications	BSc in International Business Studies https://www.fh-aachen.de/en/course-of-study/international-business-studies-b-sc
Date of agreement/arrangement or last review	14/05/2019
Date of next review	31/08/2024
Detail of the agreement	FH Aachen is a public university in Germany. This RPL agreement allows students from this university to come to DBS with 120 ECTS credits and gain direct entry onto the final year of the level 8 BA (Hons) in Accounting & Finance degree. Their programme is three years duration and they will come to DBS after year two at their home university. The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

2. Articulation agreement	Articulation agreement
Name of body (/bodies):	Daqing Normal University, China
Programme titles and links to publications	BA in Economic & Finance
Date of agreement/arrangement or last review	03/05/2019
Date of next review	31/08/2024

Detail of the agreement	Established in 1965, Daqing Normal University is a Higher-Education Institution located in the metropolis of Daqing, Heilongjiang. Officially recognized by the Department of Education of the Heilongjiang Province, Daqing Normal University is a medium-sized (uniRank enrollment range: 8,000-8,999 students) coeducational Chinese Higher Education Institution. Daqing Normal University offers courses and programmes leading to officially recognised higher education degrees such as bachelor degrees in several areas of study. This RPL agreement allows students from this university to join DBS with an equivalent of 60 ECTS credits and gain direct entry into year 2 of the following programmes: · BA (Hons) in Accounting & Finance · BA (Hons) in Financial Services The mapping between both programmes was prepared by the Academic Director outlining where the University's modules and credits map to DBS's modules and credits.

3. Articulation agreement	Articulation agreement
Name of body (/bodies):	FAE Centro Universitie, Brazil
Programme titles and links to publications	Bachelor in International Business https://fae.edu/cursos/66724642/negocios+internacionais.htm
Date of agreement/arrangement or last review	16/04/2020
Date of next review	31/08/2024
Detail of the agreement	The FAE University Centre is a Higher Education Institution which is part of the Educational Group Bom Jesus. It offers more than 20 undergraduate courses across about 30 specialization courses, five MBA programmes together with Executive Education and Distance Education. It is one of the most reputable Higher Education Institutions in Paraná, Brazil The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. Students are permitted to join DBS in year 3 of the BA (Hons) in Business general and are only permitted to choose the following electives: - Human Resource Development - Creativity, Innovation & Entrepreneurship

4. Articulation agreement	Articulation agreement
Name of body (/bodies):	Euroaula
Programme titles and links to publications	Diploma in Marketing and Advertising https://www.euroaula.com/en/diploma-digital-marketing-advertising-barcelona
Date of agreement/arrangement or last review	01/05/2019
Date of next review	31/08/2024
Detail of the agreement	Established in 1987, it specialises in training for the Travel & Tourism Industry. It is affiliated with the University of Girona, with a recognised Bachelor's Degree in Tourism. It is recognised by the Department of Education of the Generalitat de Catalunya to teach higher education vocational training cycles. This RPL agreement allows students from Euroaula to join DBS with 120 ECTS and they are permitted to enter year 2 of the following programmes: • Bachelor of Business in Marketing, Level 7 – Year 3 • BA (Hons) in Marketing, Level 8 – Year 2 The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits.

5. Articulation agreement	Articulation agreement
Name of body (/bodies):	Universidad Europea Del Atlantico
Programme titles and links to publications	BA in Psychology https://www.uneatlantico.es/en/faculty-of-health-sciences/degree-in-psychology
Date of agreement/arrangement or last review	21/11/2019
Date of next review	31/08/2024
Detail of the agreement	The European University of the Atlantic (UNEATLANTICO) is a higher learning institution that offers students a well-rounded education based on academic excellence and personal commitment. The University is an integral part of the Spanish university system and as such offers official degrees. The educational model is classroom based and places particular emphasis on information technology and communication along with a practical orientation. This learning model

	encourages student autonomy as well as skill acquisition associated with professional fields. This RPL agreement allows students from this university to join DBS with 120 credits and they are permitted to entry year 3 of the following programme: BA (Hons) in Psychology, Year 3 The mapping between both programmes was prepared by the Academic Director outlining where the University's modules and credits map to DBS's modules and credits. As there is no psychoanalysis within the Spanish degree, students in year 3 are not permitted to choose psychoanalysis electives. They will also be required to get additional coverage in Lab Report writing and Quantitative Statistics. It could be suggested that they take a level 7 Experiential Psychology which takes place in Semester 1.

6. Articulation agreement	Articulation agreement
Name of body (/bodies):	Asia Metropolitan University, Malaysia
Programme titles and links to publications	BA (Hons) in Business Administration (Marketing major) https://www.amu.edu.my/bachelor-of-business-administration/
Date of agreement/arrangement or last review	30/11/2021
Date of next review	30/11/2026
Detail of the agreement	From their inception in 2004, AMU has grown into a fully fledged University offering a wide range of programmes which bears testimony to their impressive track record within the Malaysia private higher education industry. Students from this University who have completed 88 Malaysian credits are eligible to join the final year (Year 3) of the BA (Hons) in Marketing (General Degree) at DBS. In year 3, students are only permitted to choose the following electives: - Creativity, Innovation & Entrepreneurship, AND - International Marketing The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree.

7. Articulation agreement	Articulation agreement
Name of body (/bodies):	Shenyang Normal University, China
Programme titles and links to publications	BSc (Hons) in Computing (Data Analytics)

Date of agreement/arrangement or last review	24/03/2021
Date of next review	31/12/2025
Detail of the agreement	Shenyang Normal University comprises of 18 colleges, divided into 30 departments, some of which include the Liaoning Provincial Basic Education Teaching Research Training Centre and College of Educational Science, the Science and Information Software College and the International Commercial College. This RPL agreement allows students coming from this University admission to year 3 or year 4 of the BSc (Hons) in Computing based on the information provided. Differences arise in the study of Web Development, Cloud Computing and Database Systems which DBS students will cover from year 1 or 2, but students in the partner institute would only cover in year 3 (with cloud computing not being part of their curriculum at any stage). However, this would not be an inhibitor to the success of these students joining DBS in year 3 as perhaps DBS could run support classes for these modules during the semester. If students are coming to DBS for year 4 only, they would be strongly advised to take the data science stream, and choose the following two modules: Data Mining & Big Data Analytics and Big Data: Achieving Scale, as these provide the closest match to their previous studies. For that reason, the software development stream would not as suitable for these students as they will not have the underpinning in Cloud computing and less exposure to web development. The mapping between both programmes was prepared by the Academic Director outlining where the University's modules and credits map to DBS's modules and credits.

8. Articulation agreement	Articulation agreement
Name of body (/bodies):	MBA Business School, Canarias
Programme titles and links to publications	Bachelor of Business Administration https://cibs.es/en/bachelor
Date of agreement/arrangement or last review	05/05/2021
Date of next review	31/08/2024
Detail of the agreement	MBA Business School is a non-profit Foundation dedicated to development, training and research in the business world in Las

Palmas de Gran Canaria. Founded in 1986, it is a Private Institution that offers Bachelor Degree programmes as well as programmes for executives (MBAs and other specialised programmes). They also offer summer campuses for business training for high school students as well as programmes for international companies and executives. With a markedly international vocation, their mission is to provide their students with versatile and up-to-date knowledge and skills in the business world that will allow them to develop as future leaders, managers and prestigious professionals. Students who have completed 120 credits of this programme will be eligible to join year 3 of the following programme: -   BA (Hons) in Accounting & Finance

9. Articulation agreement	Articulation agreement
Name of body (/bodies):	IPAG, France
Programme titles and links to publications	Masters in Management (3+2) https://www.ipag.edu/en/grande-ecole-programme?tab=onglet2
Date of agreement/arrangement or last review	13/10/2021
Date of next review	31/08/2024
Detail of the agreement	The IPAG Business School (formerly Institut de préparation à l'administration et à la gestion) is a French private business school founded in 1965. Their degree awarding programmes are delivered in both Paris and Nice, and students can also choose to study in California and Kunming in China. IPAG is a state-recognised school: As a not-for-profit institution, IPAG is EESPIG-accredited. (Ministry of Higher Education and Research.) A respected high profile business school, IPAG is noted for top-tier research. Since 2017, IPAG has been the 3rd ranked French Business School for research in economics and finance according to the Shanghai rankings. IPAG is also a member of The Conférence des Grandes Écoles (CGE). Students will join DBS from IPAG with 120 credits and will be eligible to join the following: - BA (Hons) in Business (Law), Year 3 - BA (Hons) in Business (HRM), Year 3 - BA (Hons) in Business (General), Year 3, however students are only permitted to choose the following electives in year 3: · Human Resource Development · Performance Management (Accounting) · Creativity, Innovation & Entrepreneurship · Contemporary Performance Management ·

	Data Management & Analytics · Corporate Law & Governances - Advanced Business & Commercial Law

10. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	HS Worms, Germany
Programme titles and links to publications	BA in International Management https://www.hs-worms.de/en/studyprogrammes/im-bachelor/
Date of agreement/arrangement or last review	02/02/2021
Date of next review	31/08/2024
Detail of the agreement	The University of Applied Sciences Worms is a public university located in Worms, Germany. It was founded in 1978 and its predecessor in higher education dates back to 1949. The University of Applied Sciences Worms comprises faculties of business, tourism/transportation, and computer science. HS Worms is in the heart of the industry triangle with good job opportunities for students. There are approximately 3000 students, 3 faculties i.e. Computer Sciences, Tourism & Travel and Management & Business Administration. Some programmes are taught through English with 20% of their students being international. The University has excellent links with big business corporations. This RPL agreement allows students from this university to join DBS with 120 ECTS credits and they are permitted to entry year 3 of the following programme: - BA (Hons) in Business (Management)

11. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Internationale Hochschule Campus Studies (IUBH)
Programme titles and links to publications	BSc in Business & Information Technology https://www.iu.de/en/bachelor/business-and-it/
Date of agreement/arrangement or last review	13/04/2022
Date of next review	13/04/2027
Detail of the agreement	Internationale Hochschule Campus Studies (IUBH) first came into existence in 1998. Since receiving accreditation from the German

Council of Science & Humanities, they have grown to be Germany's biggest University. It is a subsidised private school and is owned and run by a worker cooperative of 50 partners who receive funds from the regional Government of Andalusia to offer courses. Their missions is to create inclusive, global and wholly accessible education. They have been at the forefront of online learning or over a decade now. It is how they made it possible for students to learn from anywhere at any time using fully integrated digital platforms, innovative learning tools and virtual classrooms. This RPL agreement allows students from IUBH who have successfully completed the BSc in Business & Information Technology to join DBS with 120 credits and they are permitted to enter year 3 of the following programmes: ● BA (Hons) in Business (Information Systems), Level 8 – Year 3 ● BA (Hons) in Business (Cloud Computing), Level 8 – Year 3 The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree. Their programme is three years duration and they will come to DBS after year two at their home university. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

12. Articulation agreement	Articulation agreement
Name of body (/bodies):	Internationale Hochschule Campus Studies (IUBH)
Programme titles and links to publications	BA in Business Administration https://www.iu.de/en/bachelor/business-administration-2/
Date of agreement/arrangement or last review	13/04/2022
Date of next review	13/04/2027
Detail of the agreement	Internationale Hochschule Campus Studies (IUBH) first came into existence in 1998. Since receiving accreditation from the German Council of Science & Humanities, they have grown to be Germany's biggest University. It is a subsidised private school and is owned and run by a worker cooperative of 50 partners who receive funds from the regional Government of Andalusia to offer courses. Their missions is to create inclusive, global and wholly accessible education. They have been at the forefront of online learning or over a decade now. It is how they made it possible for students to learn from anywhere at any

time using fully integrated digital platforms, innovative learning tools and virtual classrooms. This RPL agreement allows students from IUBH who have successfully completed the BA in Business Administration to join DBS with 120 credits and they are permitted to enter year 3 of the following programmes: ● BA (Hons) in Business (HRM), Level 8 – Year 3 ● BA (Hons) in Business (Management), Level 8 – Year 3 ● BA (Hons) in Business (General), Level 8 – Year 3 For the Business (General) degree, students are only permitted to take the following electives in year 3: - Human Resource Development - Contemporary Performance Management - Creativity, Innovation & Entrepreneurship - Performance Management Accounting - Data Management & Analytics Their programme is three years duration and they will come to DBS after year two at their home university. The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

13. Articulation agreement	Articulation agreement
Name of body (/bodies):	Internationale Hochschule Campus Studies (IUBH)
Programme titles and links to publications	BA in Digital Business https://www.iu.de/en/bachelor/digital-business/
Date of agreement/arrangement or last review	13/04/2022
Date of next review	13/04/2027
Detail of the agreement	Internationale Hochschule Campus Studies (IUBH) first came into existence in 1998. Since receiving accreditation from the German Council of Science & Humanities, they have grown to be Germany's biggest University. It is a subsidised private school and is owned and run by a worker cooperative of 50 partners who receive funds from the regional Government of Andalusia to offer courses. Their missions is to create inclusive, global and wholly accessible education. They have been at the forefront of online learning or over a decade now. It is how they made it possible for students to learn from anywhere at any time using fully integrated digital platforms, innovative learning tools and virtual classrooms. This RPL agreement allows students from IUBH who have successfully completed the BA in Digital

	Business to join DBS with 120 credits and they are permitted to enter year 3 of the following programmes: ● BA (Hons) in Business (Information Systems), Level 8 – Year 3 ● BA (Hons) in Business (Project Management), Level 8 – Year 3 ● BA (Hons) in Business (General), Level 8 – Year 3 For the Business (General) degree, students are only permitted to take the following electives in year 3: - Data Management & Analytics - Creativity, Innovation & Entrepreneurship - Human Resource Development - Contemporary Performance Management - Performance Management Accounting This programme is standard and is equivalent to a level 8 degree. Their programme is three years duration and they will come to DBS after year two at their home university. The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

14. Articulation agreement	Articulation agreement
Name of body (/bodies):	Internationale Hochschule Campus Studies (IUBH)
Programme titles and links to publications	BA in Entrepreneurship https://www.iu.de/en/bachelor/entrepreneurship/
Date of agreement/arrangement or last review	13/04/2022
Date of next review	13/04/2027
Detail of the agreement	Internationale Hochschule Campus Studies (IUBH) first came into existence in 1998. Since receiving accreditation from the German Council of Science & Humanities, they have grown to be Germany's biggest University. It is a subsidised private school and is owned and run by a worker cooperative of 50 partners who receive funds from the regional Government of Andalusia to offer courses. Their missions is to create inclusive, global and wholly accessible education. They have been at the forefront of online learning or over a decade now. It is how they made it possible for students to learn from anywhere at any time using fully integrated digital platforms, innovative learning tools and virtual classrooms. This RPL agreement allows students from IUBH who have successfully completed the BA in Entrepreneurship to join DBS with 120 credits and they are permitted to enter year 3 of the

following programmes: ●   BA (Hons) in Business (Project Management), Level 8 – Year 3 ●   BA (Hons) in Business (General), Level 8 - Year 3 For the Business (General) degree, students are only permitted to take the following electives in year 3: -   Project Planning Techniques -   Project Management & Evaluation - Business Intelligence & Visualisation -   Business Systems Analysis -   Data Management & Analytics -   Creativity, Innovation & Entrepreneurship This programme is standard and is equivalent to a level 8 degree. Their programme is three years duration and they will come to DBS after year two at their home university. The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

15. Articulation agreement	Articulation agreement
Name of body (/bodies):	Internationale Hochschule Campus Studies (IUBH)
Programme titles and links to publications	BA in International Management https://www.iu.de/en/bachelor/international-management/
Date of agreement/arrangement or last review	13/04/2022
Date of next review	13/04/2027
Detail of the agreement	Internationale Hochschule Campus Studies (IUBH) first came into existence in 1998. Since receiving accreditation from the German Council of Science & Humanities, they have grown to be Germany's biggest University. It is a subsidised private school and is owned and run by a worker cooperative of 50 partners who receive funds from the regional Government of Andalusia to offer courses. Their missions is to create inclusive, global and wholly accessible education. They have been at the forefront of online learning or over a decade now. It is how they made it possible for students to learn from anywhere at any time using fully integrated digital platforms, innovative learning tools and virtual classrooms. This RPL agreement allows students from IUBH who have successfully completed the BA in International Management to join DBS with 120 credits and they are permitted to enter year 3 of the following programmes: ● BA (Hons) in Business (Management), Level 8 – Year 3 ● BA (Hons) in Business (HRM),

	Level 8 – Year 3 • BA (Hons) in Business (General), Level 8 – Year 3 For the Business (General) degree, students are only permitted to take the following electives in year 3: - Human Resource Development - Contemporary Performance Management - Creativity, Innovation & Entrepreneurship - Performance Management Accounting - Data Management & Analytics The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree.

16. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Universita IULM, Milan
Programme titles and links to publications	BA in Corporate Communication & Public Relations https://www.iulm.it/en/offerta-formativa/corsi-di-lauree-triennali/comunicazione-impresa-relazioni-pubbliche
Date of agreement/arrangement or last review	13/04/2022
Date of next review	13/04/2027
Detail of the agreement	The University was founded in 1968 and from the outset, the inspiring idea was to satisfy the needs of the labour market based on the analysis of current trends. IULM focuses its attention on the study of languages, an essential condition for entering increasingly international contexts and markets. The mission of IULM University is to train professionals capable of tackling the challenges and seize the opportunities that emerge from international markets and scenarios, but it is also to shape men and women who are aware of themselves and their own worth. IULM guarantees its students a complete cultural background and solid preparation, a mix of theory and practical experience: an integrated approach that has always proved to be extremely useful for successfully entering the world of work and for fulfilling life as a person. This RPL agreement allows students from IULM who have successfully completed the BA in Corporate Communication & Public Relations to join DBS with 120 credits and they are permitted to enter year 3 of the following programmes: • BA (Hons) in Marketing (General), Level 8 – Year 3 Students are only permitted to take the following electives in year 3: - Web Marketing Design & Development - Cloud Technology for

	Marketing The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree.

17. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	International Business School (IBS), Hungary
Programme titles and links to publications	BSc in International Business Economics https://www.ibs-b.hu/en/programmes/bachelors-programmes/bsc-in-international-business-economics/
Date of agreement/arrangement or last review	05/09/2022
Date of next review	05/09/2027
Detail of the agreement	A privately-owned Higher Education Institution with degree-awarding powers at the bachelor's and master's levels in business, finance, and international relations since 1997. They currently offer bachelor's, master's and higher research degrees as validation-based collaborative provisions with The University of Buckingham. They acquired accreditation as an Independent Higher Education Institution from the British Accreditation Council for Independent Further and Higher Education (BAC) in 2018 This RPL agreement allows students from IBS who have successfully completed the BSc in International Business Economics to join DBS with 120 credits and they are permitted to enter year 3 of the following programmes: ● BA (Hons) in Business (Global Business), Level 8 - Year 3 The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree. Their programme is three years duration and they will come to DBS after year two at their home university. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

18. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Kolej Poly-Tech Mara (KPTM)

Programme titles and links to publications	Diploma in Digital Marketing https://www.kptm.edu.my/en/component/content/article/106-program-ditawarkan/kptm-ipoh/441-diploma-in-digital-marketing-kptm-ipoh-en.html?Itemid=1145
Date of agreement/arrangement or last review	20/05/2022
Date of next review	20/05/2027
Detail of the agreement	Kolej Poly-Tech MARA (KPTM) formerly known as Kolej Yayasan Pelajaran MARA (KYPM) is a private higher institution established in September 2003 under the Private Higher Education Institution Act 1996 (Act 555). KPTM is managed by Kolej Poly-Tech MARA Sdn. Bhd., a wholly owned subsidiary of Majlis Amanah Rakyat (MARA). KPTM offers a wide range of educational opportunities in the field of Information Technology, Computer Science, Health Sciences, Social Sciences, Accounting, Business Management, Engineering, Humanities and Bio-Industry. This RPL agreement allows students from KPTM who have successfully completed the Diploma in Digital Marketing to join DBS in year 2 of the following programmes: ● BA (Hons) in Marketing (General), Level 8 – Year 2 ● BA (Hons) in Marketing (Digital Media), Level 8 – Year 2 ● BA (Hons) in Marketing (Digital Media & Cloud Computing), Level 8 – Year 2 ● BA (Hons) in Marketing (Event Management), Level 8 – Year 2 The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 at DBS.

19. Articulation agreement	Articulation agreement
Name of body (/bodies):	International Business School (IBS), Hungary
Programme titles and links to publications	BSc in Business Administration & Management https://www.ibs-b.hu/en/programmes/bachelors-programmes/bsc-in-business-administration-and-management/
Date of agreement/arrangement or last review	05/09/2022
Date of next review	05/09/2027

Detail of the agreement	A privately-owned Higher Education Institution with degree-awarding powers at the bachelor's and master's levels in business, finance, and international relations since 1997. They currently offer bachelor's, master's and higher research degrees as validation-based collaborative provisions with The University of Buckingham. They acquired accreditation as an Independent Higher Education Institution from the British Accreditation Council for Independent Further and Higher Education (BAC) in 2018 This RPL agreement allows students from IBS who have successfully completed the BSc in International Business Administration & Management to join DBS with 120 credits and they are permitted to enter year 3 of the following programmes: BA (Hons) in Business (HRM), Level 8 – Year 3 BA (Hons) in Business (General), Level 8 – Year 3 Those who choose the general degree are only permitted to take the following electives in final year: - Human Resource Development - Contemporary Performance Management - Creativity Innovation & Entrepreneurship - Project Planning Techniques The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree. Their programme is three years duration and they will come to DBS after year two at their home university.

20. Articulation agreement	Articulation agreement
Name of body (/bodies):	International Business School (IBS), Hungary
Programme titles and links to publications	BSc in Commerce & Marketing https://www.ibs-b.hu/en/programmes/bachelors-programmes/bsc-in-commerce-and-marketing/
Date of agreement/arrangement or last review	31/10/2023
Date of next review	31/10/2028
Detail of the agreement	A privately-owned Higher Education Institution with degree-awarding powers at the bachelor's and master's levels in business, finance, and international relations since 1997. They currently offer bachelor's, master's and higher research degrees as validation-based collaborative provisions with The University of Buckingham. They acquired accreditation as an Independent Higher Education Institution

	from the British Accreditation Council for Independent Further and Higher Education (BAC) in 2018 This RPL agreement allows students from this university to come to DBS with 120 ECTS credits and gain direct entry onto the final year of the following programmes: BA (Hons) in Marketing (Digital Media), Level 8 – Year 3 Their programme is three years duration and they will come to DBS after year two at their home university. The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

21. Articulation agreement	Articulation agreement
Name of body (/bodies):	Kolej Poly-Tech Mara (KPTM)
Programme titles and links to publications	Diploma in Management & Multimedia https://www.kptm.edu.my/en/component/content/article/106-program-ditawarkan/kptm-ipoh/447-diploma-in-multimedia-kptm-ipoh-en.html?Itemid=1145
Date of agreement/arrangement or last review	20/05/2022
Date of next review	20/05/2028
Detail of the agreement	Kolej Poly-Tech MARA (KPTM) formerly known as Kolej Yayasan Pelajaran MARA (KYPM) is a private higher institution established in September 2003 under the Private Higher Education Institution Act 1996 (Act 555). KPTM is managed by Kolej Poly-Tech MARA Sdn. Bhd., a wholly owned subsidiary of Majlis Amanah Rakyat (MARA). KPTM offers a wide range of educational opportunities in the field of Information Technology, Computer Science, Health Sciences, Social Sciences, Accounting, Business Management, Engineering, Humanities and Bio-Industry. This RPL agreement allows students from KPTM who have successfully completed the Diploma in Management & Multimedia to join DBS in year 2 of the following programmes: ● BA (Hons) in Marketing (all streams), Level 8 – Year 2 ● BA (Hons) in Business (all streams), Level 8 – Year 2 The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 at DBS.

22. Articulation agreement	Articulation agreement
Name of body (/bodies):	Kolej Poly-Tech Mara (KPTM)
Programme titles and links to publications	Diploma in Business Management https://www.kptm.edu.my/ms/component/content/article/103-program-ditawarkan/kptm-bangi/146-diploma-in-business-management-kptm-bangi.html?Itemid=1151
Date of agreement/arrangement or last review	17/11/2022
Date of next review	17/11/2027
Detail of the agreement	Kolej Poly-Tech MARA (KPTM) formerly known as Kolej Yayasan Pelajaran MARA (KYPM) is a private higher institution established in September 2003 under the Private Higher Education Institution Act 1996 (Act 555). KPTM is managed by Kolej Poly-Tech MARA Sdn. Bhd., a wholly owned subsidiary of Majlis Amanah Rakyat (MARA). KPTM offers a wide range of educational opportunities in the field of Information Technology, Computer Science, Health Sciences, Social Sciences, Accounting, Business Management, Engineering, Humanities and Bio-Industry. This RPL agreement allows students from KPTM who have successfully completed the Diploma in Business Management to join DBS in year 2 of the following programmes: ● BA (Hons) in Accounting and Finance, Level 8 – Year 2 The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 at DBS.

23. Articulation agreement	Articulation agreement
Name of body (/bodies):	Kolej Poly-Tech Mara (KPTM)
Programme titles and links to publications	Diploma in Multimedia https://www.kptm.edu.my/en/component/content/article/106-program-ditawarkan/kptm-ipoh/447-diploma-in-multimedia-kptm-ipoh-en.html?Itemid=1145 Diploma in Animation https://www.kptm.edu.my/en/component/content/article/106-program-ditawarkan/kptm-ipoh/443-diploma-in-animation-kptm-ipoh-

	en.html?Itemid=1145 Diploma in Game Design https://www.kptm.edu.my/en/component/content/article/106-program-ditawarkan/kptm-ipoh/439-diploma-in-game-design-kptm-ipoh-en.html
Date of agreement/arrangement or last review	13/01/2023
Date of next review	13/01/2028
Detail of the agreement	Kolej Poly-Tech MARA (KPTM) formerly known as Kolej Yayasan Pelajaran MARA (KYPM) is a private higher institution established in September 2003 under the Private Higher Education Institution Act 1996 (Act 555). KPTM is managed by Kolej Poly-Tech MARA Sdn. Bhd., a wholly owned subsidiary of Majlis Amanah Rakyat (MARA). KPTM offers a wide range of educational opportunities in the field of Information Technology, Computer Science, Health Sciences, Social Sciences, Accounting, Business Management, Engineering, Humanities and Bio-Industry. This RPL agreement allows students from KPTM who have successfully completed the Diploma in Multimedia, Diploma in Animation, or Diploma in Game Design to join DBS in year 2 or 3 of the following programmes: - BA (Hons) in Film & Creative Media, Level 8 - Year 2 - Bachelor of Arts in Film & Creative Media, Level 7 – Year 3 The mapping between both programmes was prepared outlining where the college's modules and credits map to DBS's modules and credits. This programme is standard and is equivalent to a level 8 degree. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 or 3 at DBS.

24. Articulation agreement	Articulation agreement
Name of body (/bodies):	Immune Technology Institution, Spain
Programme titles and links to publications	Computer Entrepreneurship Programme https://immune.institute/
Date of agreement/arrangement or last review	29/11/2023
Date of next review	29/11/2025
Detail of the agreement	Immune Technology Institution- they are a private institute that delivers courses in a professional and practical manner. This RPL agreement allows students from this university to come to DBS with 180 ECTS credits and gain direct entry onto the final year of the

	following programmes: - BSc (Hons) in Computing (all streams) - Level 8, Year 4 Their programme is three years plus an internship. They will come to DBS in their fourth year and go back to complete an internship. The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 4 at DBS.

25. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Westfalische Hochschule, Germany
Programme titles and links to publications	BA in Business in Psychology https://www.en.w-hs.de/study-programs/bachelors-degree/
Date of agreement/arrangement or last review	05/12/2023
Date of next review	05/12/2028
Detail of the agreement	Westfalische Hochschule is a state university based in Germany with over 8000 students. This RPL agreement allows students from this university to come to DBS with 120 ECTS credits and gain direct entry onto the final year of the following programmes. - BA (Hons) in Business (Psychology) - Level 8, Year 3 The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

26. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Schiller (Global American University)
Programme titles and links to publications	BSc in International Marketing https://schiller.edu/program/bachelor-science-international-marketing
Date of agreement/arrangement or last review	03/08/2023
Date of next review	03/08/2028
Detail of the agreement	Schiller International University is a private for-profit university with its main campus and administrative headquarters in Tampa, Florida. It is

	named after the German playwright and philosopher Friedrich Schiller. It has campuses on two continents in four countries: Tampa, Paris, Madrid and Heidelberg This RPL agreement allows students from this university to come to DBS with 120 ECTS credits and gain direct entry onto the final year of the following programmes: - BA (Hons) in Marketing (Digital Media) - Level 8, Year 3 - BA (Hons) in Marketing (Digital Media & Cloud Computing) - Level 8, Year 3 The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

27. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Schiller (Global American University)
Programme titles and links to publications	BSc in International Business https://schiller.edu/program/international-business-bachelor-degree
Date of agreement/arrangement or last review	03/08/2023
Date of next review	03/08/2028
Detail of the agreement	Schiller International University is a private for-profit university with its main campus and administrative headquarters in Tampa, Florida. It is named after the German playwright and philosopher Friedrich Schiller. It has campuses on two continents in four countries: Tampa, Paris, Madrid and Heidelberg This RPL agreement allows students from this university to come to DBS with 120 ECTS credits and gain direct entry onto the final year of the following programmes: - BA (Hons) in Business (all streams except Project Management) - Level 8, Year 3 Those who choose the general degree are not permitted to take the Project Management electives in final year. The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 3 at DBS.

28. Articulation agreement	**Articulation agreement**

Name of body (/bodies):	INTI, International College, Subang
Programme titles and links to publications	Diploma in Business https://newinti.edu.my/programme/diploma-in-business/
Date of agreement/arrangement or last review	31/01/2023
Date of next review	31/01/2028
Detail of the agreement	An established leader in American education, amongst others, our Subang campus gives you a truly internationally valued skillset. Painted against the backdrop of the city complete with cutting-edge facilities that enhance your higher education experience. This RPL agreement allows students who have completion of this Diploma to join DBS in year 2 of the following programmes: - BA (Hons) in Business (all streams) - Level 8, Year 3 The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 at DBS.

29. Articulation agreement	Articulation agreement
Name of body (/bodies):	INTI, International College, Subang
Programme titles and links to publications	Diploma in Marketing https://newinti.edu.my/programme/diploma-in-marketing/
Date of agreement/arrangement or last review	31/01/2023
Date of next review	31/01/2028
Detail of the agreement	An established leader in American education, amongst others, our Subang campus gives you a truly internationally valued skillset. Painted against the backdrop of the city complete with cutting-edge facilities that enhance your higher education experience. This RPL agreement allows students who have completion of this Diploma to join DBS in year 2 of the following programmes: - BA (Hons) in Marketing (all streams) - Level 8, Year 3 The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 at DBS.

30. Articulation agreement	Articulation agreement
Name of body (/bodies):	Golden Gate University (GGU), USA
Programme titles and links to publications	Associate Degree in General Studies (Business Track) https://ggu.edu/programs/aa-general-studies/
Date of agreement/arrangement or last review	14/06/2023
Date of next review	14/06/2028
Detail of the agreement	Founded in 1901 with a legacy spanning 120 years. Founded with a focus to cater to "Working Professionals". GGU is a Pioneer in Online Education having started online learning in 1996. It offers "Practice-Based", "Career-Advancing" Degree Programmes with a focus on hands-on learning and skill development. This RPL agreement allows students who have completed this Diploma to join DBS in year 2 of the following programmes: - BA (Hons) in Business (Law) - Level 8, Year 2 - BA (Hons) in Business (Information Systems) - Level 8, Year 2 The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 at DBS.

31. Articulation agreement	Articulation agreement
Name of body (/bodies):	Hebei Institute of International Business & Economics (HIIBE)
Programme titles and links to publications	Zhuanke https://www.hbiibe.edu.cn/
Date of agreement/arrangement or last review	08/09/2023
Date of next review	08/09/2028
Detail of the agreement	Hebei Institute of International Business and Economics is located at the junction of the world-famous Beidaihe and Nandaihe, with the Daihe in the north and the Bohai Sea in the south. There are approximately 11,000 students. Over the past few years, the college has won more than 30 honors including the National Civilization Post, the National Language Standardization Model Demonstration School,

	the Hebei Provincial Model for Deepening Innovation and Entrepreneurship Education Reform. This RPL agreement allows students who have completed this Diploma to join DBS in year 2 or 3 of the following programmes: - BA (Hons) in Accounting & Finance - Level 8, Year 2 - Bachelor of Business (Accounting) - Level 7, Year 3 The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 or 3 at DBS.

32. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Brickfields Asia Colleges, Malaysia
Programme titles and links to publications	UK Transfer Programme (Accounting) https://www.baccollege.edu.my/bac/dublin-business-school-business/?utm_campaign=&utm_medium=&utm_source=organic&utm_term=&utm_id=&title=Business_%C2%BB_Brickfields_Asia_College_-_BAC&referral=https://www.baccollege.edu.my/courses/business/&identifier=/bac/dublin-business-school-business/&uuid=1708510865394&entry_point=https%3A%2F%2Fwww.baccollege.edu.my%2Fbac%2Ffoundation-in-business%2F&is_course=
Date of agreement/arrangement or last review	08/09/2023
Date of next review	08/09/2028
Detail of the agreement	Brickfields Asia College has produced 15,000 global graduates over the past three decades. They have longstanding global and strategic partnerships with over 25 prestigious universities in the UK and Australia. This RPL agreement allows students who have completed this Diploma to join DBS in year 2 of the following programme: - BA (Hons) in Accounting & Finance - Level 8, Year 2 The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. The programme mapped sufficiently with no gaps in prior learning upon entry to year 2 at DBS.

33. Articulation agreement	Articulation agreement
Name of body (/bodies):	UEMC (Miguel Cervantes)
Programme titles and links to publications	BA in Computing Engineering https://www.uemc.es/p/grado-en-ingenieria-informatica-de-la-uemc
Date of agreement/arrangement or last review	31/01/2024
Date of next review	31/01/2029
Detail of the agreement	Miguel de Cervantes European University is a private, young and dynamic university that develops a quality education oriented to the student and supported by personalised attention, small groups and internships in companies. The University was founded in 2002 and currently has more than 4,500 students and 400 professors. It offers 15 training degrees, 5 double degrees, 5 international degrees and numerous postgraduate studies This RPL agreement allows students from this university to come to DBS with 180 ECTS credits and gain direct entry onto the final year of the following programmes: - BSc (Hons) in Computing (all streams) - Level 8 , Year 4 The mapping between both programmes was prepared, outlining where the University's modules and credits map to DBS's modules and credits. For entry on to the programme, there is a requirement that the students will complete a bridging course that will include information on Cloud Computing and GDPR. Proof of successful completion of this bridging course will be provided with the student applications.

Annual Quality Report (Dublin Business School)

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

Reporting Period 2022-2023

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Completion of Focused Review

As noted in Part A, QQI initiated a Focused Review of the implementation and effectiveness of the QA procedures in Dublin Business School (DBS), under Section 34(1)(b) of the Quality and Qualifications Act 2012, on 15 December 2022. This arose following matters arising with DBS's Applied Social Care programmes and CORU recognition, culminating in DBS deciding not to continue running the programmes and the subsequent cessation of QQI validation of the programmes.

Terms of Reference were issued by QQI and agreed by DBS. The Objectives of the Review as per the Terms of Reference were as follows:

- The review will focus explicitly on the implementation and effectiveness of the QA procedures in relation to the management of QQI validated programmes requiring professional recognition and accreditation, including the processes in place for seeking professional programme accreditation and the quality assurance and management of practice placements.

- The objectives of the review are to:
    a) determine that the quality assurance procedures established by DBS under Section 28 of the 2012 Act are being implemented, are appropriate and fit for purpose in relation to (i) the management of professional programme accreditation processes and (ii) the assessment and standards of programmes with specific reference to practice placements.
    b) evaluate the effectiveness of the documented QA policies and procedures in place to support the provision of these programmes in DBS. This will include a review of the procedures in place for managing the specific requirements and accreditation processes of PSRBs. Quality and Qualifications Ireland (QQI)

    c) evaluate the learner experience by assessing the information communicated to learners and other stakeholders regarding programmes they are enrolled on, including any expectations of professional accreditation, and determine if the information published is clear, accurate, objective, up to date and easily accessible.
    d) confirm if (i) the directions previously issued by QQI in relation to the effectiveness of DBS's QA procedures were complied with following the reengagement process (see Appendix A) and (ii) the corrective actions required have now been undertaken with regard to the management of professional programme accreditation processes and / or practice placements.

Following agreement of the Terms of Reference, DBS was required to prepare a Provider Statement document for submission to QQI. This document was compiled setting out DBS's QA structures, specifically with respect to programmes with PSRB recognition or requirements, practice placements and effectiveness of procedures therein. This document was approved by the Academic Board before

submission to QQI.   A site visit then was conducted by an external panel on 8 March 2023. The panel conducted a series of meetings over the course of a day, meeting with key stakeholders across the College, including Senior Leadership, administrative and teaching staff and students.

The final findings of the panel indicated that DBS has sound QA structures and had followed process in terms of communication with students and adherence to conditions of validation. The panel did make recommendations to DBS for augmentation of certain processes as they pertain to programmes seeking PSRB recognition, and risk management. The final report of the panel, and DBS's response, were published in September 2022. DBS shared a follow up implementation plan relating to all recommendations with QQI and has continued to keep QQI updated on this. While many of the recommendations have been addressed at the time of writing this AQR, some will remain on-going.

Implementation of new Academic Board Committees Structure

As noted in Part A, following the Review of Boards and Committee structures which was initiated by the Academic Board in late 2021 and carried out by a Working Group throughout 2022, the revised committee structure began to be implemented in 2023 following approval by the Academic Board. Dates of meetings held so far up to the time of submission of this report are given in Section 1.3.1 below. The functioning of these new committees is being kept under review and revisions will be made to the Terms of Reference through the Academic Board as required. However, the aim is that the new structure will provide strength to the academic governance of the College as well as greater involvement of stakeholders.

Institutional Review & Delegated Authority

At the time of writing this report, DBS had commenced the Institutional Review process with QQI, for completion by the end of 2024. It remains a key strategic focus for DBS is to attain Delegated Authority from QQI. While this was covered in the previous AQR submission in 2022, it should be noted, following a successful completion of Institutional Review, this will be the next big objective for the College. To summarise previous preparation for this, in March 2021 DBS assembled a project team and Project Board and initiated a plan to work towards readiness for Delegated Authority. The exercise involved internal mapping and audit against the QQI Criteria for Delegated Authority as well as an independent review of professional service areas (i.e. all non-academic departments) in the College, carried out by BDO from June 2021 to January 2022. A panel of external experts was then assembled to conduct a mock panel review and provide feedback, which it did in May 2022.

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
2019-1	Articulate a rationale for the proposed committee structure.	Complete
2019-2	Consider the appointment of Programme Board Chairs who would report to the Course Directors	Complete
2019-3	Ensure that the changes made to governance documentation to address the Panel's proposed mandatory change are consistently represented throughout the College's QA documentation.	Complete
2019-4	Review quality assurance documentation for any references to legacy language	Complete
2019-5	Continue to plan towards formal accreditation of all offerings, prioritising programmes of one year's duration.	Complete
2019-6	Ensure that qualifications recognised for advanced entry – accredited or otherwise – and including in articulation contexts, are subject or rigorous approval and continuous review.	On-going
2019-7	Further consider how the College's use of completion rates can increase the effectiveness and strategic capability of its quality assurance system	Complete in terms of capturing and reporting on completion rates. Use of data is an on-going consideration for informing all work in DBS.
2019-8	Include further information for learners, in the College's offer letter and in its Learner Handbook, on the implications of the lack of recognition on the NFQ of its unaccredited programmes, including the extent of exemptions available for learners wishing to subsequently pursue accredited degrees at DBS	Complete
2019-9	Ensure that agreements with other parties reflect the grievance, appeals, and disciplinary procedures that apply to these arrangements.	Complete in this context and information to learners remains an on-going consideration.

2021-1	Devolved Responsibility application	Complete
2021-2	Readiness for DA/institutional review	On-going, but objective updated elsewhere.
2021-3	T&L staff training and development	On-going
2021-4	Online proctoring	Complete
2021-5	RPL Review	On-going in that RPL training and development of this area is a longer term project, and needs to be aligned with best practice in the sector and kept under constant review.
2021-6	Review of strategic plan	Complete
2021-7	Appointment of a second independent director to the governing Board	Complete
2021-8	Academic Programmes Annual Programme Reporting evaluation	Complete
2021-9	Postgraduate academic writing support – future enhancement based on findings and review of pilot	Complete
2021-10	Pilot of postgraduate academic learner support in computing	Complete
2021-11	DBS review professional body possibilities for relationships and exemptions	On-going
2021-12	Academic Programmes Development to include Graduate Skills Map/Matrices - i.e. what does a DBS graduate look like?	Complete
2021-13	Academic Programmes Assessment Review	Complete
2021-14	Industry Advisory Boards established in Arts and in Health Sciences/reconstituted in A&F and Computing	Complete. There is on-going review of effectiveness of boards.
2021-15	Study Abroad and partner review	Complete
2022-1	Strategic Project 2: Programme Strategy (arising from the refresh of the DBS Strategic Plan 2021-2025)	On-going
2022-2	Strategic Project 4: Academic Delivery (arising from the refresh of the DBS Strategic Plan 2021-2025)	On-going
2022-3	Strategic Project 12: Digital Capacity (arising from the refresh of the DBS Strategic Plan 2021-2025)	On-going
2022-4	Strategic Project 18: Academic Standards (arising from the refresh of the DBS Strategic Plan 2021-2025)	On-going

2022-5	Consolidation and alignment of all academic student support functions, including bringing together the work of SESU, LT&A Unit and AIRC	Complete in terms of establishment of a body to bring this together. Work is on-going.
2022-6	Discipline-based CPD	On-going
2022-7	Review of assessment policy and practice	Complete
2022-8	Review of Learner Charter	Complete
2022-9	Student Success Project	SESU is undertaking an exercise to define student success. The aim is to have a DBS definition of student success that includes 'metrics' so it can be determined if a programme is successful or not. Timeline: The first draft has already been circulated for consultation with Academic Directors. The aim is to have a definition of student success ratified by the Academic Board.
2022-10	Review of Boards and Committees	Complete
2022-11	Academic Plan	Complete
2022-12	Research Activity Enhancement	On-going
2022-13	Readiness for DA and Institutional Review	On-going
2023-1	Successfully Complete QQI Focused Review	Complete
2023-2	Implement changes to structure of Registrar's Office	Complete
2023-3	Implement changes to Academic Management	Ongoing. New roles have been appointed and there are some positions still to be filled.
2023-4	Implement changes to Academic Board sub-committees	Complete
2023-5	Update and publish SLATE	Complete
2023-6	Update and publish Research Strategy	Complete
2023-7	Complete review of ethical approval process for student research and implement changes	On-going; while work on this has been done with new processes implemented, there is a need for on-going review of this to ensure effectiveness.
2023-8	Implement changes to internal examination boards	Implemented successfully for January 2023 boards but not brought forward yet for subsequent boards due to pressures arising from the mobilisation of the new Student Information System. This will be reviewed again.
2023-9	Review of end-to-end exams process in light of new SIS	On-going in light of the mobilisation of the new Student Information System delayed.

2023-10	Develop and implement an annual institutional audit plan	Plan complete and implementation well advanced for first cycle as at February 2024 with most departments having completed at least the first stages of the process.
2023-11	Complete readiness for Institutional Review	On-going; IP on track for submission to QQI on 19th February and ISER due for submission to QQI 4 April 2024.
2023-12	Complete readiness for Delegated Authority	On-going
2023-13	Re-alignment of DBS Library as the Academic Information and Resource Centre	Complete
2023-14	Review of assessment practices	On-going; given changes in technology this will remain a live topic.
2023-15	Extend Zoom Rooms to facilitate hybrid delivery from one third to two thirds of all learning spaces.	Complete and exceeded with nearly 100% of teaching rooms equipped as of February 2024.
2023-16	Extend internal faculty moderation to cover teaching content and delivery.	On-going

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Board of Directors	24 November 2022 13 April 2023 20 July 2023 26 Oct 2023
Audit and Risk Committee	13 November 2022 13 March 2023 22 June 2023 7 September 2023
Academic Board	11 October 2022 6 December 2022 16 February 2023 2 March 2023 20 April 2023 29 June 2023
Board of Studies	2 September 2022 (extraordinary) 25 November 2022 12 May 2023 20 June 2023 (extraordinary) 17 July 2023 (extraordinary) 17 August 2023 (extraordinary)
Programme Boards	Business & Law: • 4 May 2023 • 23 November 2023 Marketing: • 4 May 2023 • 23 November 2023 Computing: • 24 February 2023 Accounting & Finance: • 13 & 22 December 2022 • 4th September 2023 Human and Social Sciences

	• 19 April 2023 • 24 November 2023 • 1 December 2023 Arts, Languages and Study Abroad: • 16 November 2022 • 8 February 2023 • 3 May 2023
Quality Enhancement and Risk Management Committee/Quality Assurance, Enhancement and Sustainability Committee	9 September 2022 19 December 2022 27 February 2023 27 April 2023 29 May 2023 19 October 2023 19 December 2023 19 February 2024
Academic Programmes Committee	25 April 2023 27 September 2023 25 October 2023 22 November 2023 24 January 2024
Teaching and Learning Committee	26 October 2023
Student and Graduate Experience Committee	5 June 2023 2 October 2023
Applied Research and Practice Committee	12 July 2023 16 August 2023 6 September 2023 1 November 2023
Exam Boards	1 September 2022 (Internal) 14 September 2022 (PG Proceed Internal) 21 September 2022 (PG Proceed External) 28 October 2023 (Spring intakes External) 2 February 2023 (Internal) 9 February 2023 (External) 19 May 2023 (PG Proceed Internal) 24 May 2023 (PG Proceed External) 15 & 16 June 2023 (Internal) 22 & 23 June 2023 (External) 29 June 2023 (Extraordinary) 17 July 2023 (Extraordinary) 29 & 30 August 2023 (Internal)

	5 September 2023 (External)
	18 September 2023 (PG Proceed Internal)
	22 September 2023 (PG Proceed External)

1.3.2 QA Leadership and Management Structural Developments

In 2022 the post of Assistant Registrar for Audit and Compliance was created. This was a new role that was identified through the preparation for Delegated Authority that the College undertook up to May 2022. The Assistant Registrar for Audit and Compliance reports to the Registrar & Director of Campus Operations. The post is in addition to the existing Assistant Registrar post which was created in 2022 with the primary responsibility of looking after accreditations and validations.

Further, in 2022/23 the Quality Assurance Officer role was identified as an area for expansion, with a second post created and areas of responsibility divided into Academic Integrity and Assessment, and Standards, Monitoring and Compliance. While there is considerable overlap in the two roles, which support each other, they also each have a distinct set of responsibilities.
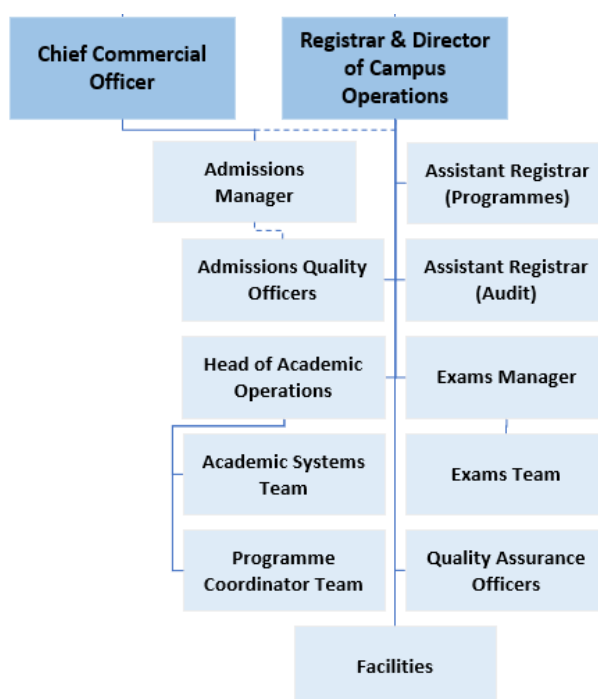
In addition to this, there have been additions within the Academic Dean team to strengthen the academic management of the College. As well as the Assistant Academic Director roles which were put in place during 2021/2022, additional posts of Programme Level Managers, as set out below were introduced in 2022.

Programme Level Managers (PLM) are student facing and responsible for the day-to-day academic management of assigned programmes. They are responsible for the academic delivery of the programme, including the programme and module learning and assessment strategies, the quality of learner feedback, teaching content, integrated learning across the programme modules, consistency of delivery and learner retention. All academic queries that cannot be addressed by faculty at a module level go to the PLM.

Academic Director

Academic Director

Assistant Academic Director

Assistant Academic Director

Programme Level Managers x3

Programme Level Managers x4

Psychology & Social Science

Counselling & Psychotherapy

Human and Social Sciences

Academic Director

Assistant Academic Director

Programme Level Managers x4

Computing

Academic Director

Assistant Academic Director

Programme Level Managers x1

Accounting & Finance

Academic Director

Assistant Academic Director

Assistant Academic Director

Programme Level Managers x3

Business & Law

Marketing

Business, Marketing & Law

Head of Department

Programme Level Managers x3

Arts, Languages & Study Abroad

Academic Programmes Manager

1.4 Internal Monitoring and Review
1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Master of Science in Digital Marketing and Analytics (PG24867) / Postgraduate Diploma in Science in Digital Marketing and Analytics (PG24868) - Transnational Validation	April 2023	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42264_Certificate_of_Validation_PG24867_C.pdf
Master of Science in Business Analytics (PG24864) / Postgraduate Diploma in Science in Business Analytics (PG24866) - Transnational Validation	April 2023	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42261_Certificate_of_Validation_PG24864_C.pdf
Master of Arts in Contemporary Criminology (PG25304) / Postgraduate Diploma in Arts in Contemporary Criminology (PG25305) - New Programme Validation	July 2023	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42713_Certificate_of_Validation_PG25304_C.pdf
Master of Arts in Film and Creative Media (PG25208) - New Programme Validation	July 2023	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42617_Certificate_of_Validation_PG25208_C.pdf
Master of Science in Supply Chain Management (PG25001)/Postgraduate Diploma in Science in Supply Chain Management (PG25008) - New Programme Validation	September 2023	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42403_Certificate_of_Validation_PG25001_C.pdf
Certificate in Global Business (PG24933) - New Programme Validation	September 2023	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42332_Certificate_of_Validation_PG24933_C.pdf
QQI Focused Review	September 2023	https://www.qqi.ie/news/review-of-applied-social-care-course-accreditation-at-dublin-business-school-published

1.4.2 Expert Review Teams/Panels[2] involved in IQA

(i) Expert Review Team/Panel Size and Related Processes

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	7				6		1
of those:							
On-site processes	1						1
Desk reviews	0						
Virtual processes	6				6		
Average panel size for each process type*	5						

* excluding secretary if not a full panel member

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[2] QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(ii) Composition of Expert Review Teams/Panels involved in IQA

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	6	3	3			6				1	5
Secretary	4		4			4					4
Academic/Discipline Specific	9	5	4			4	5				9
Student Representative	6	2	4			4			2	1	5
QA	4	1	3			4					4
Teaching & Learning											
External Industry /Third Mission	3	3	1			4					4

2.0 IQA System – Enhancement and Impacts

Policy Updates

New and updated policies in the Quality Assurance Handbook Changes are recorded in the QAH Change Tracker. All are approved through Academic Board and the Senior Leadership Team.

Enhancement/ Development	Details	Impact
Strategy for Teaching, Learning and Assessment - SLATE2	DBS's original three-year Strategy for Teaching, Learning and Assessment (SLATE) was published in 2020. During 2023, a review was conducted to create the next iteration of this strategy, for the next three years. The development of the Strategy was carried through an analysis of current trends in the Higher Education sector, followed by consultation with students, faculty, the Senior Leadership Team, Industry Boards and members of academic support teams such as DBS's Learning Unit and Library. Following this development and drafting process, with feedback from stakeholders, SLATE2 was approved by the Senior Leadership Team and Academic Board in Q4 of 2023, and an official launch will take place in early 2024 to ensure that the Strategy is unknown and understood across the College. An associated action plan has been developed to track progress towards meeting the strategic objectives set out.	Ensuring alignment of approaches to Teaching, Learning and Assessment in light of changes in delivery and student needs over the past number of years, including expectations for increased flexibility and enhanced use of technology, including responding to advances in AI technologies which are challenging the integrity of assessment.
Research Strategy	In 2022/2023 the College undertook an exercise to develop an updated Research Strategy. A Working Group was set up comprised of members across the College. The process included a review of the strategies of other similar colleges, as well as focus groups with students, interviews with staff and a staff survey, in order to determine a consensus on the most important areas of focus for DBS. Following this consultation process a draft Strategy was set out by the Practice Research Coordinator and worked on over a period of months by the Working Group, resulting in the Research Strategy: Research, Innovation, Practice and Enterprise 2023 (RIPE 23). Through this strategy three main pillars are recognised within the research direction of the College:	

Enhancement/ Development	Details	Impact
	Excellence: Advancing Research and Innovation for Societal Impact (General research) Research Led Teaching and Staff Enhancement: Promoting Research Excellence and Impactful Outcome (Research led teaching and staff) Industry Focused Research: Fostering Innovation and Driving Enterprise Success through Research (Industry focused research). It is the vision of the strategy that DBS will see a further increase in the research activity over the 3 year lifetime of this plan (January 2024-December 2026).	
Academic Support Community (ASC)	In 2023 the Academic Support Community was formed to provide cohesion to the range of academic supports provided to learners in DBS. The ASC is comprised of membership front the Library, Student Engagement and Support Unit (SESU), Learning Unit, and students from student leader and mentor programmes. A priority of the ASC is to foster collaboration with faculty in supporting students in key areas of the curriculum. The ASC is also intended to be the main driver of a repeat retention plan post-Summer Examinations with the aim of maximising the retention of continuing students into the next academic year. Objectives for interactions staff and students and involvement of all relevant parties in supporting students have been set out and are being continually reviewed. The Learning Unit (LU), discussed in Section A.5 above, was set up in 2022, and has the remit to promote a culture of excellence, innovation and collaboration in teaching and learning. Across the academic year 2022/2023 the LU has continued to expand its offering of resources to support faculty.	

2.1 Initiatives within the Institution related to Academic Integrity

DBS is an active member of QQI's National Academic Integrity Network. In 2023 DBS sought to extend its membership of NAIN. Across the College, 14 individuals responded to a call for expressions of interest, which was extremely positive. Membership at this time is restricted to 4 members however so the following roles were identified to continue with membership or join NAIN:

- Educational Developer, Learning Unit
- Quality Assurance Officer - Academic Integrity and Assessment, Registrar's Office
- Information Skills and Research Manager, DBS Library and Academic Hub
- Registrar

In September 2023, we set up an Academic Integrity Task Force, with responsibility for addressing academic impropriety issues within the College. This includes the promotion of Academic Integrity across faculty and the student body, the prevention, mitigation, and investigation of impropriety, and the development of strategies to prevent future occurrences.

The responsibilities of the Task Force as per its Terms of Reference are to:

- Review and recommend updates to College policies, procedures, and codes of conduct related to academic integrity. Implement changes in line with the NAIN framework for Academic Misconduct Investigation.
- Ensure that policies are clear, comprehensive, and communicated effectively.
- Review and evaluate existing methods of assessment to reduce potential opportunities for impropriety
- Consider potential changes to assessment design.
- Develop and implement educational initiatives and awareness campaigns to educate students, prior to the commencement of their programme, of the importance of academic integrity and the requirements and expectations for maintaining Academic integrity at DBS and within the Irish education system.
- Develop and implement educational initiatives and awareness campaigns to educate students during their programme on the importance of maintaining academic integrity, requirements and regulations of assessments, and the consequences of academic impropriety.
- Develop new, and increase awareness of existing, support services and academic classes.
- Monitor, evaluate, and report on the effectiveness of educational initiatives and make recommendations for improvements.
- Collaborate with faculty, staff, and students, to develop and ensure a coordinated approach to tackling academic impropriety.
- Act as a point of contact for the reporting of new and developing trends of impropriety.
- Advise faculty on the implementation of techniques, technologies, and tools to detect and deter academic impropriety.

Committee Membership

- Quality Assurance Officer - Academic Integrity and Assessment
- Academic Directors x2

- Nominees from
  - AI Committee
  - Faculty
  - Exams
  - Library
  - SESU
  - Student Experience
  - Students Union
    - Student Representatives

This is a relatively new endeavour and work in this area will continue to be monitored, supported by and drawing on the work of NAIN and the sector generally.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators *Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.* *If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).*
1	Successful completion of Institutional Review Process	All departments in the College: Completion and submission of Institutional Profile (February 2024) Completion and submission of Institutional Self Evaluation Report (April 2024) to address the review objectives as per the Terms of Reference as follows: 1. Governance and Management – to review the effectiveness and comprehensiveness of the governance and management of quality throughout the organisation. 2. Teaching, Learning and Assessment – to evaluate the arrangements to ensure the quality of teaching, learning and assessment within the provider and a high-quality learning experience for all learners. 3. Self-Evaluation, Monitoring and Review – to evaluate the arrangements for the monitoring, review and evaluation of, and reporting on, the provider's education, training and related services (including through third-party arrangements) and the quality assurance system and procedures underpinning them. Site visit/panel event conducted (June 2024) Follow up report received and responded to (September 2024)
2	International Education Mark application submitted and achieved	SLT/Governance Board: Completion and submission of application 24 weeks to submit application, post application window opening (End March) 27 weeks to assess them Process completed

3	Due Diligence and PEL requirements process commenced	SLT/Governance Board: Process completed
4	Successful revalidation of all relevant programmes due for review in this cycle	Registrar's Office, Academic Dean and Programme Teams: Completion of review and updates, panel review and application for re-validation Extension requests for certain programmes to allow full due diligence.
5	Finalisation of all follow up actions from QQI Focussed Review 2023	Academic Dean/Registrar's Office: Implementation plan tasks completed and reported
6	Initiation of Universal Design for Learning Project	All departments in the College Development of a project plan and targets
7	Initiation of Learner Retention/Student Journey Project	Academic Dean Team, including Academic Support Community, Learning Unit, Library and Academic Hub
8	Development of Academic Integrity Task Force	Registrar's Office
9	Refresh of Industry Advisory Boards	Appointment of new Chairs in each area (current Chair commencing as DBS President in February 2024) Review of purpose, mission and functioning at a strategic level
10	Formal Launch of SLATE2	Academic Dean
11	Formal Launch of DBS Research Strategy	Academic Dean
12	Bedding in changes in Senior Leadership, Governance Board and Academic Board	Embedding New President /New Chairman of the governance Board, new Chair of the Academic Board and new independent member of the Academic Board.

3.2 Reviews planned for Upcoming Reporting Periods

Unit to be reviewed	Date of planned review	Date of last review
BA (Hons) in Audio Production & Music Project Management (PG23892)	2023/2024	Validated September 2018, Last intake August 2024 (validation extended in 2023 to align programmes with other work within the department)
Higher Cert in Arts in Sound Engineering & Music Production (PG23890)/ Cert in Arts in Sound Engineering & Music Production (PG23891)	2022/2023	Validated September 2018, Last intake August 2024 (validation extended in 2023 to align programmes with other work within the department)
Bachelor of Arts (Honours) in Accounting and Finance (PG24166)	2023/2024	Validated September 2019, Last intake August 2024
Bachelor of Arts (Honours) in Marketing (PG24208)	2023/2024	Validated September 2019, Last intake August 2024
Bachelor of Laws (Honours) (PG24186)	2023/2024	Validated September 2019, Last intake August 2024
Higher Diploma in Arts in Business (PG24181)	2023/2024	Validated September 2019, Last intake August 2024
Certificate in Business and Digital Skills (PG24522)	2023/2024	Validated August 2021 Last intake August 2024
Certificate in Digital Marketing (PG24205)	2023/2024	Validated September 2019, Last intake August 2024
Master of Science in Business Analytics PG24049/ Postgraduate Diploma in Science in Business Analytics PG24050	2023/2024	Validated April 2019, Last intake August 2024
Master of Science in Business Analytics (PG24864)/ Postgraduate Diploma in Science in Business Analytics (PG24866) - TRANSNATIONAL	2023/2024	Validated April 2023, Last intake August 2024
Master of Science in Information and Library Management (PG24214)/	2023/2024	Validated September 2019, Last intake August 2024

Unit to be reviewed	Date of planned review	Date of last review
Postgraduate Diploma in Science in Information and Library Management (PG24215)		
Higher Diploma in Arts in Psychology (PG24169)	2023/2024	Validated September 2019, Last intake August 2024
Bachelor of Arts (Honours) in Psychology (PG24168)	2023/2024	Validated September 2019, Last intake August 2024
Certificate in Social Care Skills (PG24528)	2023/2024	Validated May 2021 Last intake August 2024
Master of Arts in Psychoanalytic Psychotherapy PG24065	2023/2024	Validated April 2019, Last intake August 2024
Institutional Review	February-June 2024	N/A

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Certificate in Data Analytics (PG24444)	2022/2023	Validated February 2021 Last intake December 2023
Certificate in Marketing Essentials (PG24435)	2022/2023	Validated February 2021, Last intake December 2023
Certificate in Regulatory Technology (PG23960)	2022/2023	Validated December 2019, Last intake December 2023
Master of Arts in Addiction Studies (PG24066)/ Postgraduate Diploma in Arts in Addiction Studies (PG24067)	2024/2025	Validated April 2019, Last intake August 2024 (extension requested)
Bachelor of Arts (Honours) in Financial Services (PG24204)	2023/2024	Validated September 2019, Last intake August 2024 (for closure)
Master of Arts in Psychotherapy (PG24189)	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)
Bachelor of Arts (Honours) in Counselling and Psychotherapy (PG24188)/ Higher Certificate in Arts in Applied Social Studies (PG24190)	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)
Higher Diploma in Arts in Counselling and Psychotherapy (PG24185)	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)
Master of Science in International Accounting and Finance (PG24183)/ Postgraduate Diploma in Science in International Accounting and Finance (PG24184)	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)
Certificate in Business & English Language (PG24180)	2023/2024	Validated September 2019, Last intake August 2024 (for closure)
Master of Science in Management Practice (PG24225)/ Postgraduate Diploma in Science in Management Practice (PG24226)	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)
Master of Science in Marketing (PG24206)/	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Postgraduate Diploma in Science in Marketing (PG24207)		
Bachelor of Arts (Honours) in Business (PG24239)	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)
Bachelor of Arts (Honours) in Business (PG24869) - TRANSNATIONAL		Validated June 2022, Last intake August 2024
Master of Business Administration (PG24237)/ Postgraduate Diploma in Business (PG24238)	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)
Master of Science in Information Systems with Computing (PG24222)/ Postgraduate Diploma in Science in Information Systems with Computing (PG24223)	2024/2025	Validated September 2019, Last intake August 2024 (extension requested)
Higher Diploma in Science in Computing (PG24224)/ Certificate in Information Technology (PG24230)	2024/2025	Validated September 2019, Last intake August 202 (extension requested)4
Certificate in Data Visualisation (PG24527)	2023/2024	Validated August 2021 Last intake August 2024 (for closure)
Higher Diploma in Business in Project Management (PG24321)	2024/25	Validated December 2020 Last intake August 2025
Bachelor of Arts (Honours) in Film and Creative Media (PG24397)	2024/25	Validated September 2020 Last intake August 2025
Bachelor of Arts in Film and Creative Media (PG24396)	2024/25	Validated September 2020 Last intake August 2025
Bachelor of Business (PG24398)	2024/25	Validated September 2020 Last intake September 2025
Higher Certificate in Business (PG24399)	2024/25	Validated September 2020 Last intake September 2025
Bachelor of Arts (Honours) in Social Science (PG24400)	2024/25	Validated September 2020 Last intake September 2025
Master of Science in Financial Analytics (PG24328)/ Postgraduate Diploma in Science in Financial Analytics (PG24329)	2024/25	Validated October 2020 Last intake September 2025
Higher Diploma in Science in Digital Marketing (PG24323)	2024/25	Validated September 2020 Last intake September 2025

Unit to be reviewed	Date of planned review	Date of last review
Higher Diploma in Science in Aviation Finance (PG24322)	2024/25	Validated October 2020 Last intake September 2025
Certificate in Marketing Technology (PG24320)	2024/25	Validated October 2020 Last intake September 2025
Bachelor of Science (Honours) in Computing (PG24463)/ Bachelor of Science in Computing (PG24464)	2024/25	Validated December 2020 Last intake December 2025
Higher Diploma in Science in Data Analytics (PG24461)/ Certificate in the Fundamentals of Data Analytics (PG24462)	2024/25	Validated December 2020 Last intake December 2025
Master of Science in Artificial Intelligence (PG24324)/ Postgraduate Diploma in Science in Artificial Intelligence (PG24325)	2024/25	Validated October 2020 Last intake December 2025
Master of Science in Cybersecurity (PG24326)/ Postgraduate Diploma in Science in Cybersecurity (PG24327)	2024/25	Validated October 2020 Last intake December 2025

3.2.2 Reviews planned beyond Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Master of Science in Human Resource Management (PG24393)/ Postgraduate Diploma in Science in Human Resource Management (PG24394)/Certificate in Human Resource Management (PG24395)	2025/2026	Validated February 2021 Last intake August 2026
Higher Certificate in Arts (PG24642)/ Certificate in Arts (PG24644)	2025/2026	Validated June 2021 Last intake August 2026
Higher Diploma in Science in Interaction Design and User Experience (PG24533)	2025/2026	Validated September 2021 Last intake August 2026
Master of Science in Digital Marketing and Analytics (PG24664)/ Postgraduate Diploma in Science in Digital Marketing and Analytics (PG24732)	2025/2026	Validated September 2021 Last intake December 2026
Master of Science in Digital Marketing and Analytics (PG24744)/ Postgraduate Diploma in Science in Digital Marketing and Analytics (PG24748) - TRANSNATIONAL VERSION	2025/2026	Validated June 2022 Last intake December 2026
Master of Science in Digital Marketing and Analytics (PG24867)/ Postgraduate Diploma in Science in Digital Marketing and Analytics (PG24868) - TRANSNATIONAL VERSION	2025/2026	Validated September 2023 Last intake December 2026
Master of Science in Data Analytics (PG24665)/ Postgraduate Diploma in Science in Data Analytics (PG24730)/ Certificate in Data Analytics (PG24731)	2025/2026	Validated September 2021 Last intake August 2026
Master of Science in Applied Psychology (PG24663) Postgraduate Diploma in Science in Applied Psychology (PG24716)	2025/2026	Validated September 2021 Last intake August 2026
Certificate in International Business (PG24666)	2025/2026	Validated September 2021 Last intake August 2026

Unit to be reviewed	Date of planned review	Date of last review
Master of Science in Health Psychology (PG24743)/ Postgraduate Diploma in Science in Health Psychology (PG24796)	2026/2027	Validated July 2022 Last intake August 2027
Master of Science in Financial Technology (PG24859)/ Postgraduate Diploma in Science in Financial Technology (PG24860)/ Certificate in Financial Technology (PG24901)	2026/2027	Validated July 2022 Last intake August 2027
Higher Diploma in Science in Financial Technology (PG24858)	2026/2027	Validated July 2022 Last intake August 2027
Certificate in Fund Accounting (PG24857)	2026/2027	Validated July 2022 Last intake August 2027
Diploma in Big Data for Business (PG24856)	2026/2027	Validated July 2022 Last intake August 2027
Master of Science in Supply Chain Management (PG25001)/ Postgraduate Diploma in Science in Supply Chain Management (PG25008)	2026/2027	Validated September 2022 Last intake December 2027
Certificate in Global Business (PG24933)	2026/2027	Validated September 2022 Last intake December 2027
Master of Arts in Contemporary Criminology (PG25304)/ Postgraduate Diploma in Arts in Contemporary Criminology (PG25305)	2027/2028	Validated July 2023 Last intake August 2028
Master of Arts in Film and Creative Media (PG25208)	2027/2028	Validated July 2023 Last intake August 2028

4.0 Additional Themes and Case Studies

A case study will not be submitted within the 2022-23 AQR in the 2024 submission.

[End of Dublin Business School AQR 2024]