



Update on Cinnte panel's recommendation January 2026

January 2026

Dublin Business School (DBS) received seventeen recommendations from the independent Cinnte panel in 2024. Our comprehensive action plan, submitted in the first quarter of 2025, outlined our response to these recommendations. This response involved subdividing the recommendations into forty-eight distinct sub-actions.

To date, we are pleased to report significant advancement in addressing these recommendations, with eighty-seven per cent of the sub-actions completed and twelve of the seventeen recommendations fully implemented. Each of the remaining five incomplete recommendations have been partially addressed.

Summary of completion:

Recommendation #	Status
1	Complete
2	Complete
3	Complete
4	Partial Completion
5	Complete
6	Complete
7	Partial Completion
8	Complete
9	Complete
10	Complete
11	Complete
12	Partial Completion
13	Complete

14	Complete
15	Partial Completion
16	Partial Completion
17	Complete

A concise summary detailing the implementation of these recommendations is provided below.

Recommendation 1

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
1	DBS improves its system for internal and external communication and feedback with a particular emphasis on student feedback to ensure a consistent student experience and enhance the learning experience.	To address the recommendation of improving communication and feedback, especially student feedback, a multi-pronged approach has been planned. Firstly, a working group will be established to gather insights. Secondly, student feedback mechanisms will be reviewed, redesigned and implemented with an emphasis on timely analysis and closed-loop communication. Finally, an overarching communication plan will be developed for all stakeholders, ensuring clarity and accessibility of QA-related information.	1.1 Set up a working group on student feedback to gather insights into the challenges that are facing us.	Q2 2025
			1.2 Review, redesign, and implement enhanced student feedback mechanisms, focusing on timely collection, thorough analysis, and clear communication of actions taken (closing the loop)	Q3 - 4 2025
			1.3 Develop and implement a revised overarching communication plan addressing internal and external stakeholders, ensuring clarity, accuracy, and accessibility of QA-related information.	Q4 - Q1 2025/6

Update on Planned Actions - January 2026

- 1.1 Set up a working group on student feedback to gather insights into the challenges that are facing us.

Status: Complete

Commentary: During 2025, a working group was established and led by the Assistant Registrar with stakeholders from across the college, to put in place a new policy on Student Feedback.

- 1.2 Review, redesign, and implement enhanced student feedback mechanisms, focusing on timely collection, thorough analysis, and clear communication of actions taken (closing the loop)

Status: Complete

Commentary: A new policy was developed by the working group and approved by the Academic Board at our September board meeting. The policy was shared with the student council in September and has been in effect since September 2025.



- 1.3 Develop and implement a revised overarching communication plan addressing internal and external stakeholders, ensuring clarity, accuracy, and accessibility of QA-related information.

Status: In Progress

Commentary: We are in the process of developing this communication plan and expect to have it signed off and operational in Q1 of 2026.

Recommendation 2

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
2	DBS should strengthen staff development by ensuring that the more informal aspects of quality culture are embedded in procedures and supported with relevant data to monitor their effectiveness.	To strengthen staff development and to embed quality culture, plans include considering mechanisms to improve tracking of faculty engagement with training and support. Additionally, there will be a focus on ensuring outcomes of training are followed up and the feedback loop is closed. The institution will also continue to review training needs and respond proactively especially regarding emerging technologies.	2.1 Consider mechanisms to improve tracking of faculty engagement with training, support and interventions.	Q2 2025
			2.2 Ensure outcomes of training and supports are followed up and the feedback loop is closed.	Q2 2025
			2.3 Continue to keep training needs under review and respond proactively, particularly with respect to emerging technologies.	Q4 2025 (ongoing)

2.1 Consider mechanisms to improve tracking of faculty engagement with training, support and interventions.

Status: In Progress

Commentary: The current reliance on spreadsheets is undermining the ability of line managers to track engagement. Extending the use of our LMS environment is intended to address this.

2.2 Ensure outcomes of training and supports are followed up and the feedback loop is closed.

Status: In Progress

Commentary: The intention is to establish a clear link between a faculty support activity: participation in technology workshops, for example, and the application of that technology in class.

2.3 Continue to keep training needs under review and respond proactively, particularly with respect to emerging technologies.

Status: Complete

Commentary: DBS proactively reviews its Faculty training through the offering of Digital Badges. Current offerings cover essential pillars such as Moderation, Copyright and Teaching Content, The Importance of Feedback and a Guide to Marking and Grading. To address emerging technologies



and shifting academic needs, further badges are currently in development, informed by ongoing training needs analysis

Recommendation 3

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
3	DBS continues to enhance its decision-making criteria by establishing appropriate mechanisms for training stakeholders involved in one or all stages of programme development.	<p>Efforts are focused on optimising the processes involved in programme development and review, including evaluating team resources and workflows to enhance efficiency. This includes providing comprehensive training and guidelines for new staff members to ensure a smooth transition into these critical roles. Additionally, there is a commitment to refining the programme review process itself, ensuring that the review phase is a significant and direct contributor to subsequent programme modifications.</p> <p>Following each cycle of programme development (including reviews of existing programmes), all Conditions and Recommendations are collated and analysed for themes, and this is reported to the Academic Board and used to inform teams for future programme development.</p> <p>Additionally, all process documents are reviewed and a 'lessons learned' log kept on an on-going basis. Following a major cycle of programme reviews in the period from 2023-2025, internally templates have been updated with additional guidance for teams. Guidance documents such as Principles of Programme Development of Academic Programmes at DBS have also been updated recently (April 2025).</p> <p>The Academic Dean and Academic Programmes manager plan to organise online briefing sessions with all teams involved in programme development over the coming months. Most discipline teams are currently very experienced in the process, but as above lessons learned and ongoing updates will be communicated.</p>	<p>3.1 To ensure streamlined and effective processes, review the resourcing and workflows of teams undertaking and managing programme development and review, panel coordination and liaison with the awarding bodies.</p> <p>3.2 Set out additional internal training and guidelines for new team members undertaking the review or development process.</p> <p>3.3 Consider the process for Programme Review and Revalidation such that the Programme Review part is given greater focus and is a clear input to the programme changes.</p>	<p>Q2 2025</p> <p>Q2/3 2025</p> <p>Q2 2025</p>

- 3.1 To ensure streamlined and effective processes, review the resourcing and workflows of teams undertaking and managing programme development and review, panel coordination and liaison with the awarding bodies.

Status: Complete

Commentary: Following the appointment of a Portfolio Performance Manager, DBS has strengthened how programme development and review activity is coordinated and overseen across the College. The role provides a single point of responsibility for ensuring consistent practice across disciplines, identifying risks and gaps early in the development cycle, and supporting timely, well-informed decision-making by all stakeholders. This has improved visibility of progress, clarified ownership at each stage, and reinforced alignment between academic, regulatory, and operational timelines.

- 3.2 Set out additional internal training and guidelines for new team members undertaking the review or development process.

Status: Complete

Commentary: As part of the role, the Portfolio Performance Manager has reviewed recent programme development and review activity to identify effective practice and strong examples of documentation and narrative structure. An onboarding approach has been mapped for staff who are new to these processes, as well as for those returning under the updated framework, ensuring clarity on expectations and sequencing. Where appropriate, this is supported through peer-to-peer engagement, allowing experienced colleagues to support and guide others through the process.

- 3.3 Consider the process for Programme Review and Revalidation such that the Programme Review part is given greater focus and is a clear input to the programme changes.

Status: Complete

Commentary: A key element of the Portfolio Performance Manager role is to ensure that Programme Review activity is applied consistently across all disciplines and used as a meaningful input into programme development and revalidation. The approach builds on existing practice by placing greater structure around how year-on-year review findings inform incremental improvements, rather than treating review as a standalone exercise. This strengthens the link between continuous enhancement and formal revalidation, ensuring decisions are better evidenced and improvements are clearly tracked over time. Once this role is embedded over the coming months, we are confident that it will address this action.

Recommendation 4

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
4	DBS reviews current communication strategies to improve feedback mechanisms, increase transparency in decision-making, improve ICT capabilities to enhance communication where appropriate and provide regular training to staff and students.	As part of our existing Student Contact Center Management project, which is currently in phase 2, we will ensure our overall strategy is reviewed, focusing on "closing the loop" and be cognisant of emerging technologies that might assist us further.	4.1 Review and develop communication strategy	Q3 2025
			4.2 Implement phase 2 of SCCM project, utilising the latest functions of our CRM platform	Q3 2025
			4.3 Ensure training for all relevant stakeholders	Q3 2025 (ongoing)

4.1 Review and develop communication strategy

Status: In progress

Commentary: We are in the process of developing this communication plan and expect to have it signed off and operational in Q1 of 2026.

4.2 Implement phase 2 of SCCM project, utilising the latest functions of our CRM platform

Status: Complete

Commentary: Phase 2 of our Student Contact Center Management project went live in August 2025.

4.3 Ensure training for all relevant stakeholders

Status: Complete

Commentary: Training was provided where required and will continue to be provided with future updates or to new staff.

Recommendation 5

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
5	DBS continues to build strong partnerships with industry to increase opportunities for internships and placements for students, especially for international students.	As an increasing number of DBS programmes have an academic internship or placement element, the DBS Careers Hub needs to develop resources and supports to assist students in getting these placements	5.1 Have a Careers Coach sitting on each Industry Advisory Board- promoting placement opportunities and benefits to employers	Q3 2025
			5.2 Issue updates to employer contacts of upcoming placement opportunities and dates	Q3 2025 (ongoing)
			5.3 Develop links with Employer representative bodies as a medium for promoting placement opportunities	Q2 2025 (ongoing)

5.1 Have a Careers Coach sitting on each Industry Advisory Board- promoting placement opportunities and benefits to employers

Status: Complete

Commentary: DBS has five IABs across the Finance, Marketing, Business, ICT and Creative Media & Sound disciplines. A Careers Coach is a member of each Board. The DBS IABs' purpose is to:

- Have employer needs and ideas included in our programmes
- Develop a network of employers who become advocates of DBS programmes
- Establish work placements for DBS students amongst our network of employers
- Increase the proportion of DBS graduates in employment



- Establish a system whereby staff/student projects or dissertations are taken from live industry needs.

5.2 Issue updates to employer contacts of upcoming placement opportunities and dates

Status: Complete

Commentary: DBS communicates upcoming placement opportunities to all employer contacts through the following channels: IABs, Employer Representative Bodies, existing employer database and contacts, employers who previously took students on placement, industry contacts through faculty, alumni network.

5.3 Develop links with Employer representative bodies as a medium for promoting placement opportunities

Status: Complete

Commentary: DBS have developed and nurtured strong links with IBEC, Ireland's largest and most influential business representative and lobbying organization. DBS also partners with and is a member of AI Ireland, which connects SMEs, large enterprises, researchers, and leaders, by promoting adoption, fostering digital literacy, facilitating collaboration, and recognizing innovation in the field of AI. DBS continues to foster links with other employer groups.

Recommendation 6

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
6	DBS continues to build research capacity and further encourages faculty and students to publish their research findings in reputable journals and conferences.	<p>The institution is actively addressing recommendations related to research. Key areas of focus include:</p> <ul style="list-style-type: none"> •Enhancing Research Capacity and Output: The institution is taking steps to improve its research activities, likely aiming to increase both the quantity and quality of recorded research outputs. •Securing External Research Funding: Efforts are being made to broaden the financial support for research projects across the institution indicating a strategic focus on diversifying funding sources. •Expanding Research Engagement and Partnerships: The institution is committed to increasing its research visibility and fostering collaborations, both within the institution and with external partners, leveraging events like the Practical Applied Research Conference as a key tool for this expansion. 	<p>6.1 Increase recorded research outputs.</p> <p>6.2 Garner external funding for research projects across the College.</p> <p>6.3 Expand research outreach both internally and externally, using the Practical Applied Research Conference as a vehicle to enable additional collaboration with Irish and international partners.</p>	<p>Q1 2025</p> <p>Q3 2025</p> <p>Q4 2025</p>

6.1 Increase recorded research outputs.

Status: Complete

Commentary: DBS has continued to record year-on-year growth in research outputs, based on internal research reporting and staff activity data. Increased engagement in the DBS Practical Applied Research Conference (PARC) and the HECA Research Conference has contributed to this, alongside higher levels of research participation from both existing faculty and recent academic appointments. While student research outputs are not formally captured in these figures, student involvement in research dissemination has also increased during this period.

6.2 Garner external funding for research projects across the College.

Status: Complete

Commentary: DBS has actively engaged in two EU research funding collaborations and one Shared Island funding initiative during the reporting



period. While these applications were not successful, participation has strengthened institutional experience in large-scale funding bids, expanded research partnerships, and widened future funding potential. DBS acted as lead institution on the most recent EU funding application, reflecting growing confidence and capability in this area.

- 6.3 Expand research outreach both internally and externally, using the Practical Applied Research Conference as a vehicle to enable additional collaboration with Irish and international partners.

Status: Complete

Commentary: The Practical Applied Research Conference (PARC) continues to run successfully on an annual basis, with contributions from established external partners as well as a wide range of HECA collaborators. DBS staff and students participate actively in the HECA Research Conference each year, with DBS staff playing a central role in organising the event. To date, two of the four HECA Research Conferences have been hosted at DBS, supporting both national and international research engagement.

Recommendation 7

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
7	DBS should review and update the formalised guidance provided to students on applications for ethical approval for placements and on the role of the placement coordinator.	<p>Ethical considerations are embedded in the student's Placement Handbook and marking rubric. Within the Placement Handbook learners are also directed to on-demand learning materials which include a session on Research Ethics.</p> <p>The Placement Coordinator works with a member of the academic team to ensure learner's choice of placements is aligned with achievement of learning outcomes of the module and programme and is therefore appropriate. Ethical considerations form part of this.</p> <p>The Placement Handbook and process was extensively updated during the programme review cycle in the academic year 2024/25. There does remain some variation in discipline areas due to different programme requirements. As of May 2025, the Academic Director for Business, Marketing and Law, and following a substantial programme review body of work in this particular area, has undertaken to convene a Working Group for Placements to ensure this is kept under review and best practice shared across the College.</p>	<p>7.1 The Placement Handbook and process was extensively updated during the programme review cycle in the academic year 2024/25.</p> <p>7.2 The Academic Director for Business, Marketing and Law has undertaken to convene a Working Group for Placements.</p> <p>7.3 The Placement Coordinator works with a member of the academic team to ensure learner's choice of placements is aligned with achievement of learning outcomes and is therefore appropriate, with ethical considerations forming part of this process.</p>	<p>Q1 2025</p> <p>Q2 2025</p> <p>Q2 2025</p>

7.1 The Placement Handbook and process was extensively updated during the programme review cycle in the academic year 2024/25.

Status: In Progress

Commentary: The Placement Handbook and associated processes were comprehensively reviewed and updated as part of the 2024/25 programme review cycle. Updates focused on clarifying guidance for students on ethical approval for placements, strengthening alignment with module and programme learning outcomes, and signposting learners to relevant on-demand resources, including materials on research ethics. While a consistent core framework is now in place, some discipline-specific variation remains to reflect differing professional and regulatory requirements.

Further consolidation and sharing of practice is being addressed through subsequent planned actions, including cross-college review via the proposed Placements Working Group.

- 7.2 The Academic Director for Business, Marketing and Law has undertaken to convene a Working Group for Placements.

Status: Complete

Commentary: The Placements Working Group has been established under the oversight of the Academic Director for Business, Marketing and Law. The group provides structured oversight of placement activity, including ethical considerations, student guidance, and consistency of practice across programmes, and supports ongoing review and sharing of good practice at College level.

- 7.3 The Placement Coordinator works with a member of the academic team to ensure learner's choice of placements is aligned with achievement of learning outcomes and is therefore appropriate, with ethical considerations forming part of this process.

Status: In Progress

Commentary: A Placements Working Group has been convened under the oversight of the Academic Director for Business, Marketing and Law. The group provides a formal forum to review placement policies and practices, with particular attention to ethical approval, student guidance, and consistency of approach across programmes. Its remit includes sharing good practice across discipline areas and ensuring that placement processes remain aligned with programme learning outcomes and quality assurance requirements.

Recommendation 8

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
8	DBS continues to monitor the effective use of GenAI in assessment strategies and provide formalised guidance on GenAI to staff and students with explanations of acceptable and unacceptable uses.	<p>To address the recommendation regarding GenAI usage in assessments, DBS is taking several proactive steps:</p> <ul style="list-style-type: none"> • Continued NAIN Membership: Maintaining participation in the NAIN (National Academic Integrity Network or similar) to stay informed and collaborate on best practices. • Staff Training: Providing training for staff on the effective and ethical use of GenAI tools. • Learner Information: Distributing information to learners on appropriate and inappropriate uses of GenAI. • Ongoing Monitoring: Actively tracking the rapid developments and changes in GenAI to ensure guidance remains up-to-date. <p>The Learning & Teaching Committee has been tasked with updating staff policy on use of GenAI for September 2025.</p>	<p>8.1 Learning Unit to provide regular guidance and training on GenAI</p> <p>8.2 Update guidance to learners on appropriate use of GenAI</p> <p>8.3 Update policies associated with GenAI</p>	<p>Q1 2025 (ongoing)</p> <p>Q3 2025</p> <p>Q3 2025</p>

8.1 Learning Unit to provide regular guidance and training on GenAI

Status: Complete

Commentary: Ongoing support is provided by our Learning Unit, which will, when appropriate, focus on any new AI initiatives or policy changes.

8.2 Update guidance to learners on appropriate use of GenAI

Status: Complete

Commentary: Ongoing communication with learners, including at induction, on the appropriate use of GenAI.

8.3 Update policies associated with GenAI

Status: Complete

Commentary: Our policy on GenAI was published and shared during Q3 of 2025.

Recommendation 9

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
9	DBS ensures that all policies and procedures relating to assessment are: (i) consistent and evident in practice across the institution and (ii) are communicated to and easily accessible by all relevant stakeholders.	<p>We acknowledge inconsistencies and issues within our assessment processes, particularly concerning the timeliness and provision of results and feedback to students, leading to student dissatisfaction and the need for systemic improvements.</p> <p>This encompasses:</p> <ul style="list-style-type: none"> •Delayed results and feedback: Students reported significant delays or lack of entirely. •Inconsistent processes: How results and feedback were handled varied across DBS. •Poor communication: Students were not always clearly informed about assessment deadlines or the reasons for delays. •Impact on students: These issues negatively affected student experience and their ability to progress and learn effectively. 	9.1 Establish working group on feedback to determine best way forward	Q1 2025 (ongoing)
			9.2 Develop clear policies for faculty to assist in helping them meet our requirements	Q3 2025
			9.3 Communicate to both faculty and learners the expectations on all stakeholders	Q3 2025

9.1 Establish working group on feedback to determine best way forward

Status: Complete

Commentary: See 1.1 above

9.2 Develop clear policies for faculty to assist in helping them meet our requirements

Status: Complete

Commentary: To assist faculty in meeting institutional requirements, all policies relating to assessment were comprehensively reviewed during Q2 of 2025. These policies were subsequently updated in the Quality Assurance Handbook, with particular attention paid to improving feedback quality and ensuring strict assessment deadline adherence. These updated policies have been published on the college website for easy access by both



faculty and staff; furthermore, college-wide communication was circulated to the staff and student body to specifically highlight these developments. To ensure the revisions addressed real-world academic challenges, the Student Council was involved in an active consultation process regarding the main issues students encounter, directly informing the final policy refinements.

9.3 Communicate to both faculty and learners the expectations on all stakeholders

Status: Complete

Commentary: See 9.2 above

Recommendation 10

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
10	DBS addresses the gaps in supports provided to students to fully align with the most critical stages of the 'student journey'.	We will enhance our supports in a number of areas, both pre and post arrival with a focus on getting quicker responses to urgent queries addressed in a timely fashion, utilising AI tools where possible and appropriate.	10.1 Implement phase 2 of our SCCM, increasing the knowledge base of FAQs	Q3 2025
			10.2 Enhance support provided to students pre arrival, particularly around accommodation information and onboarding	Q2/3 2025
			10.3 Improve access for Disability and wellbeing queries, creating a quicker direct route to professional support staff, critically in the case of emergency assistance required	Q3 2025

10.1 Implement phase 2 of our SCCM, increasing the knowledge base of FAQs

Status: Complete

Commentary: Phase 2 of our Student Contact Center Management project went live in August 2025.

10.2 Enhance support provided to students pre arrival, particularly around accommodation information and onboarding

Status: Complete

Commentary: A revised induction and onboarding programme was put in place in September 2025 to address this recommendation. Pre arrival accommodation sessions are now provided to all International students, giving advice on accommodation options and first refusal on DBS sourced accommodation. The DBS Student Experience Team also vet and inspect accommodation for any International Students to ensure it is not fraudulent if they cannot inspect themselves. The Disability and Inclusion Officer reaches out to all students who have indicated a disability on their application form pre course commencement, to ensure appropriate supports and documentation are in place.



10.3 Improve access for Disability and wellbeing queries, creating a quicker direct route to professional support staff, critically in the case of emergency assistance required

Status: Complete

Commentary: Faculty and Support Staff have clear instructions, required actions and contact details in the event of a mental health, safety concern, or other student emergency. A number of triggers have been built in the SCCM, where key words (such as suicide ideation) create an alarm which goes to professionally trained staff (Assist-Applied Suicide Intervention Skills Training) to action. Triggers have also been built for disability queries creating an easy to navigate path to the Disability Officer.

Recommendation 11

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
11	DBS continues to engage with both students and faculty staff to ensure that student supports are embedded more effectively into the overall learning experience.	The ASC is actively working to embed student support more effectively into the overall learning experience, with a focus on ongoing engagement with both students and faculty staff. As a result, the following actions are planned for the 2025/26 Academic Year:	11.1 Review, revise, and update the asynchronous induction content on the Student Portal, incorporating input from student feedback sessions and faculty consultations.	Q3 2025
			11.2 Determine the need for late Inductions for January and April intake students based on student needs and faculty observations	Q4 2025
			11.3 Review all student support workshops currently offered by the Student Engagement and Success Unit and the Library, soliciting feedback from both students and faculty to ensure there is no overlap and that there is clarity on workshop availability	Q2/3 2025

11.1 Review, revise, and update the asynchronous induction content on the Student Portal, incorporating input from student feedback sessions and faculty consultations.

Status: Complete

Commentary: The asynchronous content on the student portal has been reviewed, updated and revised and was live ahead of the September 2025 intake.

11.2 Determine the need for late Inductions for January and April intake students based on student needs and faculty observations.

Status: Complete

Commentary: A late induction will take place as a simu-live induction (re-run of the initial induction) on Wednesday of Week 1 of the semester. SESU will facilitate a Tea & Talk session on Zoom on Friday of Week 1 to address any induction-related queries from students. Admissions will have access to the induction folder and recordings to share with any students who fall outside of the late arrivals window.



11.3 Review all student support workshops currently offered by the Student Engagement and Success Unit and the Library, soliciting feedback from both students and faculty to ensure there is no overlap and that there is clarity on workshop availability.

Status: Complete

Commentary: To ensure there is no overlap we have reviewed all workshop content, and also renamed some workshops so it is clear as to their content and purpose. To ensure clarity on workshop availability we have reviewed the booking system on the library website and also streamlined the Academic Writing workshops.

Recommendation 12

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
12	DBS establishes a systematic approach for managing and reporting academic misconduct across the institution that is consistent with national and international best practice.	Establishing a systematic approach for managing and reporting academic misconduct is crucial for Dublin Business School (DBS) to maintain its academic integrity, reputation, and meet national and international standards. As an Irish Higher Education Institution (HEI), DBS must align its practices with guidelines from Quality and Qualifications Ireland (QQI) and draw upon international best practices.	12.1 Review existing policies to develop a Robust Framework & Proactive Education that establishes a clear, comprehensive Academic Misconduct Policy aligned with QQI standards and international best practices.	Q2/3 2025
			12.2 Implement proactive educational strategies for both students (induction, embedded skills, AI use guidelines) and staff (training on detection, policy, and designing fair assessments) to prevent misconduct and foster a culture of integrity.	Q3 2025
			12.3 Ensure Systematic Oversight & Continuous Improvement: Maintain centralized, secure record-keeping of all cases (GDPR compliant) to enable internal reporting to academic governance bodies. Use this data to analyze trends, identify areas for improvement, and periodically review and update the policy and procedures, ensuring ongoing effectiveness and alignment with national requirements (e.g., QQI reporting) and best practices.	Q4 2025 (ongoing)

12.1 Review existing policies to develop a Robust Framework & Proactive Education that establishes a clear, comprehensive Academic Misconduct Policy aligned with QQI standards and international best practices.

Status: Complete

Commentary: All policies were reviewed throughout 2025, and reported up to our board via our Audit & Risk Committee. Alongside this process included the Academic Misconduct Policy, which upon review, is now made up of two other policies, relating to Academic Impropriety and a separate disciplinary policy.



- 12.2 Implement proactive educational strategies for both students (induction, embedded skills, AI use guidelines) and staff (training on detection, policy, and designing fair assessments) to prevent misconduct and foster a culture of integrity.

Status: Complete

Commentary: Updated student induction to include a renewed focus on the appropriate use of GenAI. Separately, our Learning Unit delivers regular training sessions on Assessment creation, grading, and use of GenAI.

- 12.3 Ensure Systematic Oversight & Continuous Improvement:

Maintain centralized, secure record-keeping of all cases (GDPR compliant) to enable internal reporting to academic governance bodies.

Use this data to analyze trends, identify areas for improvement, and periodically review and update the policy and procedures, ensuring ongoing effectiveness and alignment with national requirements (e.g., QQI reporting) and best practices.

Status: In progress

Commentary: While we believe that we are well advanced with this recommendation, we want to be in a position to provide evidential assurance before closing.

Recommendation 13

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
13	DBS further reviews the Complaints Policy with the aim of removing redundant and/or duplicated material as appropriate.	As part of another internal audit, post MRV, we have reviewed our complaints policy. Separately, as part of our application to QQI to achieve an extension of scope to deliver fully online, we have also reviewed our QAH in its entirety, including the complaints policy. This will be kept under periodic review.	13.1 Review our complaints policy as per recommendation	Q1 2025
			13.2 Follow up review to ensure efficient operation of policy	Q4 2025 (ongoing)

13.1 Review our complaints policy as per recommendation

Status: Complete

Commentary: Policy reviewed during 2025 and approved at Academic Board.

13.2 Follow up review to ensure efficient operation of policy

Status: Complete

Commentary: Following a small number of uses, the policy was deemed to be effective. We will keep it under review on a cyclical basis to ensure we are fit for purpose.

Recommendation 14

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
14	DBS further develops its QA system by including specific and measurable quality indicators that are informed by quantitative and qualitative data. This information should be tracked and monitored consistently in line with DBS's strategic priorities to identify gaps and inform both reporting and continuous improvement activities.	This is a significant opportunity for DBS to build upon its existing strengths, including its student-centered culture and commitment to continuous improvement, as highlighted in the QQI CINNTE report. By systematically integrating data-informed insights into its QA framework, DBS can ensure its educational offerings remain responsive, relevant, and of the highest calibre.	14.1 Record and track the following student KPIs: Retention rate, progression rate, student satisfaction score (NPS)	Q1 2025
			14.2 Record and track the following; Research output, staff participation in research activities	Q2 2025
			14.3 Analysis of themes and recommendations from external examiner reports and peer review processes.	Q3 2025

14.1 Record and track the following student KPIs: Retention rate, progression rate, student satisfaction score (NPS)

Status: Complete

Commentary: These metrics are recorded either annually or quarterly, and presented to our Academic Board and Governance Board at regular intervals.

14.2 Record and track the following; Research output, staff participation in research activities

Status: Complete

Commentary: Our Practice Research Coordinator (PRC) manages this task throughout the year and data is available to support this. The PRC solicits input from faculty through various channels and at regular intervals to ensure an up to date record is maintained.

14.3 Analysis of themes and recommendations from external examiner reports and peer review processes.

Status: Complete

Commentary: The overall academic review confirms a strong quality foundation, particularly in the professional conduct of Exam Boards and the successful use of real-world, practical assignments. However, future efforts must urgently address the need for greater clarity and consistency in marking, which requires providing more detailed feedback and using clear, standardized grading rubrics. The other critical focus areas are quickly updating assessment methods to counter Generative AI threats by shifting to in-person and practical formats, and streamlining administrative processes for timely and organized documentation submission.

Recommendation 15

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
15	DBS ensures that its QA processes are mindful and cognisant of Equality, Diversity and Inclusion policy to ensure continued equitable treatment of students and staff, as well as inclusive learning and working environments.	By taking the following actions, we hope to demonstrate our commitment to embedding EDI mindfulness across our operations, fostering an inclusive learning and working environment for all students and staff directly addressing the panel's valuable guidance.	15.1 Explicitly integrate Equality, Diversity, and Inclusion (EDI) considerations and impact assessments into all QA review processes where practical, including programme reviews.	Q3 2025 (ongoing)
			15.2 Integrate Universal Design into new DBS website, and all learning resources and materials	Q1 2026
			15.3 Implement actions of AthenaSwan Bronze Award (awarded in Dec 2024)	Q2 2025 (ongoing)

15.1 Explicitly integrate Equality, Diversity, and Inclusion (EDI) considerations and impact assessments into all QA review processes where practical, including programme reviews.

Status: Complete

Commentary: This is covered in section 6.11 of programme documents. We also have an active EDI policy and a number of initiatives in place, including the Sunflower Hidden Disabilities initiative and a new Accessibility Policy that was implemented in June 2025.



15.2 Integrate Universal Design into new DBS website, and all learning resources and materials

Status: In progress

Commentary: We expect our website to be live later this year due to a delay with competing projects.

15.3 Implement actions of AthenaSwan Bronze Award (awarded in Dec 2024)

Status: Complete

Commentary: All actions that are due for implementation within the current timeframe have been completed. The accreditation with AthenaSwan requires constant implementation of these actions.

Recommendation 16

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
16	The Academic Board ensures that the Programme Board Reports template is adopted consistently and systematically across all programmes and that actions are followed up on as appropriate within an agreed reporting period.	A single agenda item will be brought to the July Academic Board with this recommendation	16.1 Raise at Academic Board for roll out post July 2025	Q3 2025
			16.2 Review for operational consistency	Q1 2026

16.1 Raise at Academic Board for roll out post July 2025

Status: Complete

Commentary: This was brought to our December 2025 Academic Board where it was approved.

16.2 Review for operational consistency

Status: In progress

Commentary: The plan is to allow some time since the December Academic Board before reviewing. The first review is due to be carried out towards the end of Q1 2026.

Recommendation 17

No.	Recommendation	Commentary	Planned Actions	Planned Completion Date
17	DBS moves forward to implement a periodic review cycle for professional support services (i.e., non-academic supports).	<p>Following from the initial creation and cataloging of our Standard Operating Procedures, we have now entered the review phase for the majority of those SOPs and Policies.</p> <p>In addition, extra support services are being introduced during 2025 utilising AI to enhance response times and accuracy of information.</p>	17.1 SOP and Policy review	Q2 2025
			17.2 Implement phase 2 of our Student Contact Centre Management project	Q3 2025

17.1 SOP and Policy review

Status: Complete

Commentary: All SOPs and Policies were reviewed during 2025, and are due for review again in two years.

17.2 Implement phase 2 of our Student Contact Centre Management project

Status: Complete

Commentary: This is now live since August 2025.