Cinnte Self Evaluation Report

October 2026

International School of Business, Dublin

INTERNATIONAL SCHOOL OF BUSINESS

Foreword

> The CINNTE process has provided an important opportunity to examine current practice, identify areas for enhancement and establish a practical programme of improvement.

The publication of this Self-Evaluation Report marks another quality milestone in the 17-year history of the International School of Business, Dublin (ISB). As founder and Director, it gives me great pleasure to have completed this institutional review in the same semester in which ISB has moved to its long-awaited new premises.

While I have been centrally involved in authoring this report, it has been a collective effort. I would like to acknowledge the contribution of the Management Committee, a cross-section of faculty, Student Council members and recent alumni, and representatives of partner institutions in Germany, France, Denmark and Spain.

Having worked closely with the other members of the review team and participated directly in the primary research process with our partner institutions, I endorse the contents and methodology of this report and confirm that, to the best of my knowledge, it accurately reflects the self-evaluation undertaken.

The notion of "scale and scope" was central to our approach to this SER. Compared with larger providers, ISB is a small specialist provider focused on semester-abroad education and special-purpose awards. A project of this nature places significant demands on institutional resources and relies heavily on the commitment of staff and stakeholders. Nevertheless, the CINNTE process has provided an important opportunity to examine current practice, identify areas for enhancement and establish a practical programme of improvement.

Francis Kelly
Director

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Glossary / Abbreviations

AB	Academic Board
ABM	Academic Board Meeting
AD	Academic Director
AQR	Annual Quality Review
ASR	Annual Subject Review
ATP	Access, Transfer & Progression
BIL/IB	Business for International Learners Programme Title
CR	Class Representative
DMM	Digital Marketing & Media Programme Title
EBM	Exam Board Meeting
EE	External Examiner
ICT	Information and Communication Technology
MTI	Management Think-In
QAER	Quality Assurance Enhancement Report
QIP	Quality Improvement Plan
RPL	Recognition of Prior Learning
S&E	Social & Economic Aspects of Ireland Programme Module
SC	Student Council
SCM	Student Council Meeting
SER	Self Evaluation Report
SM	Sales & Management Programme Title
TLA	Teaching, Learning & Assessment

Section 1
Introduction

Introduction

This Self-Evaluation Report (SER) has been developed by the International School of Business Dublin (hereafter ISB) in line with Quality and Qualifications Ireland's (QQI) CINNTE process for the institutional review of Irish higher education providers. The purpose of this report is to evaluate the effectiveness of ISB's existing quality assurance (QA) policies, procedures and operational practices, which relate to the quality of its programmes, teaching and learning, student experience and wider learning environment.

ISB welcomes the opportunity afforded by this in-depth and enhancement-focused process. Established in June 2009 as a private higher education provider, ISB has developed a distinctive educational offering focused on semester-abroad programmes, combining certified business courses, English language support and social and cultural activities for students from European and American partner institutions. This international and partnership-based mission is central to ISB's identity and informs its approach to academic provision, student support and quality enhancement.

ISB recognises institutional review as an important opportunity to systematically examine its performance, identify its strengths and evaluate areas requiring further development and enhancement. The process provides a valuable framework for reflecting on the effectiveness of ISB's governance arrangements, quality assurance systems, academic provision, learning environment and stakeholder engagement. It also enables ISB to consider how effectively its policies and procedures operate in practice and the extent to which they support the achievement of its mission and strategic objectives.

A comprehensive evaluation of a higher education provider requires meaningful engagement with its stakeholders, including learners, academic and administrative staff, management, academic governance bodies, partner institutions and other relevant external stakeholders. In preparing this report, ISB has sought to draw on the perspectives, experiences and feedback of these groups, recognising their important contribution to the ongoing monitoring, evaluation and enhancement of the quality of ISB's activities.

The self-evaluation process has involved the review and critical reflection upon relevant policies, procedures, documentation, institutional practices and available evidence relating to ISB's academic and operational activities. It has incorporated both quantitative and qualitative information, where available, alongside formal and informal feedback mechanisms. Particular attention has been given to the effectiveness of existing quality assurance arrangements, the consistency of their implementation, the identification of areas for improvement and the extent to which enhancement activities produce demonstrable outcomes and impact.

ISB acknowledges that quality assurance is an ongoing and collective responsibility. The preparation of this SER has therefore provided an opportunity for ISB to reflect critically on its current practices, consider the views of its stakeholders and identify priorities for further development. It is intended not only to demonstrate ISB's commitment to maintaining academic standards and supporting a positive student experience, but also to establish a foundation for continued quality enhancement and the sustainable development of the institution.

> ISB Dublin hereby presents this report on its institutional self-evaluation, encompassing its governance, academic activities, quality assurance arrangements, teaching and learning environment, stakeholder engagement and processes for ongoing monitoring, evaluation and enhancement.

SER Process & Methodology

The graphic on the following page maps the process and direction of the self-evaluation. The overall methodology was developed at a CINNTE Management Think-In in June 2026 and was informed by the following principles:

1 The SER should adopt a reflective and enhancement-focused tone, examining policies and practices critically and identifying opportunities for improvement through constructive external challenge.

2 The SER should not be a descriptive re-statement of the approved QAM. It should be a reflective and critical document that can also serve as a practical management tool by identifying actionable observations and enhancement priorities.

3 The process and resulting document should be proportionate to the scale and scope of the institution.

4 The fundamentals of the research methodology should be based around:

Desk Research

Internal and external literature review

Primary Research

Management, faculty, students & stakeholders

CINNTE 2026 self-evaluation roadmap

A proportionate, evidence-led approach aligned with the four Terms of Reference objectives

1 Preparation

5 June 2026

- Confirm Terms of Reference
- Review QQI requirements
- Issue notifications
- Confirm commencement letter

2 Set-up

June 2026

- Agree governance structure
- Assign roles and responsibilities
- Confirm project plan
- Set research methodology

3 Research

July/August 2026

- Policies, manuals and memos
- Reports and minutes
- Evidence inventory
- Literature and sector review
- QQI directions

4 Consultation

September–October 2026

Multiple routes to representative input

Faculty

Notice + open submissions
1:1s + focus group

Learners

Anonymous learner survey
2 focus groups + validation

Management

QA review + QQI liaison
Project management

Partners

Notification + short survey
Targeted interviews

5 SER

5 October 2026

- Analyse evidence
- Test all 4 ToR objectives
- Agree strengths, gaps and actions
- Approve and submit

Continuous coordination | Project management | Evidence log | Monthly QQI check-ins | Governance oversight | Decision record

Section 2
Provider Profile

2.1 ISB Mission, Vision and Strategic Goals

International School of Business (ISB) was established in June 2009 as a private limited company and welcomed its first students in January 2010. It operates as a specialist provider of semester-abroad education, offering certified business courses with English-language support and social and cultural activities to learners from European and American partner institutions.

2009	4	8–12	100–150
Established as a private limited company	Full-time staff	Part-time lecturers (approx.)	International learners each semester (approx.)

Profile & Ethos

ISB operates with four full-time staff and approximately 8–12 part-time lecturers. Its international learner population of approximately 100–150 is refreshed each semester and primarily comprises learners from mainland Europe and the United States. A minority of these learners are enrolled on QQI programmes.

Small class sizes and a high level of interaction between learners and lecturers place the learner experience at the centre of teaching and learning.

The College provides cultural and educational activities that complement the formal curriculum, including study visits, guest speakers, social activities and educational excursions.

Learner participation is supported through an active Student Council and class-representative system, which meets formally twice per semester.

A pastoral approach to learner welfare forms part of the College's support model. A 24-hour emergency contact service is operated by full-time staff throughout the semester, supported by close working relationships with sending institutions and arrangements for academic support and reasonable accommodations.

ISB operates on a business-to-business model with a network of European and American higher-education partner institutions with which it has memoranda of understanding.

Faculty

Most lecturers are contracted on a part-time basis. Their professional and educational experience in other academic and business settings contributes current subject and industry perspectives to ISB's programmes.

Principles

The principles underpinning ISB's educational approach include learner empowerment, equality and inclusion, tolerance and celebration of diversity, learning to learn, and ethical partnerships.

Mission Statement

> ISB aims to provide international learners with the cultural and professional knowledge, skills and competencies necessary for careers in the global marketplace. It seeks to support the personal and professional development of learners through its academic programmes and cultural activities.

Strategic Aims and Objectives

ISB's programmes seek to address skills gaps by combining academic rigour with development of the core skills required by national and international employers. Delivery in a multicultural context is intended to reflect the realities of the global marketplace. A full list of specific objectives is available here.

2.2 Governance and Management Structure

Figure 1

Governance and management structure

Two parallel bodies provide coordinated institutional and academic oversight

Management Committee

Institutional operations, resources and strategy

Membership

- Director
- Academic Director
- Head of Communications
- Head of Programmes

Core remit

- HR
- Learner services
- Examinations
- Finance
- Facilities
- Recruitment

Academic Board

Academic quality, standards and enhancement

Membership

- External Chair
- Three Management Committee members
- Four faculty representatives

Core remit

- Student Council
- Examinations Board
- External Examiner
- Faculty
- Programme Boards
- Revalidation

Given the size of the institution, ISB has a relatively compact governance structure. The Management Committee comprises the four full-time members of staff: the Director, Academic Director, Head of Communications and Head of Programmes. It oversees non-academic areas including HR, finance, learner services, facilities, examinations and recruitment. The Management Committee meets

regularly to address operational matters and delegates larger medium- and long-term matters to the biannual Management Think-Ins (MTIs).

The Academic Board comprises three members of the Management Committee, excluding the Director, four faculty representatives and an external Chair. Its remit includes oversight of the Student Council, faculty matters, the Examinations Board, Programme Boards, the External Examiner and programme revalidation.

2.3 Quality Assurance at ISB

The purpose of ISB's quality-assurance arrangements is to support the learning experience of learners and meet the requirements of relevant stakeholders, including awarding bodies, regulators, faculty, learners and partner institutions.

ISB operates an ongoing process of monitoring and enhancement of the quality of its educational provision.

ISB's quality-assurance approach recognises that systems and controls alone do not guarantee quality; quality is also supported by professional commitment and collective responsibility. Quality assurance therefore extends across all levels of the organisation and includes:

- Organisational structures and the work / learning environment
- Teaching, learning and assessment of learners
- Staff appraisal and development
- Planning, monitoring / reviewing and developing of programmes
- Learner focused procedures
- Evaluation and monitoring processes
- Physical and virtual learning environment

2.4 Lecturing Staff

ISB invests time and resources in selecting, inducting and developing faculty. Teaching staff are expected to hold appropriate academic and professional qualifications, demonstrate subject expertise and teaching ability, and understand the needs of a culturally diverse learner population. Relevant professional experience is also expected. Faculty may teach several modules across ISB's three accredited QQI special-purpose programmes. With the exception of the four members of the Management Committee, lecturers are part-time and are generally contracted for one semester at a time. Many continue with ISB across successive semesters and, in some cases, over several years, contributing to continuity and low turnover.

2.5 Student Profile and Enrolment

Learners attending ISB are required to have a B2+ level of English and to have completed two semesters in a related discipline. Most are recruited through European or American partner institutions and are typically in the second or third year of their undergraduate studies. ISB offers a semester-abroad experience combining academic study and cultural activities. Successful learners obtain a 30 ECTS QQI-validated Certificate in one of the following special-purpose programmes:

- Business for International Learners
- Sales & Management
- Digital Marketing & Management

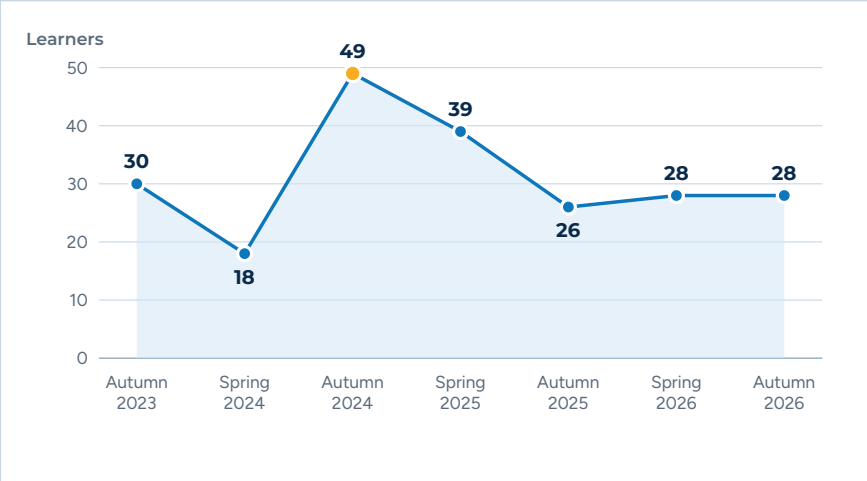
The majority of students stay for one semester but there is a growing number that stay for two semesters and obtain two Certificates.

Enrolment varies from semester to semester as indicated by the graph below:

Figure 2

Semester enrolment

Sample intakes reported in the Self-Evaluation Report



49
Peak intake

28
Most recent sample

7
Semesters shown

A variable intake profile reinforces the need for responsive capacity planning.

Section 3
Self Evaluation

3.1 Objective 1: Governance & Quality Management

The policies and procedures relating to Governance and Quality Management are set out throughout the quality assurance Manual 2020 (Version 2.1), available here.

3.1.1 Mission & Strategy

ISB's mission is to provide international learners with a high-quality, academically rigorous and practically relevant business education that prepares them for the global workplace. Its educational model combines academic learning with cultural immersion, industry engagement and pastoral support. The strategy also emphasises continuous quality improvement, relevant programmes, staff development and active engagement with partner institutions and employers.

The mission has remained consistent since ISB's establishment and continues to reflect the College's distinctive position as a small, specialist and multicultural provider. Available learner and institutional feedback indicates that the combination of academic, professional and cultural elements remains highly valued. The compact scale of the College supports close relationships, prompt communication and a learner experience that is difficult to replicate in a larger institution.

The SER revealed that while the consistency of the mission is a strength, the link between mission, strategic priorities and measurable outcomes should be made more explicit. A concise strategic plan should identify time-bound priorities, responsible owners and a small set of indicators covering academic quality, the learner experience, partnerships, staff capability and organisational sustainability. Annual reviews of those priorities would provide clearer evidence that the mission informs decisions and that strategic actions have the intended impact.

3.1.2 Governance & Management Structures

ISB's governance and quality-assurance framework distributes responsibility across the Management Committee, Academic Board, Programme Boards, Examinations Board, Student Council, faculty and external stakeholders. The Management Committee provides strategic and resource oversight; the Academic Board safeguards academic quality and standards; Programme Boards monitor programme and module performance; and the Examinations Board has formal responsibility for assessment outcomes. Learners, faculty, partner institutions and external examiners contribute evidence and independent perspectives to these structures and other ad-hoc committees may be formed on a needs basis, such as the Academic Integrity Committee.

This layered model is proportionate to ISB's scale and connects quality assurance with institutional decision-making. The College's small size enables issues to be identified and escalated quickly, and the regular involvement of senior academic and operational staff supports coordinated action. The participation of an external Academic Board Chair, external examiners and adjunct faculty working in industry provides a valuable external perspective and helps guard against an entirely inward-looking approach.

The principal weakness is not the allocation of responsibilities but the visibility of the full decision-and-follow-up cycle. Minutes and reports record discussion and decisions, but actions, owners, deadlines, completion status and evaluation of impact are not consistently consolidated. Concentration of knowledge and responsibility among a small number of senior staff also creates continuity and key-person risk. A central QA action and improvement log, supported by clear committee reporting and documented delegation and succession arrangements, would make accountability and institutional learning easier to demonstrate.

3.1.3 QA Policy & Procedural Documentation

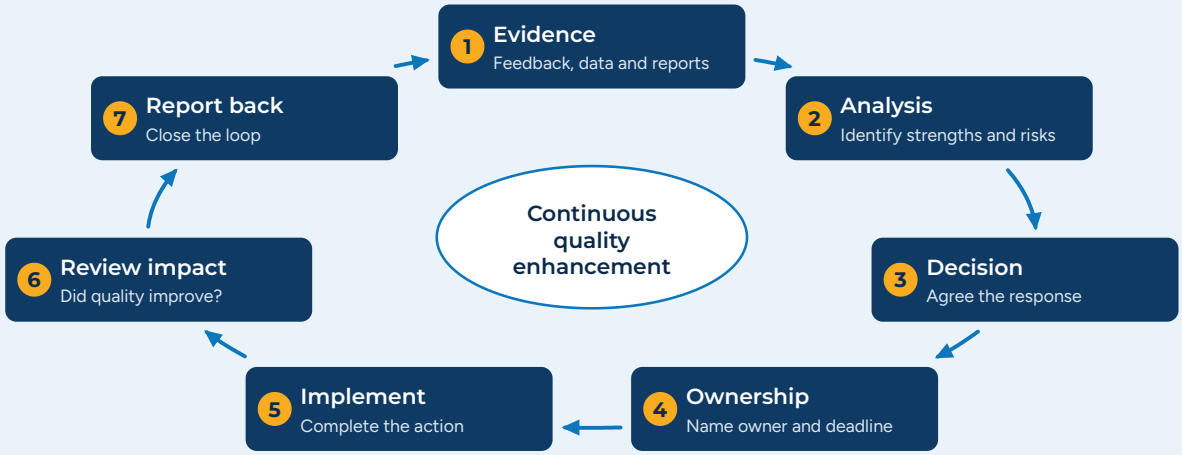
The QAM, linked here, presents quality as a shared institutional responsibility and provides the principal framework for monitoring, review and enhancement.

Its mechanisms include learner and staff feedback, Student Council, annual subject and programme review, assessment analysis, external-examiner input, Academic Board and Examinations Board oversight, the Annual Academic Report, regulatory review and periodic programme and institutional evaluation.

Figure 3

Quality assurance and enhancement cycle

A consistent seven-stage process turns evidence into demonstrable improvement



These mechanisms provide frequent opportunities to identify strengths, risks and improvement needs. In practice, ISB benefits from a comparatively tight feedback loop: its compact scale and long-serving staff allow issues to move quickly from learner, faculty or external feedback to academic and management discussion. The Annual Academic Report brings together evidence from programme delivery and provides an important institutional overview.

As the QAM was approved in 2020, it no longer describes every aspect of current practice. The former Quality Assurance and Enhancement Review is not now undertaken systematically following changes in QQI requirements, while newer practices and responsibilities are dispersed across operational documents. The QAM should therefore be updated to identify the current review cycle, document how policies are approved and controlled, and show how recommendations are assigned, implemented, reviewed for impact and communicated to stakeholders. A proportionate annual review of QA effectiveness would complement programme-level monitoring and provide an integrated view of how well the overall system is working. This could be further enhanced if conducted in conjunction with an external body, peer or individual QA expert.

Feedback gathered through the CINNTE process indicates that both learners and faculty value their involvement in quality-assurance activities. Faculty representatives contribute through the Academic Board, while learners contribute through the Student Council and related feedback mechanisms.

3.1.4 Staff Recruitment, Management & Development

ISB uses competency-based recruitment and carefully considers subject expertise, academic and teaching ability, relevant industry experience and interpersonal skills. As part of the recruitment process, candidates are required to deliver a sample class. New staff complete an induction covering the College's ethos, academic procedures, quality responsibilities,

assessment, learning outcomes and technology. Annual appraisal, classroom observation for new lecturers and agreed development planning form the core of the staff-review process.

The emphasis on professional and industry experience is closely aligned with ISB's applied business mission. Adjunct faculty bring current practice and professional networks into the classroom, while the small faculty group supports direct communication and collaborative problem-solving. The QAM also commits the College to regular staff-development activity and encourages scholarly, professional and programme-development work.

The largely part-time faculty model nevertheless presents risks relating to continuity, engagement, retention and academic integration. Evidence that appraisal, observation and professional development occur should be supplemented by proof of their effect on teaching and learner outcomes (for example in end of semester student evaluations). ISB should strive to have consistent expectations for continuing professional development and periodic teaching observation, maintain proportionate records of participation and follow-up, and review whether workload, communication and succession arrangements adequately support part-time staff.

Faculty described ISB's principal strength as its small-scale, personalised and supportive model. Induction, onboarding and the interview process were viewed positively, while small classes were seen as enabling staff to know learners well and respond quickly when difficulties arise. The new building, digital attendance system, consistent academic calendar, 24-hour emergency support and low level of grade appeals were also identified as positive features. The Annual Subject Review is also highly regarded by staff. Overall, the faculty evidence suggests that ISB's quality culture is experienced as dependable and supportive, but is not always visible as a formal system. The enhancement task is therefore to codify and communicate effective practice without weakening the flexibility and personal responsiveness that staff value.

3.1.5 Programme Processes

Programme quality is managed through a cycle of annual monitoring, programme review, enhancement and five-yearly revalidation. Evidence includes learner and staff feedback, assessment results, external-examiner reports, enrolment, retention and completion information, stakeholder feedback and annual subject reviews. The Annual Academic Report brings these sources together, while the Academic Board considers proposed programme and policy changes.

The annual programme-review process examines programme content, assessment, learner feedback, examination performance and staff development and can generate an action plan and minor changes, subject to the appropriate approval and notification requirements. Proposals for new programmes must demonstrate alignment with ISB's mission, QQI requirements, labour-market and partner needs, intended learning outcomes, staffing, resources, assessment, financial viability and risk. Periodic revalidation adds independent external review to the accumulated annual evidence.

The framework is comprehensive and proportionate, and external examining provides an important safeguard for academic standards. However, the documentation is stronger on the existence of review processes than on the completion and impact of resulting actions. Programme monitoring would be strengthened by consistent action tracking, clearer use of trend data and risk indicators, and proportionate external benchmarking. The institutional review cycle should also make clear what has replaced the former QAER and how programme-level findings are synthesised into strategic decisions.

3.1.6 Information & Data Management

ISB's ICT, acceptable-use and data-protection arrangements provide a framework for the secure and appropriate use of institutional information and technology. Staff and learner access is controlled through designated systems and passwords; physical records are secured; electronic records are backed up; and personal data is processed in accordance with the principles of lawfulness, transparency, purpose limitation, data minimisation, accuracy, storage limitation, integrity, confidentiality and accountability.

Responsibility is shared across staff, with management retaining overall accountability and the Head of Communications is the designated lead supporting data-protection compliance. The QAM addresses access, data sharing, security, accuracy, storage, breaches, secure disposal and retention. These

provisions establish the essential components of a proportionate information-governance framework for a small provider.

Some of the documentary provisions reflect the systems and premises in use when the QAM was approved and do not fully describe the current digital environment. ISB should maintain an up-to-date inventory of its principal systems, data owners, access permissions, information flows, backup and recovery arrangements and retention requirements. Ongoing assurance should include periodic access review, staff training, breach and incident procedures, cybersecurity risk assessment and testing of business-continuity arrangements. Retention periods should be supported by a documented rationale and monitored in practice.

3.1.7 Public Information and Communication

ISB communicates with learners, staff, partner institutions, employers, professional bodies, prospective learners and the public through the QAM, academic calendar, Student and Staff Handbooks, Moodle, its website, partner materials, onsite visits and social-media channels. The Student Handbook provides information on programmes, assessment, academic integrity, complaints and appeals, technology, emergencies and learner support, while induction and direct contact reinforce the published material.

Accessibility and responsiveness are notable strengths. The College's small scale supports direct communication between learners, lecturers and management, and formal channels are complemented by regular day-to-day contact and staff participation in academic, social and extracurricular activities. Partner relationships provide a further route for communicating expectations and resolving issues affecting visiting learners. These relationships are further strengthened by onsite campus visits by ISB management.

The range of channels is extensive, but responsibility for checking accuracy, currency, accessibility and consistency should be more explicit. ISB should maintain a simple publication and communications schedule identifying the owner, audience and review date for key information. Feedback and usage evidence should be used to test whether communications are understood, timely and accessible, and the College should record how stakeholder input has led to changes and how those changes have been reported back.

3.1.8 Third Party Arrangements

ISB has not entered into third-party arrangements for the delivery of its programmes in Ireland or abroad. Academic delivery, assessment and quality-assurance responsibilities therefore remain under the direct control of the College and its established governance structures.

This position should be confirmed periodically and recorded within the institutional risk and governance cycle. ISB should also continue to apply proportionate due diligence, written agreements, clear allocation of responsibilities and periodic review to its relationships with partner institutions and other external bodies, while distinguishing those relationships from delegated or third-party programme delivery.

Conclusions

ISB has a coherent and proportionate governance and quality-management system in keeping with a small, specialist provider. Its principal strengths are a clear and enduring mission, close integration of academic and operational decision-making, accessible leadership, frequent stakeholder input, strong external academic perspectives and a quality culture supported by experienced staff. The compact scale of the institution allows issues to be identified and addressed quickly.

The main enhancement requirement is to make the effectiveness of the system as visible as its structures and processes. The QAM and related documentation should be brought fully into line with current practice, and evidence should show a consistent route from information and feedback to analysis, decision, assigned action, implementation, review of impact and communication back to stakeholders. More explicit action tracking, strategic indicators, current digital and data controls and continuity arrangements would reduce key-person dependency and strengthen institutional assurance.

Proposed enhancement actions are outlined in Section 4.4.

3.2 Objective 2: Access, Transfer & Progression

Introduction

The full suite of policies relating to Access, Transfer and Progression as documented in Chapter 15 of the Quality Assurance Manual 2020 (Version 2.1) can be accessed here.

Enrolment at ISB follows a Business to Business model with almost 100% of learners coming directly from partner institutions that have signed a Memorandum of Understanding with ISB. (for list of partners – see repository). Traditionally, all students came for a single, 30 credit semester but more recently a growing cohort have enrolled in a second 30 credit semester.

3.2.1 Admission Policies & Procedures

Section 15 "Learner Access Transfer & Progression" of the ISB quality assurance manual details the pathways and arrangements by which learners enter and exit their semester with ISB. The policies have been designed in accordance with the agreements between ISB and its partner institutions to ensure ease and fairness of Access, Transfer and Progression for learners. The policies cover direct, indirect and late applications (including entry criteria), registration, RPL, credits, certification and their transfer.

3.2.2 Pathways

A recent review undertaken as part of the CINNTE process found that these policies have changed relatively little since ISB's establishment. Partner feedback indicates that the alignment between ISB programmes and partner provision, together with the support provided to learners during mobility, is valued. Management also found the pathway arrangements to be straightforward, supported by established partner relationships and regular communication. Although some operational inefficiencies arise where partner processes differ, these do not appear to have materially affected learners: 86% of respondents reported that credit transfer was "completely seamless".

86% of respondents reported that credit transfer was "completely seamless"

3.2.3 Recognition of Prior Learning

For Recognition of Prior Learning (RPL), ISB currently recognises prior certified learning, skills or competencies acquired through third-level academic coursework. A learner may therefore receive an exemption from some programme or module requirements, while non-certified prior learning is not currently recognised.

Procedures within the English-language department that facilitate fast-tracking for learners with exceptional English-language levels should be formally recorded and incorporated into the relevant procedures.

3.2.4 Provision of Learner Information

ISB provides information to learners through a range of channels, including presentations at partner institutions, semester handbooks, general, academic and AI induction, Student Council, noticeboards, the virtual learning environment and the website. Learner feedback for the CINNTE review was positive overall, while also identifying information gaps for future semesters see "Information gaps" in the relevant section of the QIP table in 4.4 below. Faculty noted opportunities to reduce reliance on e-mail, strengthen the presentation of the College's distinctive offering through digital channels, and make greater use of Moodle as a communication platform.

3.2.5 Mobility and Sector Collaboration

ISB's long-standing relationships with agencies such as QQI and its structured partnerships with partner institutions support learner mobility and sectoral engagement. The use of ECTS within the national framework supports the recognition and transfer of learning across institutions and borders. Partner and

learner feedback nevertheless indicates an opportunity to strengthen industry-related elements such as guest speakers, study visits and live briefs.

Further evaluation of these policies by management, students, faculty and partners generated the following observations:

- Section 15 of the QAM should include a reference to the Academic Accommodations Policy (Section 11).
- Section 15 of QAM would benefit from inclusion of/reference to the existing Diversity and Inclusion policy. (Section 18, QAM)
- Partner institutions and learners provided positive feedback on the professionalism, reliability, flexibility and responsiveness of ISB's relationships and support arrangements. Particular strengths identified were direct communication, personal contact, prompt problem-solving and care for incoming learners.
- Streamlined registration processes and new software have improved efficiency and were positively received by applicants.
- Faculty noted that the minimum language-entry requirement remains appropriate but would benefit from a clearer distinction between B2 and B2+.
- The Access, Transfer and Progression arrangements are clear and workable, but the QAM should reference the Repeat Examinations policy to reduce requests for repeat examinations outside the published academic calendar.
- The review identified a need for greater consistency in the language-proficiency tests and scoring systems accepted for entry, including clear identification of tests that are not accepted.

Overall, the review found the Access, Transfer and Progression arrangements to be generally effective. The identified issues are primarily opportunities to update documentation, clarify specific requirements and formalise existing practices. These enhancements were not all possible within the CINNTE SER timeframe and have therefore been included in Section 4.4.

3.3 Objective 3: Teaching, Learning & Assessment

> You can access the full suite of policies relating to Teaching, Learning and Assessment as documented in Chapters 4–14 of the quality assurance Manual 2020 (Version 2.1) *here*.

3.3.1 Learning Environment

ISB's Teaching and Learning Strategy is built around the College's compact scale, small class groups and multicultural learner population. It defines a safe but demanding learning community in which learners and lecturers are expected to be challenged, supported and mutually respected. Its seven objectives emphasise student-centred and lifelong learning; creativity in curriculum design and delivery; integration of theory and practice; multicultural learning; a supportive teaching environment; the quality of the physical, digital and social learning environment; and continuing quality assurance of teaching and learning.

Teaching is predominantly face-to-face and is supported by Moodle as ISB's virtual learning environment. Delivery methods include conventional classes, problem-and inquiry-based learning, individual and group work, research and project supervision, role-play, workshops, guest speakers, field trips, live cases and industry-related projects. This combination is particularly appropriate to ISB's semester-abroad model: while learners achieve the programme learning outcomes they also learn and develop through exposure to Irish business, culture and a genuinely international classroom. The strong industry and higher-education experience of adjunct faculty supports the practical application of academic theory.

The quality of teaching is supported through defined recruitment criteria, staff induction, classroom and peer observation, annual subject review, appraisal and staff development. The learning environment is monitored through Student Council meetings, end-of-semester evaluations, weekly management meetings, annual subject reviews, peer review, lecturer observations, strategic management review. The physical environment is monitored through regular health-and-safety checks. ISB moved to new premises at Parnell Square in August 2026. The new setting now needs to be fully documented in the QAM, including the teaching rooms, learning technology, Moodle access, study and collaborative spaces, learner common areas, accessibility and safety arrangements.

The model is strongly aligned with ISB's mission and learner profile. Small classes allow lecturers to know learners individually, adapt delivery and provide prompt support. The integration of live business problems, group projects, guest expertise and cultural activity is a distinctive strength because it connects programme learning outcomes with the wider purpose of an international semester. Multiple channels exist through which learners, faculty, management and the external examiner can identify issues and suggest improvements.

Faculty and partner consultation broadly supports this evaluation. Faculty described small classes, personalised support, the new premises, the digital attendance system, simpler (digital) "all-in-one" exams administration documentation and a collegiate teaching culture as significant strengths. They also valued the Annual Subject Review process and the scope to adapt teaching and assessment to learner needs. Partner institutions likewise praised the academic quality of provision, individual lecturer support, the international classroom and the alignment of ISB programmes with their own provision. Both groups nevertheless identified a need for clearer communication structures, more consistent Moodle use and deeper academic and industry collaboration through guest teaching, staff exchange, joint projects and specialist content. A follow-up focus group with six former learners strongly corroborated these findings. Participants emphasised small classes, discussion-led teaching, individual lecturer support, applied projects and educational visits. They recommended a more balanced international cohort and further opportunities to work with employers, guest speakers and Irish students.

The principal weakness is documentary rather than conceptual. The QAM was approved in 2020 and parts of it describe the former premises, former landlord-managed IT arrangements and an earlier technology environment. Chapter 16 also frames digital delivery mainly as an emergency alternative to classroom teaching. It does not yet present a current strategy for the planned use of digital tools, accessibility, inclusive teaching or digitally supported learning. In addition, feedback is gathered through several valuable channels, but the route from feedback to decision, action, owner and subsequent review is not consistently visible in one place. A consolidated Teaching, Learning and Assessment action log would strengthen evidence that feedback is closed out and enhancements are evaluated.

3.3.2 Learner Assessment

Chapters 4–13 of the QAM provide a detailed framework for the quality-assured assessment of learners. Assessment is criterion-referenced and designed to measure achievement of programme and module learning outcomes. The QAM requires a sufficient but not excessive range of timely and fit-for-purpose tasks and sets five governing principles: validity, reliability, fairness, transparency and security. Formative and summative assessments are used, with methods including continuous assessment, written examinations and practical skills demonstrations. Instruments include written work, examinations, case analysis, oral presentations, individual and group projects and class participation.

Learners are briefed on learning outcomes, the assessment schedule, weighting, format, submission requirements, marking criteria, late penalties, academic integrity, reasonable accommodations and the availability of results and feedback. ISB uses anonymous grading where feasible and requires timely feedback through annotated work, feedback sheets, class feedback and individual consultation. Learners whose performance gives cause for concern may be invited to meet the Academic Director to identify the reasons, discuss available supports and implement an action plan.

Assessment safeguards operate at several levels. Examination papers, practical tasks, marking schemes and model answers are reviewed internally and by the external examiner. Written examinations use primary and secondary grading and internal moderation; practical assessments are graded by two internal examiners. The external examiner reviews assessment design, standards, learner work and outcomes and participates in the Examinations Board. The Examinations Board has formal authority for summative decisions. Separate procedures cover repeat assessment, reasonable accommodation and mitigating circumstances, recheck/review/appeal and suspected academic misconduct.

The assessment framework is comprehensive and proportionate to ISB's scale. It clearly separates the responsibilities of the learner, internal examiner, secondary grader, internal moderator, external examiner and Examinations Board. This layered scrutiny reduces dependence on a single academic judgement and supports comparability, fairness and security. Assessment also reflects the applied character of the programmes through presentations, projects, simulations and live business tasks as well as written examinations.

Faculty viewed assessment governance as dependable, citing the examination-reporting system, the low incidence of grade appeals and the willingness to test alternative assessment methods as evidence. Their concerns focused on greater consistency in feedback, clearer arrangements for minor programme changes and recognition of prior learning, and current institutional guidance on AI and academic integrity. Partners expressed confidence in programme standards and alignment, but asked for earlier and more regular access to syllabi, assessment and progression information, particularly where ISB delivers a partner syllabus. These findings reinforce the need to update documented procedures while retaining the applied and flexible character of assessment. Focus-group participants generally viewed assessment requirements and feedback positively and valued mid-semester assessment for reducing pressure on final examinations.

There are, however, several areas requiring review. Some procedures prescribe hard-copy submission and record handling which should be reconciled with current digital practice, where appropriate. Chapter 13 predates widespread generative artificial intelligence and should be updated to distinguish permitted support, required disclosure, unacceptable use, evidential standards and proportionate sanctions.

Assessment design should also be reviewed for authenticity and resilience in an AI-enabled environment. The QAM should set a consistent institutional expectation for feedback turnaround and show how compliance is monitored. Finally, the reasonable-accommodation procedure should make clear that learners may disclose a need or request support after enrolment as well as at application, while preserving the validated learning outcomes and award standard.

3.3.3 Learner Management Records

The QAM assigns responsibility for the principal stages of the learner-record lifecycle. Following admission, learner details are entered and maintained in the learner database. The Head of Communications is responsible for timely registration with the awarding body and for certification. The Academic Director is accountable for examination records, including assessment scripts, component marks, results sheets and related documentation. Results pass through grading and moderation processes before consideration by the Examinations Board; approved outcomes are recorded on the results broadsheet, notified to the awarding body and communicated to learners and partner institutions through the approved channels.

The ICT and Data Protection policies provide a wider control framework. Access to personal data is restricted to staff who require it for their work; paper records must be secured; electronic records must be held on designated systems and protected by access controls; central copies are to be maintained; backups are required; and records are to be reviewed for accuracy and retained or securely destroyed in accordance with the retention schedule. Examination records and deliberations are treated as confidential, and the QAM assigns oversight responsibilities to the Academic Director and the designated data-protection lead.

The framework defines accountability, confidentiality, data accuracy, backup and retention and therefore contains the essential components of reliable learner-record management. The use of unique learner numbers, formal broadsheets, Examinations Board approval and independent moderation provide an auditable route from assessment to final result.

Consultation provides useful evidence on the learner-record interface. Faculty called for clearer ownership of learner data, routine Moodle housekeeping and earlier sharing of admissions evidence, English-language information and reasonable-accommodation requirements. Partners generally regarded mobility and academic administration as reliable, but sought more consistent timing of programme, admissions, progression and pre-departure information, together with more systematic sharing of learner feedback and outcomes. The underlying relationships work well; the enhancement requirement identified here is to document the data flow and communication responsibilities that support them.

The documentary description does not yet provide a current end-to-end map of the systems used for application, registration, attendance, assessment, results, certification and communication. It should identify system owners, access permissions, data-transfer and reconciliation points, backup testing, business-continuity arrangements, change control and the response to a data or system incident. The five-year retention schedule in the 2020 QAM should be checked against current legal, awarding-body and institutional requirements, including whether a permanent core record of awards and final results is maintained. Published versions of the QAM and learner/staff appendices should not contain operational access credentials or similar security information. In parallel with the above limitations ISB management is currently engaging with a software designer for the delivery of a bespoke student management system.

3.3.4 Learner Supports and Services

ISB's learner-support model is designed for an international semester-abroad population and combines academic, practical and pastoral support. Before arrival, learners receive information through their home institutions, direct communication, the Student Handbook and accommodation guidance. Mandatory general and academic induction covers the College, life in Dublin, health and safety, the semester calendar, programme and module learning outcomes, assessment, academic integrity, Moodle, learner responsibilities and available sources of support. The former-learner survey corroborates this support model. All 35 substantive respondents agreed or strongly agreed that they knew whom to contact, found

lecturers and management approachable, and felt safe, respected and included. Ten respondents had sought additional academic or assessment support and all ten reported receiving it. Open comments praised the welcoming atmosphere, approachable staff and clear organisation, while suggesting earlier pre-arrival information, clearer Moodle orientation, more transparent English-language placement and better visibility of policies, class representatives and Student Council processes.

35/35 former-learner respondents agreed or strongly agreed that they knew whom to contact, found lecturers and management approachable, and felt safe, respected and included

10/10 respondents who had sought additional academic or assessment support reported receiving it

During the semester, lecturers and management provide ongoing academic guidance. Attendance is monitored and unexplained absence is investigated. Learners experiencing significant difficulty after mid-term assessment may meet the Academic Director to agree supports and an action plan. The small-school model, contact with partner institutions and participation by staff in extracurricular activities support early identification of academic, practical or welfare concerns. Equality and diversity, reasonable accommodation, complaints and appeals procedures complement this pastoral approach. The Academic Director has overall responsibility for coordinating and monitoring learner supports.

Personal accessibility is a major strength. Learners are generally known individually, and ISB can respond quickly in consultation with the learner, teaching staff and the home institution. The combination of pre-arrival guidance, induction, academic monitoring, assessment intervention and pastoral care is well matched to learners adapting simultaneously to a new academic, linguistic and cultural environment.

Faculty and partner feedback strongly corroborates the value of ISB's personalised support model. Faculty highlighted the ability to know learners individually, intervene quickly and draw on close management access and 24-hour emergency support.

Partners repeatedly praised the care shown to incoming learners, prompt problem-solving and direct communication, and linked this support to learner confidence, independence and intercultural development. The feedback also identifies a practical improvement: information on entry requirements, language level, reasonable accommodations and other support needs should reach teaching and support staff earlier and through agreed channels, so that the current responsiveness is consistently supported by documented arrangements. Participants described pre-arrival communication and induction as effective and reported no credit-transfer difficulties within this group. They recommended earlier anonymous feedback during the semester and clearer visibility of class-representative routes, recognising that some learners may hesitate to raise concerns directly.

The same compact scale creates a risk that effective support remains dependent on individual knowledge and informal communication. ISB should document a simple, proportionate support pathway covering initial contact, referral or escalation, agreed action, confidentiality, follow-up and closure. An anonymised support and intervention log would allow management to identify recurring needs and evaluate the consistency and impact of services without collecting unnecessary personal data. The QAM should also identify the current internal and external referral options and confirm that support needs can be raised at any point in the learner journey. Learner feedback should be used to test awareness, accessibility and consistency of supports, not only satisfaction with them.

Conclusions

ISB's arrangements for teaching, learning and assessment are coherent, learner-centred and broadly effective for a small, specialist provider. Particular strengths are the close learner-lecturer relationship, multicultural and applied learning environment, integration of theory with professional practice, layered assessment assurance, external examining and personalised learner support. The policies show a clear commitment to fairness, transparency, academic standards and the overall learner experience.

The main enhancement requirement is to bring the documented QA system fully into line with current practice and to make the evidence of effectiveness easier to trace.

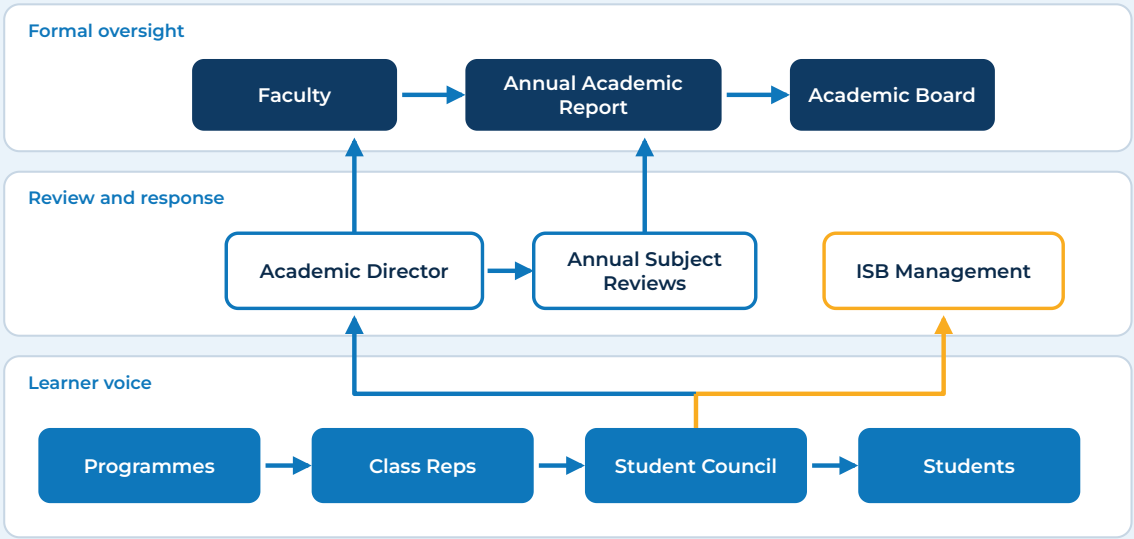
The 2020 QAM should be updated for the new Parnell Square premises, the current digital learning and learner-record environment, contemporary academic-integrity risks and the current operation of learner supports. As part of that revision, ISB should audit all legislative, regulatory and policy references for currency and completeness and incorporate relevant newer guidance, including QQI's latest Programme Review Manual (2022), and Code of Practice for Provision of Programmes of Higher Education to International Learners (August 2024). ISB should also consolidate feedback and review outcomes into a single action-and-follow-up process so that learner, faculty and external-examiner input can be linked clearly to decisions and measured improvements.

Proposed enhancement actions – see table in section 4.4.

Figure 4

From learner voice to academic oversight

How feedback moves through representation, review and formal governance



Feedback is reviewed, converted into action and reported through formal academic governance.

3.4 Objective 4: Self Evaluation, Monitoring & Review

3.4.1 Monitoring, Review & Self-Evaluation

The current QAM does not contain a single section dedicated to Monitoring, Review and Self-Evaluation, although it references a range of monitoring, review and monitoring mechanisms. These include the Student Council, annual module and subject reviews, Programme Board meetings and programme huddles, external examiner reports, primary and secondary grading reports and the Annual Academic Report. Faculty described these mechanisms as contributing to a responsive quality culture, supported by ISB's small scale and experienced staff. Management supports the framework through regular meetings and biannual Management Think-Ins, while learner feedback indicates that decisions arising from Student Council discussions are generally made and communicated promptly. The evidence therefore suggests that the quality culture is established and active, but that the overall system is not always visible as a single, documented cycle.

When reviewing the processes specifically designed for Monitoring & Revalidation of Programmes two distinct sets of policies in the QAM were evaluated, namely – Section 2.7 "Programme Boards" (linked here) and Section 3.7 "Programme Revalidation/Programme Review" (linked here).

3.4.2 Programme Monitoring & Revalidation Processes

Programme monitoring operates on short and medium-term cycles. The medium-term cycle is the five-yearly programme revalidation process, which provides periodic external review. The short-term cycle includes annual programme monitoring and Annual Subject Reviews (ASRs), which management and faculty identified as important mechanisms for keeping programme content current, reviewing teaching and assessment, and identifying resource needs. Faculty also identified the absence of a formal "Minor Changes" process as an area for enhancement, as such a process could allow limited changes to a validated programme without altering its core content, credit structure or learning outcomes.

Partner and former-learner feedback identifies an opportunity to strengthen programme quality through closer links with industry, including guest speakers, live briefs and study visits. This is consistent with the learner survey finding that 74.3% of respondents rated industry engagement positively.

The programme review and enhancement processes continue to reference QQI's 2017 policies and criteria for the validation of programmes of education and training, but the QAM does not yet reference the 2022 QQI Programme Review Manual or address the potential relevance of micro-credentials. These should be considered as part of the next review of programme monitoring and revalidation arrangements.

In 2022, following guidance from the Academic Board and its external Chair, the Student Council underwent a substantial redesign. The resulting approach was documented as an internal case study and submitted to QQI. The revised Student Council model provides a clear route through which learner feedback can inform programme quality and institutional decision-making.

The monitoring and review arrangements, particularly the Student Council and ASR processes, provide useful mechanisms for gathering evidence and identifying improvement opportunities. In the CINNTE Alumni Survey, 97.1% of respondents agreed that ISB took learner feedback seriously, 91.4% reported meaningful opportunities to provide feedback, and 85.7% agreed or strongly agreed that ISB communicated actions or responses arising from learner feedback. The evidence therefore supports the effectiveness of the learner-feedback mechanisms while also indicating that the communication of resulting actions could be strengthened.

97.1%	agreed that ISB took learner feedback seriously
91.4%	reported meaningful opportunities to provide feedback
85.7%	agreed or strongly agreed that ISB communicated actions or responses arising from learner feedback

The evaluation also observed some very achievable improvements that should be made. These have been added to the QIP table in section 4.4.

3.4.3 External & Collaborative Partnerships

ISB maintains strategic partnerships with business schools and universities in Europe and the United States. The current partner network comprises 50 institutions, with memoranda of understanding in place. The Director maintains these relationships through partner visits and ongoing digital communication.

As part of the CINNTE process, ISB invited partner institutions to respond to a short questionnaire. The responses were broadly positive regarding the inter-institutional relationship and the experience provided to their learners.

Some highlights include:

- Partners identified the academic quality of ISB's programmes as a positive feature.
- Learner support across academic and pastoral areas was identified as important.
- Partners highlighted ISB's responsiveness and flexibility.
- Partners reported a high level of trust in the relationship.
- Partners linked the ISB experience to learners' academic and professional development.
- The cultural dimension of the experience was considered important.
- Partners highlighted the value of inter-institutional collaboration and communication.
- Partners valued the personal support provided by teaching staff.

Suggestions for further development included:

- Increase the professional elements of programmes through guest speakers, visits and projects.
- Strengthen pre-departure information sessions.
- Diversify course offerings to address current issues such as AI and cybersecurity.
- Use learner feedback more systematically.
- Explore joint academic projects, guest lectures, short-term or blended mobility, staff exchanges and collaborative teaching initiatives.
- Develop master's level programme for exchange students

Section 4
Overall Conclusions

4.1 Main Findings

The self-evaluation identified evidence of effective governance, established quality-assurance processes, positive learner and partner feedback, and a strong commitment among management and faculty to the learner experience. It also identified areas where the formal QA framework and its documentation have not kept pace with current practice. The principal enhancement theme is therefore to make existing practice more systematic, visible, measurable and sustainable, particularly in relation to action tracking, documentation, data governance, externality and the closing of feedback loops.

The review also identified opportunities to strengthen external benchmarking, allocate protected management time to quality-assurance activity and ensure that actions arising from monitoring and review are followed through to completion and impact evaluation. These priorities are reflected in the enhancement actions in Section 4.4.

The CINNTE self-evaluation provided an opportunity for structured engagement with management, faculty, learners and partner institutions and generated a consolidated set of enhancement actions. The findings will also provide a basis for discussion with the external review panel and for subsequent monitoring of progress.

4.2 Areas of Strong Practice

The self-evaluation identified the following areas of particularly strong practice.

35/35	80%	94.3%	7/7
former-learner respondents rated their overall experience four or five out of five	selected five out of five	rated their likelihood of recommending ISB at eight out of ten or above	responding partner institutions described ISB as professional, reliable, flexible and responsive

Annual Subject Review (ASR)

The annual ASR cycle provides a proportionate mechanism for reviewing programme content, teaching, assessment, results and resources. Management and faculty identified it as a particular strength because it provides a regular point for evidence-based reflection and connects faculty insight with programme monitoring and agreed actions.

Student Council and learner voice

ISB's redesigned Student Council and class-representative model gives learners a direct route to management and academic decision-making and has been documented as an internal case study.

Staff support and institutional culture

Faculty feedback describes a collegiate, accessible and supportive workplace. Low turnover and the return of part-time lecturers across successive semesters indicate sustained commitment. Recruitment, induction, observation, appraisal and development are supported by close access to management, enabling staff to respond quickly when learners experience difficulty.

External balance

ISB's internal evaluation and operations are informed by an external Chair of the Academic Board, an External Examiner, partner-institution feedback, independent QA input and the industry experience of adjunct faculty. Together, these perspectives provide an external perspective and reduce reliance on internal judgement. The self-evaluation also identified an opportunity to strengthen externality further through consideration of a formal external QA adviser.

Assessment and Exam Board assurance

Assessment decisions are supported by primary and secondary grading, internal moderation, External Examiner scrutiny and formal approval by the Examinations Board. The External Examiner also reviews assessment design, academic standards and outcomes. Learner evidence corroborates this finding: 94.3% positively rated fairness and consistency, results accuracy and academic-integrity rules, while grade appeals are infrequent.

Partner relationships

All seven responding partner institutions described ISB as professional, reliable, flexible and responsive. Direct communication, prompt problem-solving and individual care were recurring themes. Partners also linked the ISB experience to students' academic development, intercultural competence, confidence, independence and employability.

Student satisfaction and learning environment

All 35 former-learner respondents rated their overall experience four or five out of five, with 80% selecting five out of five; 94.3% rated their likelihood of recommending ISB at eight out of ten or above. Learners particularly valued small classes, approachable staff, interactive teaching, practical assignments, cultural activity and the international learning environment.

4.3 Organisational Challenges / Risks

ISB's principal organisational risks arise from sustaining a responsive small-provider model while making processes sufficiently explicit, consistent and auditable.

In addition to internal QA considerations, ISB's international short-cycle and semester-abroad model is exposed to external factors including changes in partner demand, travel patterns, accommodation capacity and the cost of living in Dublin. There is also reliance on a limited number of recruitment channels, meaning that a change affecting an individual partner or market could have a disproportionate effect on enrolment. Continued monitoring of recruitment patterns and appropriate diversification of partner relationships are therefore relevant to institutional planning.

The internal challenges identified were:

Operational capacity, staff continuity and key-person dependency

A small full-time team and predominantly part-time faculty support responsiveness and current subject expertise, but they also concentrate institutional knowledge and can create continuity risks. Day-to-day operational demands can displace planned medium and long-term QA activity. Faculty engagement is strong, but strategic quality-assurance responsibilities need to remain visible alongside teaching, learning and assessment priorities.

Closing the QA loop and strengthening data governance

QA processes are generally well established and documented, but actions, owners, deadlines and impact are not always recorded in one place. The QAM is updated through ongoing practice but does not yet fully reflect all current systems, responsibilities or the learner-record lifecycle.

Industry engagement and curriculum currency

Industry engagement was the lowest positively rated teaching theme at 74.3%, and only two respondents selected guest speakers or industry visits as notable methods. This indicates an opportunity to review how industry input is incorporated into programme design and delivery.

Visibility of learner voice

Learners generally reported that they felt heard, but 85.7% agreed that ISB clearly communicated actions taken in response to feedback, lower than the other learner-voice measures. Class-representative and Student Council roles would benefit from more consistent visibility. Representative induction, published action summaries and a regular "You said, we did" cycle could strengthen the feedback loop.

Academic integrity and emerging technologies

Existing learner induction, project briefings and classroom guidance address acceptable AI use, but the institutional framework and evidential thresholds remain under development.

4.4 Areas for Enhancement

This section contains two elements: (a) a narrative response to the issues identified in Section 4.3, and (b) an actionable QIP table intended to provide a management roadmap for implementing the identified quality-assurance enhancements.

4.4.1 External QA Advisor

While not attributable to a single organisational challenge or QA shortcoming, the self-evaluation identified distinct benefits in strengthening externality. ISB therefore plans to investigate the formalisation of an external QA adviser who would provide support, advice and resources similar to the role of an external examiner.

4.4.2 Operational capacity, staff continuity and key-person dependency

ISB will investigate measures to strengthen continuity and consistency, including clear deputy arrangements, cross-disciplinary training for management and faculty, streamlined documented processes, equitable CPD provision, succession planning and a protected annual QA calendar.

4.4.3 Closing the QA loop and strengthening data governance

A central action log, current document control, minimum Moodle standards and explicit rules for access, ownership and retention would make improvement more visible and auditable.

4.4.4 Industry engagement and curriculum currency

Programme revalidation processes and ongoing programme monitoring documentation should be amended to reference more live briefs, employer inputs, visits and practitioner guest speakers, alongside a more systematic method for capturing partner input on emerging topics such as AI and cybersecurity.

4.4.5 Academic integrity and emerging technologies

Given the pace of change in this area, ISB's AI policy requires a current, peer-referenced and approved framework covering acceptable AI use, faculty guidance on assessment design and approaches to identifying and addressing academic dishonesty.

QIP Table

Objective 1 Governance & Quality Management

3.1.1 Mission & Strategy

Observation	Course of Action
Link Mission to Strategic Plan	Translate the mission into a concise, time-bound strategic plan with named owners, proportionate indicators and annual review of progress and impact

3.1.2 Governance & Management Structures

Observation	Course of Action
QA loop	Introduce a central QA action and improvement log and require committee reporting to show the route from evidence and analysis to decision, implementation, impact review and reporting back.

3.1.3 QA Policy & Procedural Documentation

Observation	Course of Action
QAM Updates	Update the QAM and document-control arrangements to reflect current structures, responsibilities and review mechanisms, including a proportionate annual review of QA effectiveness to replace the former QAER cycle.

3.1.4 Staff Recruitment, Management & Development

Observation	Course of Action
Part-time Faculty	Strengthen the staff-development framework through consistent CPD expectations, periodic teaching observation and peer review. Impact evaluation and mitigation of continuity and engagement risks associated with a largely part-time faculty.

3.1.5 Programme Processes

Observation	Course of Action
Programmes	Strengthen programme monitoring through consistent action tracking, trend and risk analysis, proportionate external benchmarking and clear synthesis of programme-level evidence into institutional decisions.

3.1.6 Information & Data Management

Observation	Course of Action
Information Systems	Document the current information and systems environment and strengthen assurance over access, cybersecurity, backup and recovery, business continuity, incident management, staff training, retention and secure disposal.

3.1.7 Public Information and Communication

Observation	Course of Action
Communication	Introduce a publication and communications schedule and use stakeholder feedback and appropriate usage evidence to review the accuracy, accessibility, timeliness and effectiveness of key communications.

3.1.8 Third-party Arrangements

Observation	Course of Action
Third-party arrangements	Periodically confirm the status of third-party delivery arrangements and maintain proportionate due diligence, written responsibilities and review for partner and external relationships.

Objective 2 Access, Transfer & Progression

3.2.1 Admission Policies & Procedures

Observation	Course of Action
Academic Accommodations	Amend Section 15 of QAM to include reference to Academic Accommodations policy (Section 11).
Diversity & Inclusion	Amend Section 15 of QAM to include reference to Diversity & Inclusion policy (Section 18).
Entry Criteria: B2+ CEFR	Investigate specific differences between B2 and B2+ and document accordingly.
Entry Criteria: Acceptable/ recognised testing methods	Generate a definitive list of accepted and non-accepted language proficiency tests.

3.2.2 Pathways

Observation	Course of Action
Policies reference	Amend the QAM to include a distinct set of stand-alone pathway policies and explain how they apply to ISB's semester-based provision.

3.2.3 Recognition of Prior Learning

Observation	Course of Action
Repeat Examinations	1. Include reference to allowable exceptions to the published repeat timetable 2. Strengthen the language around importance of adhering to published dates 3. Director to include a section on repeat exams when communicating with students and schools (i. Pre-semester and ii. Publication of final results)
Exemptions	Draft and insert new RPL arrangements for double-semester students as per QQI 2015 guidelines.
Fast-Tracking	Using a learner-focused approach, formalise and record any current ad-hoc English-language fast-track arrangements and incorporate them into the relevant policy.

3.2.4 Provision of Learner Information

Observation	Course of Action
Information Gaps	Address the specific information gaps – cost of living, housing, school location etc listed in Q6 "Additional Information" of the CINNTE student survey. As per 3.2.3 above include section on repeat examinations.

3.2.5 Mobility & Sector Collaboration

Observation	Course of Action
Increase Industry Inputs	Review ASRs, programme monitoring processes and related documentation to address learner and partner requests for greater industry input into programme content and design.

Objective 3 Teaching, Learning & Assessment

3.3.1 Learning Environment

Observation	Course of Action
Small Classes & Multicultural Learning	Use learner-survey, focus-group, learner-evaluation and class-representative evidence to test the consistency and impact of these strengths; record agreed improvements in a teaching, learning and assessment action log.
Applied Learning & Industry Engagement	Update the relevant QAM chapters and appendices for current premises, digital systems and responsibilities. Maintain a simple record of industry engagement and review its contribution to programme learning outcomes.

3.3.2 Learner Assessment

Observation	Course of Action
Assessment Assurance	Consolidate recent External Examiner, Exam Board and Annual Subject Review findings into one assessment action log with named owners, deadlines and follow-up on impact.
Assessment Workflow & Academic Integrity	Document the current assessment workflow and expected feedback timelines. Refresh academic-integrity, digital assessment, feedback and reasonable-accommodation guidance, including responsible use of generative AI.

3.3.3 Learner Management Records

Observation	Course of Action
Exam Board & Moderation Controls	Utilise and reference current Exam Board minutes, External Examiner reports and approved-results records as evidence of the controls systems. See below also re Programme Huddles/Exam Board meetings.
Learner Records & Data Controls	Map the lifecycle from application and registration through attendance, assessment, results, certification and communication. Approve a proportionate systems-and-controls schedule and review retention requirements, including the permanent core award record.

3.3.4 Learner Supports and Services

Observation	Course of Action
Personalised Learner Support	Formalise the support pathway from initial contact through referral or escalation, action, confidentiality, follow-up and closure. Maintain an anonymised interventions log to review consistency and outcomes.
Referral Pathways & Learner Feedback	Update the QAM and learner information with current referral routes. Use the survey, focus group, previous class-representative/Student Council minutes and learner evaluations to test effectiveness and record resulting actions.

Objective 4 Self Evaluation, Monitoring & Review

3.4.1 Monitoring, Review & Self Evaluation Arrangements

Observation	Course of Action
Consolidate Policies	Future versions of the QAM should consolidate Monitoring, Self-Evaluation and Review policies and practices into a distinct stand-alone suite, with cross-references to the ASR process.
Annual Academic Report (AAR)	Through management meeting standing orders and academic calendars that priority be given to the publication of the AAR and to define permissible exceptions to this.
Student Council (SC) / Academic Board (AB)	Management and the Academic Board should coordinate timelines to maximise opportunities for Student Council representatives to attend Academic Board meetings in person.

3.4.2 Programme Monitoring & Revalidation Processes

Observation	Course of Action
EBM 'Programme Huddle' minutes	Expand the TOR's of the Secretary/Chair of the EBM to include the minuting of the "Programme Huddle".
"Minor Changes"	In line with QQI Policy and peer best practice a new clause on making "Minor Changes" to programmes will be added to relevant sections of the QAM and the agenda/TOR's of the ASRs.
Programme Review Manual (2022)	Update the Programme Review and Revalidation sections of the QAM to reference and incorporate relevant content from the 2022 Programme Review Manual.

3.4.3 External & Collaborative Partnerships

Observation	Course of Action
Further collaboration with partners	Explore areas of further collaboration with partner institutions in the areas of programme development, curriculum design, communications, faculty exchange and development.

Appendix 1: Repository Contents

1	External Examiners	Report
2	Academic Board	Agenda
3	Academic Board	Minutes
4	Student Council	Agenda
5	Student Council	Minutes
6	Student Council	Case Study
7	Management Committee Meeting	Agenda
8	Management “Think-In”	Agenda
9	Annual Subject Review	Agenda/Template
10	Annual Subject Review	Minutes
11	Annual Academic Report	Template
12	Class Observation Form	Template
13	Quality Assurance Manual	Master Document
14	Cinnte Rolling Notes	
15	Cinnte Engagement Feedback (Faculty, Partners and Students)	
16	List of Partners	2026
17	Sample Partner MOU	2026