



TUS

**Technological University of the Shannon:
Midlands Midwest**

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre Iarthar Láir

www.tus.ie

**Faculty of Continuing, Professional Online and Distance Learning
Department of Lifelong Learning**

Report of External Validation Panel

External Validation Panel 8th May 2025

for the

**Bachelor of Business in English for Professionals Level 7
Bachelor of Business (Hons) in English for Professionals Level 8 add-on**

Contents

1.0 INTRODUCTION.....3

2.1 GENERAL INFORMATION3

2.2 Higher Education Provider3

2.3 Programmes Evaluated3

2.4 External Validation Panel of Expert Assessors3

2.5 TUS Staff4

3.1 FINDINGS AND RECOMMENDATIONS OF EXTERNAL VALIDATION PANEL.....5

3.2 Main Findings5

3.3 Conditions.....5

3.4 Recommendations5

3.5 Commendations and Observations.....9

1.0 INTRODUCTION

This report outlines, in summary form, the proceedings of the external validation visit for the proposed Bachelor of Business in English for Professionals and Bachelor of Business (Hons) in English for Professionals held on 8th May 2025. The external validation visit was undertaken in accordance with TUS Academic Regulations for the development of taught programmes. An external validation panel makes an independent impartial judgement on a programme proposal.

2.1 GENERAL INFORMATION

2.2 Higher Education Provider

Institute:	Technological University of the Shannon: Midlands Midwest
Faculty:	Continuing, Professional Online and Distance Learning
Department:	Lifelong Learning
Date of Visit:	8 th May 2025

2.3 Programmes Evaluated

Programme Title	Bachelor of Business in English for Professionals
Award Title	Bachelor of Business
NFQ Level	Level 7
ECTS Credits	180
Delivery Mode	Part time/online
Proposed Start Date	2025
Duration	3 Years

Programme Title	Bachelor of Business (Hons) in English for Professionals
Award Title	Bachelor of Business (Honours)
NFQ Level	Level 8
ECTS Credits	60
Delivery Mode	Part Time/online
Proposed Start Date	2025
Duration	1 Year

2.4 External Validation Panel of Expert Assessors

<u>Name</u>	<u>Affiliation</u>
John Vickery (Chair)	Former Registrar, Institute of Technology, Tallaght
Michael Barrett	Retired Head of School of Business & Social Science (ATU Sligo)
Mary Fenton	Head of Department of Education SETU Waterford
Shane Hill	Head of Department of Management and Financial Studies, DKIT
Ursula Gilleran	Neuro inclusive Coaching and Consultancy Roscommon
Secretary to Panel	Dr Brendan Murphy
Quality Officer	Amanda Ryan

2.4 TUS Staff

Dean of Faculty of Continuing, Professional Online and Distance Learning	Dr Michael Tobin
Head of Department of Lifelong Learning	Declan Doran

Programme Team:

Jim Gilchrist, Shona Stewart, Kevin Farrell, Paul Doherty, Alba Fernandez Alonso, Parisa Delshad Rezaee, Concetta Maria Sigona, Maria Amor Barros Del Rio, Ileana Maria Greca Dufranc.

3.1 FINDINGS AND RECOMMENDATIONS OF EXTERNAL VALIDATION PANEL

3.2 Main Findings

The External Validation Panel of Assessors recommends approval of the following programmes:

- Bachelor of Business in English for Professionals
- Bachelor of Business (Honours) in English for Professionals (Add-on)

3.3 Conditions

No conditions apply.

3.4 Recommendations

Programme Level

- 1) Consider further if the programme title is optimal for the proposed programme.
- 2) Review the programme learning outcomes and incorporate further reference to the knowledge, skills and competency associated with the Business content of the programmes to align further with the Business Award Standard.
- 3) Include reference to the Common European Reference Framework (CEFR), or equivalents, for English language.
- 4) Consider how students can be supported in understanding common terminology in Irish higher education, including as part of the induction for the programme.
- 5) Incorporate further detail in the Teaching and Learning Strategies of the individual modules to better reflect how the overall teaching and learning strategy is implemented in practice, including the use of innovative pedagogy. Also document the use of break-out rooms and guest lecturers within the individual modules where appropriate.
- 6) Review the overall sequencing and timing of assessments to better support the formative assessment and feedback model operated. Consider moving some assessments or elements of assessments earlier in the Semester, to enable timely incorporation of feedback by students.
- 7) Reconsider the inclusion of a stand-alone Law module, viewed as important in the context of a Bachelor of Business award.

- 8) Ensure that repeat assessment strategies are detailed for all modules.
- 9) Conduct a global review of the module learning outcomes to ensure they align with Blooms taxonomy and are expressed using measurable active verbs.
- 10) Provide further detail in the documentation on the supports available to online learners and the role of the Advisors.
- 11) Differentiate the Employability section of the Level 8 programme further from the Level 7 offering.
- 12) Approved Programme Schedule. (1) Specify the directed learning consistently in the APS under either Part-time or Online, rather than both interchangeably, across different modules. (2) Check how the weekly specification of independent learning hours is calculated in relation to the total learning required by the specified ECTS.
- 13) Conduct a global review of the recommended reading lists across all modules and update to include the latest references as appropriate. Confirm the recommended reading lists are available online and check the links for the online reading resources specified.
- 14) Address the following module specific recommendations:

Stage 1:

Fundamentals of English 1 (B2.1 Intermediate user)

LO 5: Recommend amending 'Demonstrate an understanding' to take account of Blooms Taxonomy-consider state, describe or discuss.

Uses of English in Europe

- Review the title of the module and consider 'Use of English in Business' as an alternative. This would provide for a more global focus.
- In relation to Blooms Taxonomy review the following LO's:
 - LO 1: Display knowledge
 - LO 2: Illustrate a knowledge

Fundamentals of Business Operations

LO 1: Recommend deleting the word English in 'Explain in English.'

Intercultural Communication

LO 3: Recommend amending 'Display an understanding' to take account of Blooms Taxonomy-consider state, describe or discuss.

Applied Practice 1 Personal and Professional Context

- Add more explicit reference to hybrid work and work-life balance issues to the module.
- Recommend amending the assessment strategy section to include what elements of the TUS strategy is applicable to this module.
- Clearly state the Repeat Assessment Strategy for the module.

Stage 2:

Fundamentals of English 2 (B2.2 upper-intermediate user)

Review the use of the word Fundamental in the title of the module and consider amending to reflect the progression of the learning.

Uses of English as a Global Language

- Consider amending the title to *Global Business English*
- Consider the assessment strategy to see if there is over assessment, a Case study and Oral presentation may be sufficient.
- LO 2: Recommend amending 'Display a knowledge' to take account of Blooms Taxonomy-consider state, describe or discuss.

Fundamentals of Management Accounting

- Add some reference to AI to the indicative content of the module.
- Remove the word English from LO2.

Global Business Environment

- Consider how learning content on Law would be made more explicit in the module.
- Review the heading of the indicative syllabus – Page 93, Consider changing heading to *Business Environment and an Introduction to Economic Theories*.

Oral and Written Skills for Professional Communication

- Reconsider the wording of LO2 to specify the level of proficiency in professional business writing.

- Reconsider the wording of LO4 to discuss cross cultural communication and workplace etiquette.

Applied Practice 2 Organisational Alignment

- Ensure that the assessment is appropriate for students who are not in employment.
- In relation to Blooms Taxonomy review the following LO's:)
- LO 2: Recommend amending the 2nd sentence 'Develop and understanding' to either describe, explain or discuss.
- LO 5. How will this learning outcome be assessed 'Demonstrate the competence'. Recommend amending if it cannot be assessed.

Stage 3:

Fundamentals of English 3 (C1 advanced user)

- Review the use of the word Fundamental in the title of the module and consider amending to reflect the progression of the learning.
- Review the assessment strategy to ensure there is no over assessment.

Anglophone Cultures and Identities in Transition

- Consider if the title is appropriate e.g. use *Contemporary* instead of Anglophone.
- Consider incorporating reference to asylum seekers, migration and sustainable development goals (SDG's) in the indicative content of the module.
- Review the assessment strategy to ensure there is no over assessment.

Applied Practice 3 - Applied HRM in English-Speaking Contexts

- Incorporate reference to asynchronous workplaces in the indicative content.
- Add reference to employment law and legal terminology used in the context of HR.
- LO 6: Consider amending 'Demonstrate a knowledge' to use structured writing techniques.

Capstone Project

- Add reference to terminology as per PMBOK Version 7 Project Management to the indicative content and update the reading list to reflect this.
- LO 2. Recommend amending 'understand the challenges' to describe, discuss etc.

Add on Level 8 Programme:

Financial Performance Management

In relation to Blooms Taxonomy review LO 4 'Demonstrate an appreciation'

Cultural Mediation in English Speaking Contexts

- In relation to Blooms Taxonomy review LO 1 'demonstrate and in-depth knowledge'
- Update the reading list to ensure the most recent are used throughout.

English for Specific Purposes in the Workplace

- Review the assessment strategy to ensure that there is no overassessment.
- In relation to Blooms Taxonomy review LO 1 'Display and understanding.' Recommend using discuss or evaluate.

International Logistics, Automation and the Future of Work

Review wording in relation to Industry 4.0 to ensure that it is futureproofed.

Representations of Work in Literatures and Cultures in English

- Review the module title and consider if it is the most appropriate to represent the content. Consider the *Evolution of Work* as an alternative. Include reference to Entrepreneurship as part of the indicative content.
- Review the timing of the assessment deliverables within the module to facilitate formative assessment.
- Consider incorporating the Reflection as part of the individual project rather than the essay.

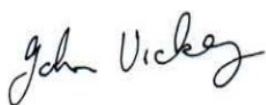
3.5 Commendations and Observations

The panel commend:

- 1) the proactiveness of the Faculty and Department in utilising the RUN-EU network to develop an interdisciplinary innovative online collaborative programme with the University of Burgos, aligned with their respective strategies;
- 2) the Faculty, Department and programme team for presenting an imaginative, interesting and innovative programme fulfilling a niche in the market and offering a clear progression pathway for students;

- 3) the synergy between the University of Burgos and TUS in optimising the expertise of both partners;
- 4) the programme team for the comprehensive and high quality documentation provided;
- 5) the Faculty and Department for their approach to supporting online students, including the dedicated Student Advisors;

The panel appreciated the enthusiasm of the programme team and the constructive discussions and willingness to embrace feedback during the validation meeting.



Signature of Chairperson

Date: 9/05/2025