

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

Independent Evaluation Report on an Application for Validation of a Programme of Education and Training v1 2020

Part 1. Provider details

Provider name	Dublin Business School
Date of site visit	25 th July 2022
Date of report	9 th August 2022

Section A. Overall recommendations

MSc in Supply Chain Management	Title	Master of Science in Supply Chain Management
	Award	Master of Science
	Credit	90 ECTs
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Postgraduate Diploma in Supply Chain Management	Title	Postgraduate Diploma in Science in Supply Chain Management
	Award	Postgraduate Diploma in Science
	Credit	60 ECTs
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Section B. Expert Panel

Name	Role	Affiliation
Dr Annie Doona	Chair	Independent consultant and former President of IADT, Education Consultant
Mary Jennings	Secretary	Independent report writer
Declan Allen	Subject Matter Expert	Assistant Head, School of Management, Technological University, Dublin
Dr Kate McLoughlin	Subject Matter Expert (Desk review)	Programme Leader, MSc in Supply Chain Management, Manchester Metropolitan University
Steffan James	Subject Matter Expert	Lecturer in Supply Chain Management, University of South Wales
Mr Mick Curran	Industry representative	Formerly CEO Chartered Institute of Logistics and Transport (CILT)
Deeksha Bangera*	Learner representative	Griffith College, Dublin

Due to personal circumstances, Ms Bangera was unable to attend on the day, but had submitted her comments in advance to the Chair. QQI agreed that the review session should go ahead as planned on the day.

Section C. Principal Programme

1.1 MSc in Supply Chain Management

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
DBS Campus	250	5

Proposed Enrolment	
Date of first intake	January, 2023
Maximum number of annual intakes	Full-time, min 1; max 3 Part-time, min 1; max 2
Maximum total number of learners per intake	50 maximum
Intake Schedule (e.g., September, January)	September, January, and March/April intake points
Programme duration (months from start to completion)	Full-time, 1 year, 12, months, 36 weeks Part-time, 2 years, 24 months, 48 weeks
Panel Commentary on proposed enrolment: The enrolment strategy is appropriate.	

Target learner groups	
<p>The typical profile of learners that would be enrolled includes those who wish to upskill or reskill due to changes in employment; those already engaged in supply chain management who require upskill or career expansion and those who have already found themselves in a supply chain role in their company and wish to acquire a formal qualification for future sustainability in their career. Individuals would, upon completion of this programme, be able to enter the sector and hold a general or expanded role in the supply chain function of their organisation. This programme is aimed at a wide range of learners with a Level 8 honours bachelor's degree in a cognate area (who wish to specialise in the field of supply chain management with a view to enter industry, progress professionally or gain a formal qualification for future sustainability).</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and part-time
Brief synopsis of the programme (e.g., who it is for, what is it for, what is involved for learners, what it leads to.)	

This Master of Science in Supply Chain Management programme has been designed with the specific intention of responding to an increasingly global, specialised, digital and technology-enabled business environment - one that requires efficient and effective end-to-end deliverables. Given this context, the role and scope of the supply chain function has transformed rapidly in recent years, leaving the achievement of excellence in supply chain management a daunting challenge for many firms across the world. This has resulted in a growing complexity in managing supply chains in an increasingly data driven business environment. Most firms today, as a result, describe supply chain management as a highly complex activity which requires the ability to systematically engage with multifarious data while considering a wide range of commercial and ethical considerations.¹ Now, more than ever, there is high demand for qualified postgraduates, where a skills gap of talent is evident throughout this industry.

The DBS Master of Science in Supply Chain Management programme aims to produce individuals with the specialised skills and attributes necessary to meet the demands of the modern-day supply chain management environment. Learners will understand the core principles of supply chain management, as well as procurement and inventory management at leadership level; they will be equipped with operations management and analytics expertise; possess an integrated understanding of global logistics; critically evaluate sustainable supply chains and inform business decision making in an ethical context. Learners will acquire the knowledge, theory and skills of supply chain management. Moreover, they will develop advanced critical thinking, writing and research skills through the completion of the Conducting Research for Supply Chain Management module along with the completion of a Capstone Module (choice of Dissertation, Consulting Report for Supply Chain Management, or Placement).

The taught component of this programme comprises core modules in the Global Supply Chain and Logistics Management, Supply Chain Procurement Strategies, Global Finance for Supply Chain Management, Supply Chain Operations (semester one). Negotiation for Successful Supply Chain Leadership, Analytics and Enterprise Systems for Supply Chain Management, Supply Chain Sustainability, Conducting Research for Supply Chain Management (semester two).

All modules will facilitate the exploration of new ideas and technologies with learning focused on emerging industry trends as well as best practice. Learners will be able to apply their knowledge to specific issues within a real-world context. The programme will incorporate a multimodal blended approach to delivery across modules including face-to-face classroom, online synchronous and asynchronous deliveries.

This programme will accommodate a wide audience of learners from a broad spectrum of industries whose specific learning requirements lie in the area of supply chain management (either business, or technically focused). Admission to the programme will require a Level 8 honours bachelor's degree (minimum 2:2) in a cognate area. Cognate subjects include business, computer science, IT, science, mathematics, statistics, finance, economics, engineering and information systems or related areas.

The Master of Science in Supply Chain Management is a 1 year full-time/ 2-year part-time programme consisting of eight taught modules, four 10 ECTS modules, four 5 ECTS modules, and a

¹ Turner, N., Aitken, J. and Bozarth, C., 2018. A framework for understanding managerial responses to supply chain complexity. *International Journal of Operations & Production Management*.

30 ECTS Dissertation, Consulting Report for Supply Chain Management, or Placement option. For learners who cannot continue, for personal or professional reasons, to the research component of this programme, there is an embedded exit award titled, *Postgraduate Diploma in Science in Supply Chain Management (Level 9, 60 ECTS)*.

Methodology / Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
Lecture classroom-based sessions	Face to face on site lecture-led classroom-based sessions	1:50
Workshops	Face to face on site workshops	1:25
Practical lab sessions	Practical on-site lab computer lab sessions	1:35
Online class (broadcast live)	Online class (broadcast live - non interactive transmission)	1:50
Online tutorial (interactive)	Online class (broadcast live - interactive such as Zoom)	1:25
Asynchronous	On demand content	N/A

Summary of qualifications for teaching staff

Role e.g., Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs²) of Staff on the programme with this role and profile
Lecturer	Staff delivering this programme will hold a minimum of a Level 9 Postgraduate Diploma or a Master's degree in a relevant business discipline with relevant and significant industry experience and/or PhD. Holders of level 8 honours business degrees in a relevant discipline, who are exceptionally qualified by virtue of significant industry experience will also be considered.	This programme will require 8 staff with a whole-time equivalent contract.
Subject Matter Expert	The Subject Matter expert for this programme will have a minimum of a NFQ Level 9 Postgraduate Diploma or Masters qualification in a relevant business discipline with relevant and significant industry experience and/or PhD. Holders of level 8 honours business degrees in a relevant discipline,	0.1

² WTE is the whole-time equivalent number. The number 1 indicates a full-time person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	who are exceptionally qualified by virtue of significant industry experience will also be considered.	
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1.2 Postgraduate Diploma in Science in Supply Chain Management

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
Dublin Business School	As per principal programme	As per principal programme

Proposed Enrolment	
Date of first intake	N/A (Exit Award)
Maximum number of annual intakes	N/A (Exit Award)
Maximum total number of learners per intake	N/A (Exit Award)
Programme duration (months from start to completion)	Full-time, 1 year, 9 months, 24 weeks Part-time 1.5 years, 18 months, 36 weeks
Panel Commentary on proposed enrolment: The enrolment strategy is appropriate.	
Target learner groups	
As for MSc in Supply Chain Management	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and part-time
The teaching and learning modalities	
As for MSc in Supply Chain Management	
Brief synopsis of the programme (e.g., who it is for, what is it for, what is involved for learners, what it leads to.)	

This overall Master of Science in Supply Chain Management programme, including the exit Postgraduate Diploma in Supply Chain Management, has been designed with the specific intention of responding to an increasingly global, specialised, digital and technology-enabled business environment - one that requires efficient and effective end-to-end deliverables. Given this context, the role and scope of the supply chain function has transformed rapidly in recent years, leaving the achievement of excellence in supply chain management a daunting challenge for many firms across the world. This has resulted in a growing complexity in managing supply chains in an increasingly data driven business environment. Most firms today, as a result, describe supply chain management as a highly complex activity which requires the ability to systematically engage with multifarious data while considering a wide range of commercial and ethical considerations.³ Now, more than ever, there is high demand for qualified postgraduates, where a skills gap of talent is evident throughout this industry.

The DBS programme aims to produce individuals with the specialised skills and attributes necessary to meet the demands of the modern-day supply chain management environment. Learners will understand the core principles of supply chain management, as well as procurement and inventory management at leadership level; they will be equipped with operations management and analytics expertise; possess an integrated understanding of global logistics; critically evaluate sustainable supply chains and inform business decision making in an ethical context. Learners will acquire the knowledge, theory and skills of supply chain management. Moreover, they will develop advanced critical thinking, writing and research skills through the completion of the Conducting Research for Supply Chain Management module along with the completion of a Capstone Module (choice of Dissertation, Consulting Report for Supply Chain Management, or Placement).

The taught component of this programme comprises core modules in the Global Supply Chain and Logistics Management, Supply Chain Procurement Strategies, Global Finance for Supply Chain Management, Supply Chain Operations (semester one). Negotiation for Successful Supply Chain Leadership, Analytics and Enterprise Systems for Supply Chain Management, Supply Chain Sustainability, Conducting Research for Supply Chain Management (semester two).

All modules will facilitate the exploration of new ideas and technologies with learning focused on emerging industry trends as well as best practice. Learners will be able to apply their knowledge to specific issues within a real-world context. The programme will incorporate a multimodal blended approach to delivery across modules including face-to-face classroom, online synchronous and asynchronous deliveries.

This programme will accommodate a wide audience of learners from a broad spectrum of industries whose specific learning requirements lie in the area of supply chain management (either business, or technically focused). Admission to the programme will require a Level 8 honours bachelor's degree (minimum 2:2) in a cognate area. Cognate subjects include business, computer science, IT, science, mathematics, statistics, finance, economics, engineering and information systems or related areas.

³ Turner, N., Aitken, J. and Bozarth, C., 2018. A framework for understanding managerial responses to supply chain complexity. *International Journal of Operations & Production Management*.

For learners who, for personal or professional reasons, to the research component of this programme, they may be awarded the embedded exit award titled, *Postgraduate Diploma in Science in Supply Chain Management (Level 9, 60 ECTS)*

Summary of specifications for teaching staff		WTE
Role e.g., Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs ⁴) of Staff on the programme with this role and profile
	All as for MSc	

The teaching and learning methodologies		
Methodology / Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
	All as for MSc	

Section D. Other noteworthy features of the application

N/A

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

N/A

⁴ WTE is the whole-time equivalent number. The number 1 indicates a full-time person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

Part 2. Evaluation against the validation criteria

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

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider’s chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.⁵</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

As an established provider of higher education programmes DBS has met the prerequisites (section 44(7) of the 2012 Act) to apply for validation of this programme. It was noted that DBS has in place procedures for access, transfer and progression. DBS has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI.

DBS provided the panel with a copy of the letter to be submitted to QQI with the application for the validation of the programmes. The letter contained the signature and declaration required under sub-criteria 1b) and 1c).

The criterion has been met.

⁵ This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme. (i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>f) The programme title and any embedded programme titles are (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>g) For each programme and embedded programme (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.⁶ (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.⁷</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

In general, the panel is satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought.

The panel was informed that the Level 9 Science Award Standard was the standard that most closely aligned with the toolkit of skills required for a supply chain function at a high level. The function requires technological and systematic thinking and is largely underpinned by science as it is data driven. The panel is satisfied that this is the appropriate award standard for the programme.

⁶ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

⁷ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

The panel made some observations on the wording of some of the Programme Objectives and MIMLOs for consideration by DBS as follows:

Programme objectives (p23 of the Programme Document)

Objective 2: consider changing the word ‘critical’ to ‘objective’ as this fits the overall programme objective more accurately.

Objective 3: consider changing ‘critically assess theories’ to ‘critically evaluate theories’ to reflect a developmental approach from previous objectives.

Ensure that the programme objectives capture the digital and technological offering as outlined in Section 1.c.1.9 (p13) and Section 2.2 (page 24 of the Programme Document).

MIMLOs

MIMLO1.2: The word “authenticate” in this context is not considered to be appropriate.

MIMLO5.5: Consider change of text to: “Critically apply business ethics in communications to effectively manage ethical, social, and environmental issues in the global supply chain.”

MIMLO7.1: Consider change of text to: “analyse economic, environmental and social theories with regards to sustainable SCM”.

MIMLO7.3: Include miles in examples.

General points

Ensure that taken together, the Programme Objectives, MIPLOs and MIMLOs are coherently matched and accurately outlined in the documentation.

Ensure that the number of ECTs outlined in the body of the text is the same as that outlined in the title of Module 2: Supply Chain Procurement Strategies, which has 5 ECTs.

Criterion 3. The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁸
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
 - (i) There is a satisfactory rationale for providing the programme.
 - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
 - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
 - (iv) There is evidence⁹ of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant¹⁰.
 - (vi) The programme meets genuine education and training needs.¹¹
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
MSc in Supply Chain Management	Yes	

DBS informed the panel that it had a two-fold approach to developing the programme: firstly, a comparative analysis of similar programmes was undertaken. This identified the most frequently mentioned modules across a number of institutions and helped guide the Programme Team in drafting the outline content of modules for the proposed programme. There followed consultation with industry stakeholders on the overall shape of the draft programme. A particular question to this audience centred on whether the thrust of the programme would produce ‘work-ready graduates’ – a key objective for DBS generally. Following feedback, adjustments were made to the module,

⁸ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁹ This might be predictive or indirect.

¹⁰ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

¹¹ There is clear evidence that the programme meets the **target learners’** education and training needs and that there is a clear demand for the programme.

including, for instance, having a specific module on negotiation skills, a key topic identified by employers, who also identified good interpersonal skills as being critically important. The Programme Team continued to develop the programme, including ensuring, through a skills-mapping exercise, that suitably qualified staff were either immediately available in-house or could be recruited in a timely fashion. See Criterion 6 for further discussion on staffing and staff qualifications.

The panel noted that there had been consultations with a wide variety of stakeholders across the world, including companies in India, other parts of South Asia and with the Irish Exporters Association in Ireland, among others. Additional feedback from stakeholders included the need to have a broad view of the topics of ESG and to have these topics embedded throughout the programme, including the topic of human rights as a core element. See Criterion 5 for further discussion on curriculum content.

It was reported that a particular feature of the programme was its multi-modal approach to delivery, with one-third being asynchronous, one-third on demand and one-third live, at the DBS campus. This reflects DBS's strategy to offer greater flexibility to learners.

DBS also told the panel that the team had taken account of several reports and research from different sources on the current and predicted skills shortage in the area of supply chain management. This includes key reports such as the Irish *National Skills Bulletin 2020*, and the World Economic Forum's *Future of Jobs* report.

It was stated that DBS, as a college, was committed to the inclusion of supply chain management across several its existing programmes and was in the course of developing specialist undergraduate programmes in order to meet clear demand.

The criterion has been met.

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

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied¹².
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR¹³) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

The panel is satisfied that there are satisfactory arrangements in place in relation to access, transfer and progression.

DBS informed that the panel that the proposed programme is likely to attract a large cohort of international learners, particularly from India, South Asia, Nigeria as well as a cohort of

¹² Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

¹³ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

approximately 30% learners based in Ireland. In general, learners come from a background of previous study in a cognate discipline.

It was stated that the course design, including resources such as case studies, has a global perspective, ensuring that they are relevant to a cohort who will be working on a global basis in supply chain management. This is in keeping with DBS's stated aim of having 'work-ready' graduates and in line with the college's own strategy of ensuring that its programmes have an international ethos. See also Criterion 9 for further comment.

It was stated that there is a sufficient emphasis in the curriculum on developing learners' capacity to undertake robust, data-based research, together with knowledge gained, to ensure that they would be eligible to apply to undertake a PhD in, for instance Queens' University Belfast (QUB) or Trinity College Dublin if this was an option graduates wished to pursue.

The panel was informed that DBS's strategy in developing its programmes, including the discipline of supply chain management, was to take a top-down approach, that is, starting with a programme at master's level and then developing undergraduate degrees and diplomas based on the experience of offering the highest-level degree in DBS. It is understood that DBS is currently considering developing a stand-alone degree at Level 8 on the NFQ and the panel encouraged DBS to continue in this effort to address skills shortages in an increasingly important discipline.

Recommendation

It is recommended that DBS continue with its proposed development of a Level 8 programme in Logistics and Supply Chain Management that addresses skills shortages in this sector.

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

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁴.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹⁵</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

In general, the panel is satisfied that the curriculum is well-structured and fit-for-purpose.

It was stated that the curriculum had 8 core, mandatory modules with several of them unique to the supply chain management programme. For the MSc capstone project, learners could select one of three options, a dissertation, a consultancy report or a research placement (See Criterion 9 for an elaboration of these options). In discussion at the review, the panel suggested that some elective modules might be offered, such as project management or marketing. The Programme Team indicated that consideration had been given to these topics as stand-alone modules, but as they were embedded in many of the modules in what is a cross-functional, multi-disciplinary approach, it was not a priority to give them their own module in the curriculum. It was stated that, for instance,

¹⁴ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹⁵ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

project management is inherently embedded in the modules on data analytics and operations management and that marketing is embedded in the topic of global supply chain management.

The team stated that the shape of the overall curriculum had been led by stakeholder feedback, which had influenced the priority and emphasis given to topics in the modules.

The panel did consider however, that it would be worthwhile for DBS to consider offering elective modules on the programme to increase learner choice and made the following recommendation.

Recommendation

It is recommended that DBS consider the inclusion of some elective modules in order to increase learner choice.

Through industry feedback, graduate attributes such as good interpersonal skills, ability to work as a collaborative team member, and well as good communication skills were identified as being very important ones. The panel reviewed the Soft Skills Matrix (p.45 of the Programme Document) which showed how such skills are embedded in the overall curriculum and welcomed this approach.

Similarly, the critical topics of ESG are embedded in the programme, with cross-listed assessments between modules supporting this strategy.

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

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff¹⁶ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹⁷ opportunities¹⁸.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

The panel is satisfied that there are sufficient qualified and capable programme staff available to implement the programme as planned.

The panel was informed that DBS had undertaken a staffing skills gap analysis as part of its development of the programme. This showed that, while many of the skills and experience required to teach on the programme were available within existing faculty members, many were already committed to teaching on existing programmes. It also identified where there were specific skills gaps in the teaching team. DBS then set about recruiting new staff to teach on the proposed

¹⁶ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹⁷ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁸ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

programme. The recruitment drive was successful, and DBS indicated that many of the new lecturers were also working within the sector, and these welcomed the opportunity to teach on a part-time basis. It was further stated that, as the nature of the programme requires an inter-disciplinary team, with lecturers drawn from business, law, marketing and computing backgrounds, the staffing profile for the programme matched the skills required.

It was stated that DBS had also engaged with several industry experts who had agreed to be guest lecturers on the programme. They can provide more specialist rather than general knowledge to learners. These are drawn from different companies that have a global reach in supply chain management such as Diageo or from companies that have experience of dealing day-to-day with operations management problems in the light of Brexit, the Covid-19 pandemic, and the war in Ukraine.

It was stated that it is DBS's intention to increase the opportunities for staff to undertake research projects, with changes in the contracts for new recruits reflecting this change. It was stated that more time is being allocated in faculty timetables to enable them to undertake more research.

In addition, it was stated that, while the emphasis in recent times had been more on developing capacity in teaching, learning and assessment, developing greater expertise in research, such as how to devise a research strategy, was now on the staff development agenda. In line with DBS's strategy, it was stated that the emphasis is on applied research, as evidenced by their recent conference on Applied Research in May 2022. The panel considered that this strategy might be more clearly stated in the documentation and made the following recommendation.

Recommendation

It is recommended that DBS continue to support research opportunities for staff as part of its overall strategy for staff development.

It was stated that support is provided to all new lecturing staff in DBS to ensure that they are familiar with key resources such as the effective use of MOODLE. In addition, in one-to-one sessions, based on feedback on performance, opportunities for CPD are identified and offered to staff to continue with their development as faculty members.

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

<p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g., availability of:</p> <ul style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g., kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
	Satisfactory? (Yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

The panel is satisfied that there are sufficient physical resources to implement the programme as planned.

The panel was informed that there is a process in place for the Programme Team to work in conjunction with other sectors of the college, such as those responsible for timetabling and allocation of physical space, as well as with the IT department to ensure that the appropriate resources are in place for the programme, such as ERP systems or specific software that is required for effective supply chain management. It was stated that DBS, in recent times, had increased the laboratory capacity in the college. Further investment was planned in line with the type of proposed programmes there were envisaged in the future, including programmes with a blend of synchronous and asynchronous delivery.

Work has already been carried out on the reconfiguration of classroom layouts to facilitate areas such as group work or group study.

It was stated that further places had been available in the library area to facilitate learners undertaking research. This included support from research librarians assisting individuals or groups working on for example, how to develop a succinct research statement for particular assignments.

Criterion 8. The learning environment is consistent with the needs of the programme’s learners

<p>a) The programme’s physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme’s learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
		Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

In general, the panel is satisfied that the learning environment is consistent with the needs of the programme learners.

The panel noted that, on page 51 of the Programme Document, DBS was exploring the possibility of developing a relationship with industry professional bodies such as CILT and APICS. The perceived benefit was to provide networking opportunities for learners and to seek industry accreditation for the programme. The panel was of the view that no Irish industry body was in a position to offer accreditation at this stage of their own development and that, as such, seeking ‘academic partnership’ as stated in the document was inaccurate and the phrase should be deleted.

Recommendation

It is recommended that, in the documentation, reference to ‘academic partnership’ be deleted in relation to the level of engagement with the supply chain management professional bodies.

The panel considered that, in any communication to learners about the nature and status of any industry professional body, it should be clear what learners might reasonably expect from student membership or full membership on graduation.

Recommendation

It is recommended that the opportunities for membership of professional bodies, both during and following completion of the programme, be clearly articulated for learners.

The panel reviewed the assessment schedule and considered that it was appropriate. It was noted that there are opportunities for learners to undertake group projects and group study and that facilities are available to support them in their efforts. It was stated that timely feedback is provided to learners on their work and that an adequate number of supervisors is available to provide one-to-one supervision for capstone projects.

DBS offers a research placement option for the capstone project. Learners must find the placement themselves. DBS has a Placement Officer to liaise with the learner, DBS and the company providing the placement to ensure that any issues arising are dealt with in a timely way. See Criterion 9 for further comment on the capstone options, including the placement option.

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁹ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

In general, the panel is satisfied that there are sound teaching and learning strategies in place to enable learners to achieve the intended programme learning outcomes.

For those undertaking the capstone project, leading to the Masters award, it was noted that learners may choose one of three, research-led options as follows:

1. **Dissertation:** A traditional, written, research-focused dissertation, applying key academic and methodological concepts and techniques to a research question.
2. **Consultancy report:** A consultancy report project, in which individual learners are required to produce a robust piece of research, working with a local business. The report is to be underpinned by academic theory, primary and secondary data collection. The idea is to provide the company involved with different perspectives on how to approach a particular problem identified in their supply chain management process.
3. **Industry placement:** While on placement in a company, learners undertake a research-focused piece of work that takes the form of a written placement project. The project will apply key academic and methodological concepts and techniques to an applied industry-focused research problem or issue and the completion of a reflective performance review report.

The panel was informed that learners are allocated a supervisor for one-to-one support on capstone projects. DBS informed the panel that a Placement Coordinator, who will liaise with DBS, the learner and the line-manager of the company involved, had been allocated to the programme for the placement option.

¹⁹ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

The panel is of the view that, option 2, Consultancy Report, which is an individually based research project, potentially may run into some difficulties, such as placing an undue burden on the company involved to respond to multiple requests for information and data. The panel also considered that there might be risk to academic integrity, with learners sharing solutions or data that had not been independently arrived at or collected. DBS indicated that, from the learner perspective, having an individual mark for an individual piece of work was important in that they could demonstrate their own skills and knowledge to an employer. The panel advised that some colleges successfully offered this type of option as a group project and suggested that this might be considered by DBS.

Recommendation

It is recommended that DBS consider having the Consultancy Project as a group project, rather than an individual one.

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>²⁰</p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.²¹</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written <i>programme assessment strategy</i> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.²²</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.²³</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

The panel is satisfied that there are sound assessment strategies in place for the proposed programme. The panel found that there is a mix of assessment methods used, from exams, continuous assessment, essays, reports, poster presentations and that these methods are matched appropriately to the individual module learning outcomes.

As noted in Criterion 3 and Criterion 5 above, the programme has been designed to ensure that learners acquire skills such as effective communications, presentation skills, the ability to work as a team member in a collaborative manner. DBS stated that the assessment strategy is aligned with the overall objective of the programme. This includes allocation of marks for contribution to group work or group presentations, as appropriate.

DBS told the panel that learners undertake a self-assessment early in the programme that provides an indication of how well they score on desirable graduate attributes such as attention to detail, team initiative, problem solving and teamwork generally. As graduate attributes are mapped against

²⁰ See the section on transitional arrangements.

²¹ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

²² The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²³ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

module content, the self-assessment results allow learners and faculty members to work on, and then assess, particular areas that may need attention over the course of the programme.

As noted in Criterion 9, DBS provides 3 options on the capstone project, a dissertation, a consultancy report, or a research placement. It was stated that having 3 options provided greater flexibility for learners in how they are to be assessed. For some learners, having the opportunity to undertake a practical piece of work that is underpinned by robust theory is preferred; other learners, who may wish to go on to do further study or undertake research-based work, may prefer to submit a more traditional dissertation.

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

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²⁴.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²⁵ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g., while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students including:

- Learner surveys
- Peer Mentoring Support (with training provided for mentors)
- Student representation on the Academic Board and Board of Studies
- Support for, and engagement with, an elected Student Union
- Student services for:
 - Accommodation
 - Counselling and referral services

²⁴ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²⁵ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

- Sports and societies, with many student-led events
- Entertainment
- Study and meeting spaces within the campus

The panel was informed that DBS had introduced a specific programme on diversity, equality, and inclusion (DEI) which learners participate in as part of their induction into the college. The programme is in recognition of the diverse education and cultural backgrounds of the learners attending DBS.

The panel was informed that, through its Student Engagement and Success Unit (SESU), particular attention is paid to ensuring that new learners are settling into college life successfully. Attendance at class, use of MOODLE and use of the library is monitored as ways to assess learner engagement. The office also checks in with faculty members to ascertain if any learner is experiencing difficulties. A range of interventions, both personal and academic, can be put in place for learners who need additional support. This includes classes on academic writing for instance, or other short classes. It was reported that supports are available for people with disabilities and that DBS strives to put any additional support necessary in place for this cohort of learners.

DBS informed that panel of a five-phase programme that SESU and the DBS Library offered to new learners early in the first semester. This covers short courses on topics such as getting ready to learn, handling a first assignment, making the most of feedback received, preparing for exams and developing an effective research strategy. It is not mandatory for learners to participate, and the participant rate can be low. The panel was informed that DBS is in the process of re-designing its website to make information on the service more front and centre, as well as reviewing how the information is conveyed in the student handbook. The panel recommended that DBS make every effort to enhance the communications around this service and made the following recommendation.

Recommendation

It is recommended that DBS consider an enhanced communication plan to engage learners in the 5-phase service that is in place to support new learners.

Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance²⁶ is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Supply Chain Management	Yes	
Postgraduate Diploma in Supply Chain Management	Yes	

The panel is satisfied that the QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines.

²⁶ See also QQI’s Policy on Monitoring (QQI, 2014)

Part 3. Overall recommendation to QQI

3.1 MSc in Supply Chain Management:

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

Reasons for the overall recommendation

1. The criteria have been satisfactorily met.

Commendations

1. N/A

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

1. N/A

Embedded programme 1: Postgraduate Diploma in Science in Supply Chain Management

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

Reasons for the overall recommendation

1. The criteria have been satisfactorily met.

Commendations

1. N/A

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

1. N/A

Summary of recommended special conditions of validation

N/A

Summary of recommendations to the provider

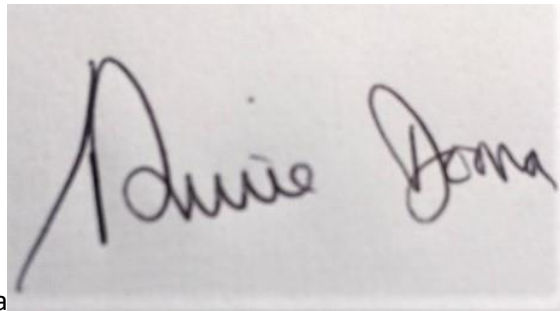
1. It is recommended that DBS continue with its proposed development of a Level 8 programme in Logistics and Supply Chain Management that addresses skills shortages in this sector.
2. It is recommended that DBS consider the inclusion of some elective modules in order to increase learner choice.
3. It is recommended that DBS continue to support research opportunities for staff as part of its overall strategy for staff development.
4. It is recommended that, in the documentation, reference to 'academic partnership' be deleted in relation to the level of engagement with the supply chain management professional bodies.
5. It is recommended that the opportunities for membership of professional bodies, both during and following completion of the programme, be clearly articulated for learners.
6. It is recommended that DBS consider having the Consultancy Project as a group project, rather than an individual one.
7. It is recommended that DBS consider an enhanced communication plan to engage learners in the 5-phase service that is in place to support new learners.

Declarations of Evaluators' Interests

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

Panel chairperson: Annie Doona

Date: 9 August 2022

A photograph of a handwritten signature in black ink on a white background. The signature reads "Annie Doona" in a cursive, flowing script.

Signed: Dr Annie Doona

3.2 Disclaimer

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

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

Part 4. Proposed programme schedules *(post panel feedback and consequent amendments, if any)*

Name of Provider:		Dublin Business School															
Programme Title		Master of Science in Supply Chain Management															
Award Title		Master of Science															
Stage Exit Award Title³		Postgraduate Diploma in Science in Supply Chain Management															
Modes of Delivery (FT/PT):		Full-time*															
Teaching and learning modalities		As per module descriptors															
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code								
Major	9	7	Award		9	7	90	January 2023	0413								
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)						
			Status	NFQ Level¹ where specified	Credit Units	Total Hours	Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of independent learning	Work-based learning effort	C.A. %	Supervised Project %	% practical demonstration	Proctored practical	Proctored written exam %
					HET Credits												
Global Supply Chain and Logistics Management		1	M	9	10 ECTS	250	48	50	152		100					-	
Supply Chain Procurement Strategies		1	M	9	5 ECTS	125	24	50	51		100					-	
Global Finance for Supply Chain Management		1	M	9	5 ECTS	125	24	50	51		100					-	
Supply Chain Operations		1	M	9	10 ECTS	250	48	50	152		50					50	
Negotiation for Successful Supply Chain Leadership		2	M	9	5 ECTS	125	24	50	51		100					-	
Analytics and Enterprise Systems for Supply Chain Management		2	M	9	10 ECTS	250	48	50	152		50					50	
Supply Chain Sustainability		2	M	9	5 ECTS	125	24	50	51		100					-	
Conducting Research for Supply Chain Management		2	M	9	10 ECTS	250	48	50	152		100					-	

Consulting Report for Supply Chain Management**	3	E	9	30 ECTS	750	6		744			100		-
Dissertation**	3	E	9	30 ECTS	750	6		744			100		-
Placement**	3	E	9	30 ECTS	750	6		594	150		100		-
Special Regulations (Up to 280 characters)	*FT Learners take 30 ECTS per semester. ** Students will not progress to Dissertation/ Consulting Report for Supply Chain Management /Placement unless all taught modules have been passed i.e. 60 ECTS.												