

Independent Programme Review Report

Provider name	DBS
Date of site visit	08 July 2019
Date of report	31 July 2019

Principal programme	Title	Master of Science in Management Practice
	Award	Master of Science
	Credit	90
	Duration¹ <i>(years, months, weeks)</i>	Full-time: 1 year/12 months (3 semesters of 12 weeks each) Part-time: 2 years/24 months (5 semesters of 12 weeks each)

Embedded programme	Title	Postgraduate Diploma in Science in Management Practice
	Award	Postgraduate Diploma in Science
	Credit	60
	Duration	Full-time: 1 year/9 months (2 semesters of 12 weeks each) Part-time: 2 years/24 months (4 semesters of 12 weeks each)

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1 Introduction

The scope of the review encompassed the Level 9 in Master of Science in Management Practice programme offered by DBS, which is due for Programme Review in 2019. Programme approval and revalidation will be required for the programmes from 1st of September 2019.

The programmes detailed in this Terms of Reference document are due for review under the QQI requirement for periodic monitoring and review, which also requires review to conform with recent policies, including *QQI Core Policies and Criteria for the Validation of Programmes of Education and Training (QQI, 2016)*, *Core Statutory Quality Assurance (QA) Guidelines (QQI, 2016)* and in accordance with the *QQI Programme Review Manual 2016/2017*.

As detailed in QQI's *Core Statutory Quality Assurance (QA) Guidelines* (pp 11–12) and the *Programme Review Manual 2016/2017*, programme monitoring and review is taken as an opportunity to:

- Ensure that the programme remains appropriate, and to create a supportive and effective learning environment
- Ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society
- Review the learner workload
- Review learner progression and completion rates
- Review the effectiveness of procedures for the assessment of learners
- Inform updates of the programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners
- Update third party, industry or other stakeholders relevant to the programme(s)
- Review quality assurance arrangements that are specific to that programme

Objectives of the Programme Review

The QQI *Programme Review Manual 2016/2017* states that the specific objectives of a Programme Review are to evaluate the programme as implemented in light of the provider's experience of providing the programme over the previous five years with a view to determining:

- (1) What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
- (2) What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
- (3) What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?
- (4) What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
- (5) Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?

- (6) What other modifications need to be made to the programme and its awards to improve or reorient it?
- (7) Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
- (8) Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
- (9) What is the justification (or otherwise) for the provider continuing to offer the programme(modified or unmodified)?
- (10) What changes need to be made to related policies, criteria and procedures (including QA procedures)?

In addition the panel were requested to reflect on the Special Considerations applied to the review:

- Consider objective 10 having regard to the new QQI QA guidelines, which were published since the programmes were last validated.
- The panel should consider the College's capacity to supervise dissertations for the proposed maximum intake of learners and that the panel should review current/past dissertations and report on the quality of them.
- The inclusion of a Postgraduate Diploma exit award.

2 Independent Review Process

2.1 Evidence Perused

The review process for the programmes was led by the Programme Leaders with the Programme Team in order to critically analyse all aspects of these programmes. The consultation embraced a wide range of relevant issues including:

- Programme rationale
- Programme aims, objectives and learning outcomes
- Programme structure
- Module choice and content
- Teaching, learning and assessment methodologies
- Access, transfer and progression

The guiding principles underpinning this review were:

- That assessment of learning achieved shall adhere to the relevant QQI Assessment and Standards Revised 2013
- That the proposal for the programmatic review of the programmes has been developed and approved internally as a result of the DBS quality assurance procedures
- That the proposed programme will assist DBS and the School of Business and Law in the achievement of DBS's mission and strategy
- That the programme learning outcomes will meet the needs of current and future learners, employers and other stakeholders
- That teaching and learning or research activity at any level shall be conducted in a manner morally and professionally ethical

The Programme Team has engaged in a significant consultative process to ensure that the programmes provide an appropriate and relevant mix of academic content and practical application to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current learners, external examiners, employer organisations, faculty, current reports by government agencies on labour force requirements, as well as a competitor analysis of similar programmes, in so far as these were available. See Section 7.2 of this report for more information

The results and conclusions of this review process informed the proposed changes to the programmes which are outlined in this report. DBS provided the panel with a self-evaluation report for the programme (hereafter referred to as Programme Review Reports) and access to documentation before and during the site visit. Requests for further documentation were facilitated in a timely manner and supported by further explanations where appropriate.

Membership of Provider's Review Team

Name	Job Title with the Provider
Ann Masterson	Acting Programme Leader/Course Director Senior Lecturer: <i>Applied Strategic Management, Reinventing Performance Management</i>
Gary Bernie	Lecturer: <i>Research Methods</i>
Andrew Browne	Lecturer: <i>Writing for Graduate Studies</i>
Eileen Corrigan	Lecturer: <i>Dynamic Leadership Development; MSc Management Practice Seminar Series</i>
Juan Fravega	Lecturer: <i>Marketing Analysis</i>
Philip Hickey	Lecturer: <i>Financial Analysis</i>
Paul Hollywood	Lecturer: <i>Writing for Graduate Studies</i>
Obinna Izima	Lecturer: <i>Information Systems and Project Management</i>
Michael Kane	Lecturer: <i>Writing for Graduate Studies</i>
Dr Chantal Ladias	Lecturer: <i>Marketing Analysis</i>
Linda Moran	Lecturer: <i>Management Practice Seminar Series</i>
Enda Murphy	Lecturer: <i>Managerial Financial Analysis; Innovation and Change Management</i>
Dr PJ Paul	Lecturer: <i>Global Issues in Management; Applied Strategic Management</i>
Dr Garry Prentice	Dissertation Coordinator Lecturer: <i>Research Methods</i>
Paul Taaffe	Lecturer: <i>Information Systems and Project Management</i>
David Wallace	Lecturer: <i>Human Capital Management and Organisation Behaviour</i>
Ray Whelan	Lecturer: <i>Applied Strategic Management</i>
Lori Johnston	Registrar
Dr Martin Doris	Assistant Registrar
Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Dr Kerry McCall Magan	Head of Academic Programmes
Dr Lee Richardson	Data Analytics and Reporting Manager
Shane Mooney	Head of Student Experience
Jane Buggle	Deputy Librarian
Emma Balfe	Head of Faculty and School Operations
Darragh Breathnach	Head of Academic Operations
Anita Dwyer	School Administrative Officer
Viviana Moreira Montero	Programme Coordinator

Grant Goodwin	Quality Assurance Officer
Sarah Sharkey	Student Retention Officer

2.2 Agenda

See Appendix 2.

2.3 Persons Met

Staff, Students and Graduates with whom the Panel Met

- 1. Evaluation of Programme Proposed for Revalidation against QQI validation Criterion 1. The provider is eligible to apply for validation of the programmes (s)**
- 2. Evaluation of the Programme Review Process and Report**
- 3. Evaluation of Programme Proposed for Revalidation against QQI validation criteria- Programme Rationale and overall structure**

Name	Job Title with the Provider
Andrew Conlan-Trant	Executive Dean (<i>for session 1 only</i>)
Dr Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Shane Mooney	Head of Student Experience
Ann Masterson	Course Director (Acting) Business and Law
Dr Martin Doris	Assistant Registrar
Grant Goodwin	QA Officer
Sarah Sharkey	Student Engagement Officer
Dr Garry Prentice	Lecturer

4. College Tour for the Panel

5. Resourcing and Supports for Learners

Name	Job Title with the Provider
Shane Mooney	Head of Student Experience

6. Panel Meeting with Student and Graduate Representatives

Name and Status
Owen Adubor, Current Learner
ClémenceFruchon, Graduate
SandileMpumeleloMakhubela, Current Learner
FolakemiOpemipoAwofodu, Current Learner

7. Curriculum, Learning Teaching & Assessment - Proposed Programme: Master of Science in Management Practice

Name	Job Title with the Provider
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Dr Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Seamus Coogan	
Tanya Balfe	Admissions Manager
Dr Martin Doris	Assistant Registrar
Grant Goodwin	QA Officer
Shane Mooney	Head of Student Experience
Sarah Sharkey	Student Engagement Officer

Faculty Team:	
Name	Job Title with the Provider
Ann Masterson	Course Director (Acting) Business and Law Lecturer: <i>Dynamic Leadership Development, Applied Strategic Management, Management Practice Seminar Series</i>
Paul Hollywood	Lecturer: <i>Writing for Graduate Studies</i>
Obinna Izima	Lecturer: <i>Information Systems and Project Management</i>
Michael Kane	Lecturer: <i>Writing for Graduate Studies</i>
Patrick Mongey	Lecturer: <i>Information Systems and Project Management</i>
Linda Moran	Lecturer: <i>Management Practice Seminar Series</i>
Enda Murphy	Lecturer: <i>Global Issues for Management, Leading Change and Innovation, Managerial Financial Analysis</i>
Dr PJ Paul	Lecturer: <i>Global Issues for Management, Applied Strategic Management, Research Methods</i>
Dr Garry Prentice	Lecturer: <i>Research Methods</i>
David Wallace	Lecturer: <i>Human Capital Management and Organisational Behaviour,</i>

8. Oral feedback to Senior DBS Staff

Name	Job Title with the Provider
Andrew Conlan-Trant	Executive Dean
Emma Balfe	Head of Faculty and School (Acting)
Lori Johnston	Registrar
Dr Martin Doris	Assistant Registrar
Ann Masterson	Course Director (Acting) Business and Law
Dr Kerry McCall Magan	Head of Academic Programmes
Shane Mooney	Head of Student Experience
Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning

3 Review of the Programme Review Report

In general the panel found that the documents provided were well structured, clear in the presentation of facts and easy to read.

The contents followed the template provided in Section 5.2 of the Programme Review Manual 2016/2017. The panel complemented the reflective nature of the review undertaken, and the SWOT analysis provided as prescribed by the guidelines.

There follows a summary of the commentary on nine major areas of the reports and findings in relation to each area.

3.1 Fitness for Purpose of the Programme

The panel evaluated the observations, comments and suggestions from internal and external stakeholders and these were duly factored into the review process. Internal stakeholders consisted of current and previous students and lecturers (especially those working in industry) and other staff (support and administrative).

The Programme Team have engaged with the professional bodies as well as within industry to ensure the programme is appropriate for graduates who wish to pursue a variety of paths. The key stakeholders in respect of management programmes are employers, with progression opportunities also an important consideration. In the design of the programme, Dublin Business School carried out consultations on the programme design and module content with a range of industry stakeholders, as identified in section 3.8 of the programme document.

The summary of employer feedback regarding the programme and its proposed new incarnation are contained in the Survey Report in the supporting documents folder.

The review process was also informed by the comparator analysis undertaken by DBS (with both national and international programmes), a review of External Examiner reports and feedback obtained from industry and professional organisations.

The panel found that the consultation process had been comprehensive and concluded that the proposed programmes were fit for purpose. Further commentary is provided in Section 7.5 of this report.

3.2 Achievement of the Programme of its Stated Objectives

The Master of Science in Management Practice aims to provide learners with the knowledge, skills and research capability to critically analyse, implement and evaluate management concepts and techniques in order to generate valuable insights and enhanced judgement at all levels of the organisation. It covers a wide range of relevant topics and focuses on core areas of strategy, change management, human resource management, financial reporting and effective leadership, while also offering applied practical skills in contemporary topics, such as leading innovation and change, global issues for management, entrepreneurship, project management, human capital management and organisational performance. This knowledge and skills should provide learners with enhanced capacity to evaluate, instigate and implement enhanced management practice in order to generate valuable business insights. These insights will inform strategic business decisions designed to increase productivity, profitability and an organisation's value and market share.

This programme will appeal to learners who want to successfully manage in any applied professional business context assisting with strategic business decisions and increasing productivity, profitability and organisational value. It has been designed for those who wish to specialise in the field of management with a view to entering industry or moving to a management level. The programme objectives were provided in section 2.1 of the programme document.

Overall, it was stated that the programme aims to create in learners a critical understanding of management as practice, while also enhancing the research capability and practical management skills of the learners.

3.3 Learner Profile

This programme is aimed at learners with second class second division (2.2) bachelor honours undergraduate/bachelor degree in any discipline, from a recognised third level institution, or equivalent qualification, who wish to pursue a career in management. The programme is also aimed at those currently in the workplace who wish to gain the necessary knowledge and skills to be able to successfully grapple with the demands of a management role. Therefore, the target learners for the programme are those who are starting on their career or who have been in the workplace but want to better understand the role of a manager and move up through the management sphere. On completion of this programme, learners should have the management expertise to make them suited to a broad range of career and professional development options and progress on the path towards becoming a successful manager in whatever sector they choose to practice.

A process of application and selection takes place prior to admission to the MSc Management Practice programme. The programme team reviewed the entry standards for learners to this programme as outlined in the Quality Assurance Handbook, and programme document.

The minimum entry requirements for the MSc in Management Practice are:

1. A minimum second class second division (2.2) honours undergraduate/bachelors degree from a recognised third level institution in any discipline who wish to specialise in the field of management.
2. An equivalent professional qualification attributed to the business sector.
3. An equivalent professional qualification such as ACCA or CIMAWill also be considered.
4. For non-standard applicants relevant professional experience may be taken into account and individuals will be assessed on a case-by-case basis through DBS RPL procedures.

DBS also recruits both mature learners and International learners directly, and applies College RPL policies for such purposes.

3.4 Learner Performance

A quantitative analysis was provided for the existing MSc in Management Practice programme covering the areas specified in the Programme Review Manual 2016/2017 Section 3.

- ***Enrolments and Applications***

Applications and enrolment numbers for the MSc in Management Practice since the last programmatic review were provided in the documentation. The total number of learners enrolled on the programme for the period 2014/15 to 2018/19 is 128. The number of enrolled learners has increased steadily from 21 learners in 2014/15 to a high of 35 learners in 2018/19.

Data in the report was provided on the total enrolment numbers for the last five years on the MSc in Management Practice by mode, nationality, demographic and gender– the specific information for learner admission numbers per academic year, to 2018/2019 (including full-time and part-time mode), was provided in supporting documentation pack.

In analysing the data, it can be seen that from 2014/15 to 2018/19 as a whole, the larger proportion of enrolled learners on this programme were male (67.52%), more than twice the number of females. However, the gap between the number of males and females has decreased over the years from 86.26% Male and 13.64% Female in 2014/15, to 54.29% Male and 45.71% Female in 2018/19.

Further commentary is provided in Section 7.6 of this report.

- ***Attrition, Transfer, Progression, Completion, Drop Outs and Repeat Learners***

Successful completion of each stage of the programme and progression through to graduation is a critical indicator of a successful programme. A comprehensive analysis was provided for the MSc in Management Practice programme, including reasons for learners dropping out or being academically withdrawn. Data was provided for retention and progression statistics from 2015-2018, and the panel noted that some efforts had been made by the programme team to determine the rationale for learner drop-out/academic withdrawal.

The composition and role of the Student Engagement and Success Unit (SESU) was outlined to the panel. The panel considered this a very positive move by DBS to support learner engagement, retention and progression.

Programme examination performance statistics provided overall pass rates (total enrolled who passed) since 2014/15, plus the proportion of learners who have failed and those who are non-active – these have dropped from 80.95% in 2014/15 to 65.63% in 2017/18.

The significant proportion of non-active learners is concerning. As the majority of learners on this programme are international, DBS stated that it had appropriate mechanisms in place to monitor attendance and engagement and to report to the necessary authorities on this matter.

Students are withdrawn from the programme due to non-engagement or have failed the maximum number of attempts/sittings on a module (s) as per QQI regulations.

Benchmarking of the programme's pass, fail and non-active rates in relation to entry qualifications for the academic years 2014/15-2017/18 was not conducted as this was not supported by the current learner management system – there are plans to replace this system in autumn 2019.

Further commentary is included in Section 7.12 of this report.

- ***Analysis of Grades and QQI Classifications***

An analysis was provided for the MSc in Management Practice programme grades and its QQI classifications, which included benchmarking of the programme's pass, fail and non-active rates in relation to entry qualifications for the academic years 2015/16-2017/18.

The range of percentage of students who pass each year has dropped significantly. In the year 2017/18, fail percentage/non-completion is running at one in three learners.

Analysis of the award classifications of this MSc in Management Practice programme data reveals that for the period 2014/15 to 2017/18 as a whole, 19.57% of Learners graduate from the programme with Distinction, a further 19.57% graduate with Merit and 60.87% with a Pass

Award. The percentage of learners achieving Distinctions has increased (from 14.29% in 2014/15 to 22.22% in 2017/18). The percentage achieving a Merit shows no clear trend, though it has increased from 2014/15 to 2017/18. Correspondingly, therefore, the percentage of Pass awards has decreased over the period of the review.

According to the programme review document, the percentage of Distinctions achieved (20%) is in line with the average for private providers and higher than the average of Distinction awards for DBS. The percentage of Merit awards (20%) is lower than both the average for Level 9 programmes at DBS and for private providers. In contrast, the percentage of Pass awards (60%) is higher than the average for both DBS Level 9 programmes (48%) and those at private provider. DBS acknowledged the typo in drawing award types from the system, and that these actually equate to the honours (first and grade 2s) and pass classification of awards for this programme.

Refer to Section 7.11 of this report for further background.

3.5 Quality of the Learning Environment

Commentary was provided on the teaching strategy, the use of guest speakers, the use of Moodle as a virtual learning environment and the current and planned developments for the blended learning elements of the programme.

A tour, including a short presentation of the facilities and services, was provided of the College library for the panel.

In the meeting with learners and graduates there were no resource issues identified.

Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed. An outline of physical facilities and resources was also included in the documentation. The panel concluded that the library policy of number of ratio of resources to learners, and e-resources was positive to support the provision of additional resources.

The panel concluded that the development of an appropriate assessment strategy, and the plans for development of teaching and learning staff development CPD, would support the College meet the needs of the learners.

Further commentary is provided in Section 7.9 of this report.

3.6 Suitability of Learner Workload

The suitability of the learner workload is one of the areas monitored by the programme team through feedback from learners, alumni, internal moderators, external examiners and through review and discussion at team meetings. The overview of programme modules provided in the programme document would be very useful for the students in the Student Handbook.

The panel explored the learner contact hours for the individual module descriptors. From the discussions with the programme team, the panel considers that the scheduling of assessment across the programme's semesters needs to be defined by the programme team, and published for access by all relevant stakeholders. The students interviewed said that the hand-in times sometimes came too close together. A published assessment schedule may alert academic staff and students to deadlines/scheduling clashes or excessive clustering of due dates, and the need to provide timely feedback to learners to manage their time and performance.

Feedback from students and graduates indicated that the programme assessment workload was heavy and would be better supported with a more explicit statement of the assessment schedule, and the subsequent provision of timely feedback. The panel further noted the feedback from students confirmed the willingness of teaching staff to address any issues brought to them.

Refer to Sections 7.12 and 7.13 for further background.

The programme document stated that all assessment for the programme conforms to the DBS assessment regulations, which are informed by QQI Assessment and Standards, Revised 2013. The panel recommends that the assessment strategy is developed for the programme to provide clarity regarding examination and assessment processes and requirements for the all modules, and the programme in its entirety, and to ensure its compliance with the QQI requirements.

The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from reviews and validations. It is the subsequent actions taken to 'close the loop' that should have a positive impact on improving the effectiveness of assessment procedures – the College needs to ensure that it is closing the loop and addressing the issues identified in feedback processes.

The panel found the assessment processes relating to the programme need to be reviewed, in the context of a programme assessment strategy and overall assessment schedule, to ensure it is appropriate.

Further commentary is provided in Section 7.11 of this report.

3.7 Quality Assurance Arrangements

All DBS quality assurance policies and procedures are detailed in the Quality Assurance Handbook (QAH). This is the first point of reference for all stakeholders involved in the design and monitoring of programmes. The programmes under review have been designed to comply with the DBS QAH and, in turn, with QQI's statutory quality assurance guidelines with respect to governance; quality assurance; assessment; and access, transfer and progression. Programme-specific quality assurance considerations include supporting the research project/dissertation and work-based learning opportunities.

DBS participated in the Pilot Re-Engagement process for re-approval of QA procedures with QQI in 2017/18 and is in the process of completing the full Re-Engagement process with QQI. Process, policies and procedures were reviewed and the QAH is being updated as part of the re-engagement application and self-evaluation process.

Evidentiary documentation of the implementation of the programme quality assurance arrangements were provided for the panel in the documentation pack. The panel concluded that the quality assurance arrangements applied to the programmes are generally effective, however, the College needs to ensure that it is taking all the steps to close the quality assurance loop and address the issues identified through the application of the quality assurance feedback processes.

A new mechanism for processing external examiners comments was identified to the panel– this process will serve to close the loop on addressing the issues identified during the process.

3.8 Proposed Modifications

These following changes, as identified in the Terms of Reference document, are proposed by the programme review. The implementation of these changes is considered in the review of the programme document in Section 4.

Overview

- To introduce an exit award of a Postgraduate Diploma in Science in Management Practice to allow learners who, for a legitimate reason, are not able to complete the final dissertation/project. This will allow learners to graduate with an award at 60 ECTS. The inclusion of an exit award for Level 9 programmes has been identified as important for DBS generally to allow acknowledgement of attainment for learners who cannot progress, in particular for international learners whereby a transcript with ECTS alone may not be fully recognised or understood by employers in their home country.
- To rename several modules in order to more accurately reflect updates in content, stakeholder feedback and trends in the business environment.
- To refresh and update module content through the removal of some material considered outdated.
- The Minimum Intended Programme Learning Outcomes have been redrafted and expanded in order to ensure constructive alignment with both the Science and the Business Award Standards, graduate attributes and the overall construct of the programme.
- All module reading lists have been reviewed and updated.

Details of Specific Proposed Modifications to Modules and Content

All proposed changes to the content of the programme are proposed as a result of feedback from the programme team, employers, industry and learners which have identified necessary changes. Moreover, the planned insertion of proposed changes to titles, content and assessment strategies are seen as necessary to ensure that individual modules, programme content and assessments are kept in line with contemporary business needs and fully aligned with the Business Award Standards.

Dynamic Leadership Development(Mandatory module, 5 ECTS)

It is proposed to introduce *Dynamic Leadership Development* as a stand-alone module in this programme. The leadership content in the existing programme had previously been placed within the *Strategic Management and Leadership* module however as a result of industry feedback it was decided that learners would benefit from an enhanced exposure to leadership thought and practices. The proposed module ensures that learners are suitably prepared to advance their careers in the spirit of leadership coupled with an innovative and entrepreneurial approach in a dynamic business environment.

Dynamic Leadership Development will be offered during Semester one.

Global Issues for Management(Mandatory module, 5ECTS)

This module has been introduced to cater for the increasingly international landscape we now operate within. Industry has considered it integral for learners to be exposed to essential managerial practices within this complex and vibrant space. This gap in the current programme can now be addressed through the reorganisation of the research methods modules.

Managerial Financial Analysis(Mandatory module, 5 ECTS)

This module was titled *Financial Analysis* and is now re-titled as *Managerial Financial Analysis*. This re-titling is considered by the programme team to reflect the module which provides a financial decision-making platform for business managers and enable learners develop a knowledge and understanding of the implications of financial information and an ability to apply this information to practical management scenarios.

Applied Strategic Management(Mandatory module, 10 ECTS)

The current *Strategic Management and Leadership* module has been streamlined to allow for a fuller focus on *Applied Strategic Management* in its own right. To better reflect the applied nature of this module, the programme team deemed it necessary to re-title the module '*Applied Strategic Management*'. This module will now be delivered in Semester two of the programme.

The two electives on the current programme namely *Management Simulation and Personal Development Portfolio* and the *Work-based Learning (WBL) module* have been extensively reviewed and replaced with a **Management Practice Seminar Series**(Mandatory module, 5 ECTS). This change is in response to learner and employer feedback on the value of them in their current construct; with those few who choose the WBL being minimally exposed to really valuable work experience in the short term permitted for it (between Semester one and two). Also the Simulation module was also under question about its meaningfulness by both the programme team and learners themselves. Industry stakeholders also suggested that the practice element of the programme could be augmented through the use and integration of industry experts into the programme. In response to this the Management Practice Seminar Series is proposed as a strong alternative and mandatory offering for learners in the future.

Research Methods 1 and 2(2 mandatory 5 ECTS modules) have been revised into a 5 ECTS (previously 10 ECTS) module and re-titled as **Research Methods**. Industry and learners strongly endorsed this revision on the basis of creating greater focus upon the core modules, and the sharper focus the module delivers upon the development of a viable research proposal. This aligns with our suite of other MSc programmes.

Dissertation

The *Dissertation* module has been revised to incorporate a double pathway of a *Dissertation* or *Applied Research Project* module as a 25 ECTS (previously 30 ECTS) module. Industry and learners strongly endorsed this revision on the basis of creating greater focus upon the core modules, and the sharper focus upon an industry driven applied problem solving project should the learner wish to choose this option.

4 Evaluation of the Modified Programme

4.1 Report

See Appendix 1.

5 Outcome of the Review

5.1 Summary

5.2 Recommendations

Principal programme	Title	Master of Science in Management Practice
	Award	Master of Science
	Credit	90
	Recommendation	Satisfactory, subject to proposed special conditions

Embedded programme	Title	Postgraduate Diploma in Science in Management Practice
	Award	Postgraduate Diploma in Science
	Credit	60
	Recommendation	Satisfactory, subject to proposed special conditions

6 Panel

Name	Role	Affiliation
David Denieffe	Chair	Vice President for Academic Affairs and Registrar, Institute of Technology, Carlow
Dr Jean Cushen	Academic in Subject area	Lecturer and Director of Postgraduate Teaching and Learning with the Business School at NUI, Maynooth
Dr Simon Stephens	Academic in Subject area	Senior Lecturer, School of Business, Letterkenny Institute of Technology
Daniel Good	Professional/ Employer Representative	Independent Consultant (assisting companies to find more flexible ways of working and to adapt to change)
Barbara Mangan	Professional/ Employer Representative	Human Resources Consultant
Nina Bianca Sayson	Learner representative on the panel	Current MSc in Marketing (full time) student, National College of Ireland
Mary Doyle	Secretary	Independent Academic QA Consultant

All members of the panel have declared that they are independent of DBS and have no conflict of interest.

7 Appendix 1: independent Programme Review Report

Part 1

Provider name	DBS
Date of site visit	08 July 2019
Date of report	17 July 2019

	First intake	Last intake
Proposed Enrolment interval	September 2019	January 2024
Maximum number of annual intakes	Two intakes: <ul style="list-style-type: none"> • September • January 	

Principal programme	Title	Master of Science in Management Practice
	Award	Master of Science
	Credit	90
	Duration² <i>(years, months, weeks)</i>	Full-time: 1 year/12 months (3 semesters of 12 weeks each) Part-time: 2 years/24 Months (5 semesters of 12 weeks each)
	Recommendation	Satisfactory, subject to Special Conditions

Embedded programme	Title	Postgraduate Diploma in Science in Management Practice
	Award	Postgraduate Diploma in Science
	Credit	60
	Duration³ <i>(years, months, weeks)</i>	Full-time: 1 years/9 months (2 semesters of 12 weeks each) Part-time: 2 years/24 months (4 semesters of 12 weeks each)
	Recommendation	Satisfactory, subject to Special Conditions

Evaluators

Name	Role	Affiliation
David Denieffe	Chair	Vice President for Academic Affairs and Registrar, Institute of Technology, Carlow
Dr Jean Cushen	Academic in Subject area	Lecturer, and Director of Postgraduate Teaching and Learning with the Business School at NUI, Maynooth
Dr Simon Stephens	Academic in Subject area	Senior Lecturer, School of Business, Letterkenny Institute of Technology
Daniel Good	Professional/ Employer Representative	Independent Consultant (assisting companies to find more flexible ways of working and to adapt to change)
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Mary Doyle	Secretary	Independent Academic QA Consultant

² Expressed in terms of time from initial enrolment to completion

³ Expressed in terms of time from initial enrolment to completion

7.1 Principal Programme: Master of Science in Management Practice

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
DBS: Dublin Campus	100	10
Target learner groups	<p>This programme is aimed at learners with a second class second division (2.2) honours bachelor degree in any subject area who wish to specialise in the field of management with a view to entering industry or moving to a management level. It will also be of interest to learners who have completed their undergraduate degree in business and wish to specialise in this area.</p> <p>An equivalent professional qualification such as ACCA or CIMA will also be considered for entry.</p> <p>On completion of this programme, learners will have the management skills necessary to move into various management roles in industry. They will gain an understanding of key management issues, how to apply innovative management processes and techniques, and how to critically evaluate and deploy a range of management tools and models in strategic decision-making in an organisation. Learners will also gain competencies in general management practices. Through the assignments and projects as part of the assessment criteria, learners will develop independent research and problem-solving skills which will be valuable in a variety of contexts in the workplace.</p>	
Number of learners per intake	Min: 10 learners – Max: 100 Learners (absolute numbers per annum)	
Countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full-time and Part-time	
The teaching and learning modalities	<ul style="list-style-type: none"> • Case-based learning • Practical skills workshops • Tutorials • Classroom Lectures • Guest Lectures delivered by practitioners • Student presentations • Individual and Group Work • Online synchronous and asynchronous learning 	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>Management is no longer the purview of the few at the top of an organisation. With organisations increasingly becoming flatter and adopting a more matrix structure, the ability to manage has become a key attribute at all levels of an organisation. This Master of Science in Management Practice has been developed with the aim of providing learners with the knowledge, skills and research capability to critically analyse, implement and evaluate management</p>	

	<p>concepts and techniques in order to generate valuable insights at all levels of the organisation, thereby assisting with strategic business decisions and increasing productivity, profitability and organisational value.</p> <p>This is an interdisciplinary programme that focuses on business management and is, therefore, designed to appeal to graduates seeking to gain exposure to the knowledge, skills and techniques that will allow them to successfully manage in any applied professional business context.</p> <p>The programme is constructed as a one year full-time or two year part-time programme of 90 ECTS which is comprised of ten taught modules of 65 ECTS and a Dissertation or Applied Research Project of 25 ECTS, leading to an award of a Master of Science in Management Practice.</p>	
Specifications for teaching staff	<p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters in the following areas:</p> <ul style="list-style-type: none"> • Business • Human Resource Management • Economics and/or Finance • Management • Marketing • ICT • Project Management • Research Methods (quantitative and qualitative) <p>In modules where industry experience is desirable, holders of Level 8 honours degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered.</p>	
Specifications for the ratio of learners to teaching-staff	Staff to learner ratio	Learning activity type
	1/50	Classroom sessions
	1/25	Workshops
	1/25	Practical sessions
	1/50	Online Class (live)
	1/25	Online Tutorial(interactive)
	1.02/(50 max students per intake) = 0.02:1	

7.2 Embedded Programme: Postgraduate Diploma in Science in Management Practice

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
DBS: Dublin Campus	100	10
Target learner groups	This programme is aimed at learners with a second class second division (2.2) honours bachelor degree in any subject area who wish to specialise in the field of management with a view to entering industry or moving to a management level. It will also be of interest to learners	

	<p>who have completed their undergraduate degree in business and wish to specialise in this area.</p> <p>An equivalent professional qualification such as ACCA or CIMA will also be considered for entry.</p> <p>On completion of this programme, learners will have the management skills necessary to move into various management roles in industry. They will gain an understanding of key management issues, how to apply innovative management processes and techniques, and how to critically evaluate and deploy a range of management tools and models in strategic decision-making in an organisation. Learners will also gain competencies in general management practices. Through the assignments and projects as part of the assessment criteria, learners will develop independent research and problem-solving skills which will be valuable in a variety of contexts in the workplace.</p>
Number of learners per intake	Min: 10 learners – Max: 100 Learners (absolute numbers per annum)
Countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and Part-time
The teaching and learning modalities	<ul style="list-style-type: none"> • Case-based learning • Practical skills workshops • Tutorials • Classroom Lectures • Guest Lectures delivered by practitioners • Student presentations • Individual and Group Work • Online synchronous and asynchronous learning
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>Management is no longer the purview of the few at the top of an organisation. With organisations increasingly becoming flatter and adopting a more matrix structure, the ability to manage has become a key attribute at all levels of an organisation. This Master of Science in Management Practice has been developed with the aim of providing learners with the knowledge, skills and research capability to critically analyse, implement and evaluate management concepts and techniques in order to generate valuable insights at all levels of the organisation, thereby assisting with strategic business decisions and increasing productivity, profitability and organisational value.</p> <p>This is an interdisciplinary programme that focuses on business management and is, therefore, designed to appeal to graduates seeking to gain exposure to the knowledge, skills and techniques that will allow them to successfully manage in any applied professional business context.</p> <p>The programme is constructed as a one year full-time or two year part-time programme of nine taught modules of 60</p>

	ECTS. The duration of the Postgraduate Diploma is a two twelve-week semesters in full-time mode and four twelve-week semesters part-time.	
Specifications for teaching staff	<p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters in the following areas:</p> <ul style="list-style-type: none"> • Business • Human Resource Management • Economics and/or Finance • Management • Marketing • ICT • Project Management • Research Methods (quantitative and qualitative) <p>In modules where industry experience is desirable, holders of Level 8 honours degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered.</p>	
Specifications for the ratio of learners to teaching-staff	Staff to learner ratio	Learning activity type
	1/50	Classroom sessions
	1/25	Workshops
	1/25	Practical sessions
	1/50	Online Class (live)
	1/25	Online Tutorial(interactive)
1.02/(50 max students per intake) = 0.02:1		

Other noteworthy features of the application

Part 2 Evaluation against the validation criteria

7.3 Criterion1: The provider is eligible to apply for validation of the programme

Satisfactory	Comment	Sub criteria
Yes		a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
Yes		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.
Yes		c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. ⁴

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 these programmes – up to an including level 9 taught programmes. It was noted that DBS has procedures in place for access, transfer and progression.

DBS has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI.

DBS participated in the Pilot Re-Engagement process for re-approval of QA procedures with QQI in 2017/18, and is currently completing its full Re-Engagement process with QQI. Process, policies and procedures were reviewed as part of the re-engagement application and self-evaluation process.

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

Commendation(s) #1(reference section 8.3)

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

Satisfactory	Comment	Sub-criteria
Yes		a) The programme aims and objectives are expressed plainly.
Yes		b) A QQI award is specified for those who complete the programme.
Yes		(i) Where applicable, a QQI award is specified for each embedded programme.
Yes		c) There is a satisfactory rationale for the choice of QQI award(s).
Yes		d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i> .

Satisfactory	Comment	Sub-criteria
Yes		e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
		f) The programme title and any embedded programme titles are
Yes		(i) Consistent with the title of the QQI award sought.
Yes		(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
		g) For each programme and embedded programme
Yes		(i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified. ⁵
Yes		(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.
Partially	Clarity is required regarding the constructive alignment of MIMLOs to Assessment mechanisms.	h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.
Yes		i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
Yes		(i) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards. ⁶

The panel found that the aims, objectives and rationale for the programmes were expressed clearly in the context of the QQI award(s) being sought.

It was noted that the 60 ECTS credit Postgraduate Diploma in Science in Management Practice will be available to learners who have successfully completed the taught modules but are prevented from progressing with their studies, or do not wish to. In fact, 65 credits are to be delivered in the first two semesters. The introduction of this embedded exit award is a positive development.

The MIPLOs were aligned to the QQI Science and Business Award Standards (as advised by QQI). The programme document states that science stem and award standards have been chosen as this programme focuses on techniques and applied practices with an analytical focus in the area of management practice. Given the analytical, technical and applied nature of this programme therefore, it was felt that the Science Awards Standards are the most appropriate.

The panel concluded that the MIPLOs and MIMLOs have been clearly outlined and are appropriate to the level of the award. MIMLOs and/or assessment strategy/mechanism need to be reviewed to ensure that they are constructively aligned.

The programme title is also appropriate.

Condition(s) #1 and #2(*reference section 8.1*)

Commendation(s) #2(*reference section 8.3*)

7.5 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).

Satisfactory	Comment	Sub-criteria
Yes		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. ⁷
Yes		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.
Yes		(i) There is a satisfactory rationale for providing the programme.
Yes		(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.
Yes		(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
Yes		(iv) There is evidence ⁸ of learner demand for the programme.
Yes		(v) There is evidence of employment opportunities for graduates where relevant ⁹ .
Yes		(vi) The programme meets genuine education and training needs. ¹⁰

Yes		c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
Yes		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.
Yes		e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Overall, the programme seems to meet a current need in Irish society. The modules included seem very relevant to those wishing to commence or enhance their career in management, and the overall award should be of great value to learners. Learners stated that they felt that the programme title and the module mix would give them a competitive edge. They considered the leadership, strategic management and use of technology content to be very important to support future career objectives (based on previous experience), and felt that the programme would facilitate their becoming a manager.

The learner, employment-related and educational demands are evidenced within the programme documentation. The programme appears to be well informed by research on the needs of relevant stakeholders, seems to address a need within the market for such courses, which should offer graduates good employment opportunities. Within the programme documentation, the graduate destination surveys indicate positive employment outcomes within 6 months of course completion.

The stakeholder feedback is very thorough and the programme team identified how this has been taken on board and reflected in the modifications now being proposed to the programme.

A review process appears to be in place to keep the course current and up-to-date. The programme appears to be well-informed by research on the needs of relevant stakeholders and stakeholders' opinions have been sought and commented on. Where applicable their suggestions are mostly taken on board. The mapping of the programme to the MIPLOs of national and international comparable programmes is comprehensive, as there are a number of similar programmes on offer in Ireland and abroad.

The programme enrolment data provided appears to indicate an over-reliance on international learners. The College needs to ensure the future proofing of the programme to bolster against any international or economic forces which could adversely impact the programme's future viability, and to meet its objectives in attracting domestic learners and/or providing a programme in part-time mode.

The QQI award standards for Science standards have been used in reviewing the programme, and use of this standard is explained and motivated. The MIPLOs for the embedded Postgraduate Diploma programme are also clear.

All modules MIPLO support the L9-ness of the MSc programme, and its embedded award. This is particularly relevant in the context of the enrolment of learners from cognate and non-cognate programmes.

The embedding of soft skills in individual modules rather than having a specific stand-alone module was recognised as an institutional decision, but the impact on student workload – with assignments, exams, and workshops needs to be considered in the context of additional, mandatory, non-credit bearing activities.

The panel recommend that the programme team revise and develop the Assessment Strategy required for the programme, to clarify (as a group) how the MIMLOs identified in the document are constructively aligned to their assessment mechanisms, and ensure that what is contained in each of the module descriptors is what’s intended for assessment of the individual modules.

Condition(s) #1 and #2(*reference section 8.1*)

Recommendation(s) #1(*reference section 8.2*)

Commendation(s) #3(*reference section 8.3*)

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

Satisfactory	Comment	Sub-criteria
Yes		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 satisfied ¹¹ .
Yes		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.
Yes		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 (CEFR ¹²) in order to enable learners to reach the required standard for the QQI award.
Yes		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).

Yes		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):-
Yes		(i) Reflects the core <i>intended programme learning outcomes</i> , and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
Yes		(ii) Is learner focused and meaningful to the learners;
Yes		(iii) Has long-lasting significance.
Yes		g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

The panel were of the opinion that the programme information provided to learners is appropriate, and the MIPOs and title convey an accurate reflection of the programme, its content and the outcomes for graduates.

The student handbook gives students information regarding the course, but following discussion with the students and graduates the panel recommends that more guidance is provided for applicants and enrolled learners in relation to the possible careers which are available to programme graduates and where to pitch themselves within the Irish labour market (based on their qualification) – this is particularly important for the international learners enrolled on the programme who may be unfamiliar with seeking employment in Ireland – and information on the career supports provided within the college.

The access, transfer, progression, RPL, and entry requirements are documented and appropriate. The impact of admitting learners, from both cognate and non-cognate fields, and from different nationalities, is managed by the programme team within the classroom, through the programme/module design, and through additional supports provided for learners through the DBS Student Engagement and Success Unit (SESU).

Academic Staff indicated that they are cognisant of the pedagogical aspect of dealing with a class of predominantly international learners, and the in-class experience resulting from this. Teaching and assessment is adjusted to facilitate these learners, and will also be monitored to support larger class-groups if/as required. In addition, to particularly support learners whose first language was not English, the basics for each topic are made available to learners on Moodle in advance of their lectures, to support learners engaging with class material. The college also uses Lecture Capture to record lectures in real-time and place them on Moodle for learners to revisit and reflect on their content.

The panel were advised that when recruiting staff, the Faculty manager identifies new staff to the academic appointments sub-committee. The establishment and role of this committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff

are available to implement the programme as planned. The committee identifies the requirements for each newly appointed member of staff to be supported through their orientation at the College, and their CPD requirements. The planned development of a teaching and learning qualification, and CPD for teaching, learning and assessment enhancement, for staff is also to be welcomed.

DBS currently do not undertake of analysis of learner performance against entry qualifications. The panel noted that with the planned introduction of a new Student Information System in November 2019 this type of analysis will be possible and should be undertaken for the 2018/19 intake onwards. The panel recommends that analysis of learner performance versus their entry profile should be conducted particularly, as in this programme’s case, where non-cognate, non-standard and RPL admissions are permitted.

Progression opportunities for programme graduates seem good and employment prospects are positive.

The process for a learner to avail of the (60 ECTS) Postgraduate Diploma exit award is also a positive development. The programme learners and graduates particularly praised the existence of the exit award option which provided an opportunity for learners to recognise their efforts, even/especially if not completing the full award.

Recommendation(s): #2 (reference section 8.2)

Commendation(s) #2, #4, #5, #6, #7 (reference section 8.3)

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

Satisfactory	Comment	Sub-criteria
Yes		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.
Yes		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.
Yes		c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.
Yes		d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.
Yes		e) The programme is structured and scheduled realistically based on sound educational and training principles ¹³ .

Yes		f) The curriculum is comprehensively and systematically documented.
Yes		g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
Yes		h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
Yes		i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
Yes		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. ¹⁴

The panel was generally satisfied that the programmes and their modules were appropriately structured and scheduled. In general, the module descriptors are well written and fit for purpose, however there are some modules for which overall constructive alignment needs to be reconsidered and clarity of assessment is required.

The programme team outlined how the module mix was determined, and how the programme was reviewed and developed. The rationale for the inclusion of new modules, and the stakeholder engagement which informed their content and that of the revised modules, was discussed with the programme team.

The panel commends the lecturer commitment to the programme and its learners, and the technical expertise of the team. The support of learners and accessibility of the programme staff to learners was evident in the documentation, in the engagement with both the staff and the learners at the panel.

The module descriptors provide clear information regarding the syllabus and learning outcomes. The panel were concerned that the assessment for many of the modules did not reflect what was actually proposed by the programme team for the individual modules, and that these needed to be aligned across the programme document, and the Programme Schedule updated accordingly.

The learner's confirmed that the programme has provided them with a strong theoretical base, supported by though real world examples. International examples and case studies are referenced within modules. The programme team utilises e-resources, and mechanism such as lecture capture, to support further reflection by learners post-delivery.

Cultural matters are addressed throughout each of the modules in terms in in-class discussions and through assessment groups, dynamics etc. To support international learner engagement, the programme team enforce group-work as this is something that isn't necessarily experienced in other countries. In their meeting, learners indicated that, in working with teams, the diversity of the group

proved to be a (n ultimately positive) challenge in terms of individual's ability and knowledge. Other learners intentionally chose a disparate group to support their learning, and all did extensive work. In some instances, 'competitive' learners had to adapt to be an effective team member.

The panel commends the College's plan for staff training to be developed and provided to support teaching, learning and assessment objectives. This would serve to support staff in module design, delivery and assessment. The panel noted that DBS have recently appointed a Learning Technologist and an Instructional Designer to support lecturers' teaching and learning strategies.

The embedding of soft skills in individual modules rather than having a specific stand-alone module was recognised as an institutional decision but the impact on student workload needs to be considered, and should be part of the development of the teaching and learning strategy.

More samples of the continuous assessment material would be welcomed, to better delineate individual vs. group assessments as well as give an impression of individual projects – some sample titles would also be insightful.

Clarity around the strategy for continuous assessment for the programme is required. The assessment schedule for the programme needs to be re-developed to accurately identify the learner assessment burden. In managing learner assessment workload, and supporting programme cohesiveness, there seems to be a missed opportunity with regard to implementing integrated assessments within the blocks, and across modules, particularly in the context of the Management Practice Seminars.

The panel requires that the full programme team come together to develop an Assessment Strategy for the Programme, which would incorporate all modules, their CA deadlines, reassessment mechanisms, etc. to facilitate management of the learner workload. The output of this activity should also include an assessment schedule to be provided to learners at commencement of the semester/year.

The current workload for the programme is challenging. The programme is currently structured to incorporate 30 ECTS in semester 1. In addition, learners are also required to undertake the Writing for Graduate Studies workshop in Semester 1. This is a 2 hour per week class (over 12 weeks,) which is mandatory for International students but available to all learners, which covers ethics, referencing, academic impropriety and plagiarism. (No information is available for participation of learners of this programme.) Semester 2 attracts 35 ECTS, plus any repeats the learner might have to complete. The timing of the Research Methods modules was discussed with respect to scheduling and learner workload.

As a programme which is open to non-cognate undergraduates, the ability of non-cognate learners engaging with some of the modules was discussed with the programme team, particularly in relation to the use of Jargon and professional terms that learners may be unfamiliar with. The programme team stated that they adjust learning material and provide tutorial support for learners in relation to this issue.

The panel queried where topics such as ethics are covered –this is covered from different aspects in many of the modules. Consideration of ethics in business is important, as is development of the competence to become an ethical professional in future employment/roles.

Some module-related specific comments included the following:

All modules are included as 100% CA in the Assignment Schedule (proposed) – Appendix n of the programme document. This needs to be amended as appropriate, and compared to the Module Descriptors and Programme Schedules to ensure that the assessment breakdown details in all documents are consistent, and correct.

- ***Global Issues for Management***

This module covers current issues and is a dynamic student-led module, which covers cross-cultural material and issues around managing managers.

Module Assessment – CA (50%)/Examination (50%) in modules descriptor and programme schedule – appears as 100% CA in the Assignment Schedule (proposed) – this needs to be updated.

A sample examination paper would also be useful to understand the modules focus.

- ***Leading Change and Innovation***

Guest lecturers –for this module are selected based on their professional experience of having gone through programmes of change or started their own business. The module focuses on problem solving skills and complexities of learners coming up with business idea of their own (to provide a realistic grounding). The second complementary focus is on change such as agile/integrated change supported by innovation. The programme uses live consultancy approach, which involves the learner looking at existing business material and making determinations and strategies from that.

In recent years much of the assessment focus for the module has been in the area of FinTech.

The panel requested that as a 5 ECTS module, with 2 assignments of 3,500/3,000 words, respectively, each worth 25%, that the programme team consider the assessment workload versus ECTS and % value, with regard to that for the other modules across the programme.

- ***Managerial Financial Analysis***

Learner skills are developed within the module to extract financial information from company documents, to make determinations and suggest strategies, without requiring the knowledge to generate the financial records/material.

Through this approach there is a facility to support learners from non-cognate subjects. The last 30 minutes of each lecture is provided in tutorial format to support learner engaging with the material, jargon, module-appropriate language, etc. Assessment results support that this is working for learners.

In this 5 ECTS module the CA element allocates 50% of marks for 4,000 words.

- ***Marketing Analysis***

Learners make a presentation twice – to facilitate their skills improvement and development of knowledge across the module. This prepares future marketing managers for engaging with their consumer. New ideas - sustainable, ethics, etc - are challenged and evidenced. Guest lecturers are also used to support this module.

MIMLOs 4.4 and 4.5 reference a marketing case study – this should reference the real situation, for which the case study provides the scenario, rather than a case study itself.

- ***Human Capital Management and Organisational Behaviour***

Learners meet with HR managers and interview them in relation to their role, which provides a real life experience for them, and serves to support their engagement with industry and develops their communication skills for future career enhancement.

The CA for this 10 ECTS module is worth 50% for a 4,000 word report and 20 min presentation.

- ***Information Systems and Project Management***

The panel queried why this module is a combination of the two subjects of the title, rather than two stand-alone entities. There appears to be a more historical rationale than a deliberate decision based on complementary knowledge/skills. While Project Management accounted for 40% of MIMLOs, it was supported by 10% of the identified syllabus topics. It would be good to see ethics specified in MIMLOs for the IS elements of the module. The assessment workload for this module seems very large and the panel recommended that this is reviewed by the module leader.

Learner feedback indicated that they found the two subjects areas so different to each other and considered the modules tough! The disparity of the modules was reinforced by the fact that the material is delivered by two different lecturers. It felt that this module was inconsistency with the programmes overall learning experience, and indicated that new Jargon (particularly in relation to the information systems part of the module) made it challenging for learners to engage with the module.

The programme team indicated that PM is integrated within the module as it is a skill that could be used across the programme and different career areas.

- ***Dynamic Leadership Development***

This is an interesting module! Learners do an online self-assessment of their own skills as a leader – supporting the new practice of leadership.

The class group assembles as a team and work as a team – applying the outcome from the classes to learn how to be effective within that team. Learners then write the report from a self-reflective aspect – thereby becoming a reflective practitioner.

For assessment, this Dynamic Leadership Development (5 ECTS) module requires 3,000 words for 100% of allocated marks. Again the workload versus ECTS credits should be considered.

- ***Applied Strategic Management***

Much of what's done in this module is environmental analysis. The module team use Moodle to give a key level of information to the learners to work with, and then build this through gradual additions as the module progresses. There is a requirement to drawing on learning from other modules, using appropriate communication mechanisms. For this module, the directed eLearning element includes the use of Moodle, library journals, and monitoring of ongoing business development globally.

Assessment #2 of this module needs to be amended/corrected to reflect what's intended by the programme team. It is unclear how this reflective journal (20%) is used to demonstrate achievement of MIMLO #5 – no details are provided in the module descriptor. Assessment details and attached percentage to be amended and the Approved Programme Schedule to be updated accordingly. In addition, there is no word count indicated for CA1: the Report (80%)

- ***Management Practice Seminar Series***

The programme team identified how this module works within the programme. The quality of the industry expert session is quality assured by agreeing a topic with the expert and identifying what's required to ensure that the required theoretical elements are covered. There is a lot of planning and work undertaken by the module leader, with the guest/expert, to ensure that the appropriate level is achieved. The content of this expert session is subsequently discussed at the next class session.

No sample assessment material was provided for this module. It would be useful to see if innovative assessment is (could be) utilised for this innovative module. The content of the assessment should include a reflection of the guest lecture content in relation to the academic content (skills and competencies) that students are exposed to in the other modules of the programme, to support the authenticity of the module and the cohesiveness of the programme overall.

- ***Research Methods***

Learners engagement with this module is supported through additional resources such as the Writing for Graduate Studies workshop series; support from dissertation/project supervisors; specialised Librarian support.

eLearning resources such as journals and online resources are supplemented by asynchronous learning - where internal/college material has been developed for access through YouTube to support research. The plan is to embed elements of research in other modules to develop skills, and give big picture, rather than see it as an isolated module or skill. The panel suggested that guest lecturers could include former learners/graduates of the programme speaking about how research is used in their industry/current employment, to make it real and relevant for learners.

The module leader stated that the data analysis undertaken is based on learners working with data provided to support their working with fiscal information (third-party data sets and information). There may be additional datasets available (i.e. secondary data or data on web) which could support themes such as customer behaviour. Learners conduct primary data analysis, focusing more on qualitative rather than quantitative analysis.

The Research Methods module gets learners thinking about whether they are considering the project or the dissertation, and what kind of research they will need to undertake to support their project work. The team discussed the scheduling of the module within the programme. They had considered bringing in the subject-experts earlier, which allows learners to frame their thoughts and considerations around what subject areas they might be interested in exploring further within their research.

The panel stated that it would like further information on how the Data Analysis (Quantitative and Qualitative) element of the module (for 50% of the marks) is assessed. There is no sample assessment provided in the module descriptor.

• ***Dissertation/Applied Research Project***

Learners may undertake an Applied Project – to develop an industry solution (such as a file or a management system), which is company specific.

If a learner cannot get access to a company (and/or its data) then their option is to undertake a dissertation, which they can use secondary data for.

If an industry applied project is being undertaken the learner will present the company specific solution on completion, for example, development of a marketing plan.

In recent years a number of companies have approached DBS with internships and research requests, and it is hoped to continue to provide these links for learner support. The contractual framework and formality has been developed to ensure the intellectual property and project access and ownership are identified in advance of the project activity.

The Dissertation/Applied Research Project Handbook, which was not provided in the programme documentation pack should be reviewed to ensure it is appropriate and up to date.

Word count of Dissertation/Applied Research Project versus percentage allocation, in the context of a 25 ECTS credit module, and overall workload should be reviewed for this module as it sits within the overall programme.

Condition(s) #1 and #2(*reference section 8.1*)

Recommendation(s) #1, #3, #4, #5 and #6(*reference section 8.2*)

Commendation(s) #4, #6, #8, #9(*reference section 8.3*)

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

Satisfactory	Comment	Sub-criteria
Yes		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 unit (7.14c).
Yes		b) The programme has an identified complement of staff ¹⁵ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
Yes		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.
Yes		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 development ¹⁶ opportunities ¹⁷ .
Yes		e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
Yes		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.

The necessary qualification profile for academic staff is identified within the modules, and is appropriate.

Specifications for programme staffing requirements seem appropriate and realistic, and the school stated that they currently have 108 members of staff (comprised of full-time and part-time staff).

The staff CVs provided show excellent qualifications, up-to-date skills, and experience to provide such a programme, with staff also showing plenty of experience in lecturing. The panel queried the level of teaching and learning, and professional development of the team.

While the staff scholarship scheme was outlined in the documentation, and the panel was advised that there are two holders of doctoral level qualifications delivering the programme, and the course director is currently undertaking her PhD, there is little evidence of staff engagement with research. The panel were advised that the publication of the next issue of the in-house DBS Journal is due shortly and both college staff and learners contribute papers to this publication.

The opportunity to focus on CPD and the development of teaching and learning-related qualifications for the programme team, within the college, was discussed. This proposal would support staff in the engagement with programme management, the teaching and learning strategy, the assessment strategy and the organisation of both learner and staff workload.

A Learning and Teaching strategy review, has take place using the professional development framework (for both personal and professional development of staff). There is a significant uptake of Teaching and Learning Certification, and participants have even included some marketing staff for professional development purposes, and to give them an insight into the academic programmes when promoting the programme. The College has also recently appointed a Learning Technologist and Instructional designer to facilitate staff in the delivery of college programme.

The specific contract arrangement (hours and teaching requirements) of academic staff were outlined for the panel. Specific contractual arrangements are in place to facilitate academic staff supervising learners' projects. [Reference Special Consideration of Programme Review]. The specifics for supervision for the *Dissertation/Applied Research Project*, were outlined to the panel, and additional supports provided within the college, but the *Dissertation/Applied Research Project Handbook* was not with the programme documentation provided for the programme.

The establishment and role of the Academic Appointments Sub-Committee (AASC) was commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned. The committee also identifies the requirements for each newly appointed member of staff to be supported through their orientation and professional development at the College. The change to allow for recruitment of staff holding a Level 8 qualification, with relevant experience, had been proposed by this committee and the ongoing success of this initiative will be monitored by the AASC.

In terms of the guest lecturers who form an integral part of programme delivery – the course director/module leader for the Management Practice Seminar Series indicated that guest lecturers are given a specific topic to speak to. The Management Practice Seminar Series module leader attends each lecture to support its delivery and assessment. In relation to this module, the panel recommended that the content of the assessment should include a reflection of the guest lecture content in relation to the academic content (skills and competencies) that students are exposed to in the other modules of the programme, to support the authenticity of the module and the cohesiveness of the programme overall.

Recommendation(s) #4 and #5(*reference section 8.2*)

Commendation(s) #6, #7, #8 and #9(reference section 8.3)

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

Satisfactory	Comment	Sub-criteria
Yes		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 (7.14d).
		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:
Yes		(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)
Yes		(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
Yes		(iii) printed and electronic material (including software) for teaching, learning and assessment
Yes		(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
Yes		(v) technical support
Yes		(vi) administrative support
Yes		(vii) company placements/internships – if applicable
Yes		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).
Yes		d) There is a five-year plan for the programme. It should address
Yes		(i) Planned intake (first five years) and
Yes		(ii) The total costs and income over the five years based on the planned intake.
Yes		e) The programme includes controls to ensure entitlement to use the property (including

		intellectual property, premises, materials and equipment) required.
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The panel noted that a five year plan had been provided for the programme under review.

From the documentation provided, there appears to be sufficient and appropriate physical resources available within DBS to support delivery of the programme. An overview of the library facilities in the Aungier Street Campus, and a tour of some of the open meeting and study areas in Castle House, which facilitate group work and peer study-support space, was undertaken.

The panel were advised of the library policy that allocates resourcing per learner ratios. This means that where modules are delivered cross-programme, they are adequately resourced– additional library material is available to support learning and assessment.

To support their course work, each learner is provided with their own cloud space, and specific software availability is provided here.

In the meeting with learners and graduates there were no resource issues identified, and learners indicated their satisfaction with library, IT, online learning and support facilities.

Commendation(s) #3, #4,#9 and #10(*reference section 8.3*)

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

Satisfactory	Comment	Sub-criteria
Yes		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.
Yes		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.
Yes		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.

From the documentation provided, support systems for learners sound exemplary, and generally appear to be sufficient to support delivery of the programme and meet learner needs. The programme team is strong and supportive. DBS is a member of Irish Council for International

Students (ICOS), and avails of ICOS training for all student experience team members, peer mentors and student representatives.

DBS complies with QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners. Learner Induction is provided over a full week, with several events and presentations scheduled about the course and useful contacts, and the services and supports available. Example of available learner supports, particularly for learners from an international point of view, identified by the college include:

- Learner supports pre arrival, including accommodation sourcing
- Acculturation supports for international learners once in DBS are also provided.
- Peer mentors (learners recruited across years, programme, and domiciliary origins)
- Theme weeks – e.g. welfare week; international week
- There are prayer rooms; no exams scheduled during Ramadan, where possible; what to do for those who do not go home for Christmas; loneliness; early alert/support system
- Safe Talk/Assist programme – has been completed by all from facing staff, SU officers and Peer Mentors.
- There is no counsellor on-site (to minimise waiting time). Counselling is provided by MyMind, with learners guaranteed an appointment within 72 hours – the first 3 sessions are free, and subsequent sessions cost €20 (with 50% refunded by DBS).
- Academic supports are also provided by SESU Unit – writing for graduate studies; information and digital literacy.

The panel noted that a five-year plan had been provided for the programme under review. The panel also noted the recent update of the DBS strategic plan, and were advised that the development of eLearning/blended learning programmes is a strategic objective of the College.

A description of the learning environment in place to support students is provided in Section 3.5 of this report. A tour of the physical facilities in the Aungier Street and Castle House Campuses was undertaken.

Academic writing supports are provided through Library orientation sessions (including an '*Intro to Urkund*', the anti-plagiarism software), Library classes – which cover reference styles and practice; plagiarism awareness; and research methods. Library staff support the delivery of the *Research Methods* module, and provide further supports as one to one sessions in the library. Learners confirmed that the library facilities meet their needs, and they had completed several library courses to support the completion of their dissertation.

The workload created by the implementation of the assessment strategy, for both lecturers and students, was highlighted within the sessions with the panel. An Assessment Strategy for the Programme, which would require the full programme team coming together to schedule their individual assessment requirements, to incorporate all modules, CA deadlines, group project guidelines, reassessment mechanisms, etc. is essential to facilitate management of the learner workload. This Strategy should also provide clarity regarding word counts (versus ECTS), and reference/citation system used in the programme. The output should include an assessment schedule to be provided to learners at commencement of the semester/year.

The embedding of soft skills in individual modules rather than having a specific stand-alone module was recognised by the panel as an institutional decision, but the impact on student workload – with assignments, exams, and workshops needs to be considered.

In addition, the panel recommends that the programme team consider clarifying the re-assessment strategy for the modules in the programme document into clearly articulated and standard format to ensure consistency.

The specifics for supervision for the *Applied Research Project* were outlined to the panel and provided in the programme document, however, the Learner Dissertation/Applied Project Handbook indicating the individual responsibilities outlined was not provided in the programme documentation pack.

The panel noted that additional classes (Workshops and tutorials) are held to support learners’ engagement with learning material during the academic year, in particular the Writing for Graduate Studies – a 2 hour per week mandatory class (over 12 weeks), which is mandatory for international learners but available to all, which covers ethics, referencing, academic impropriety and plagiarism. In addition, learners are required to undertake a series of workshops for career and employment support. The impact of such non-credit bearing requirements on the learners’ workload needs to be considered. A workshop list/schedule of available resources would be beneficial for the learners to support their academic schedule planning, and should be considered as part of the developing teaching and learning and assessment strategies.

The development of the (60 ECTS) exit award – the Postgraduate Diploma in Management Practice – to provide an opportunity to recognise the efforts of learners, even/especially if not completing the full award is a positive development for learners and graduates.

Condition(s) #1 and #2 (reference section 8.1)

Recommendation(s) #1, #5 and #6 (reference section 8.2)

Commendation(s) #1, #2, #4, #5, #6, #9 and #10 (reference section 8.3)

7.11 Criterion 9: There are sound teaching and learning strategies

Satisfactory	Comment	Sub-criteria
Yes		a) The teaching strategies support achievement of the intended programme/module learning outcomes.
Yes		b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
Yes		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).
Yes		d) Learning is monitored/supervised.

Yes		e) Individualised guidance, support ¹⁸ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.
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The College has developed a Learning, Teaching and Assessment Strategy which was provided in the documentation pack for the panel, and appropriate extracts and references were included in the programme documentation. The purpose of this strategy is to support the enhancement of learning and teaching at DBS by establishing a framework, aligned with the overall College Strategy and the Professional Development Framework.

The panel identified the need for the programme specific Assessment Strategy, which would require the full programme team coming together to schedule their individual assessment requirements, to incorporate all modules, CA deadlines, group project guidelines, reassessment mechanisms, etc. is essential to facilitate management of the learner workload. This Strategy should also provide clarity regarding word counts (versus ECTS) in the programme. Its output should include an assessment schedule to be provided to learners at commencement of the semester/year.

The module descriptors provide clear information regarding the syllabus and learning outcomes, and the teaching and learning strategies. The programme team indicated that they are cognisant of the pedagogical aspect of dealing with a class of predominantly international learners, and the in-class experience resulting from this, and teaching is adjusted to facilitate these learners. It was stated that the programme team is well-practiced in supporting a diverse collection of learners within the programme through the use of tutorial and practice time within lectures and practically-focused videos (e.g. YouTube). The fact that the basics for each topic are prepared and made available to learners on Moodle in advance of their lectures, to support their engaging with class material, was welcomed by the panel. There is a strong culture of collaborative learning and supportive practice within the programme team. The panel recommends that the module descriptors are reviewed to ensure that the complexities of engaging an international cohort are explicitly stated rather than be implicit in individual lecturer practice and expertise.

In addition, the individual module descriptors should be updated to appropriately reflect the eLearning content, and use of online learning components – this should not be a generic text, but specifically tailored to each module.

The panel commends the plan to develop certified and CPD training to support teaching and learning objectives for staff. This development will be supported by the new Learning Technologist and Instructional Designer, and will also support guest/expert lecturers' engagement with and provision of relevant/necessary programme material.

The embedding of academic and soft skills in individual modules rather than having a specific stand-alone module was recognised as an institutional decision but the impact on student workload – with assignments, exams, and workshops needs to be considered.

The specifics for supervision for the *Dissertation/Applied Research Project*, while provided, should be more detailed in the programme document, and the Dissertation/Applied Research Project Handbook provided (to identify individual responsibilities outlined). This would help to confirm the

Special Consideration of the programme review in relation to the availability of staff to support supervision in the instance of a growing intake.

The strategy for the Student Engagement and Success Unit (SESU) is also aligned with the Teaching and Learning Strategy. The establishment of the SESU, as a multidisciplinary intervention to support non-engaging students, was considered a very positive move by DBS to support learner engagement, retention and progression.

Condition(s) #1 and #2(*reference section 8.1*)

Recommendation(s) #1 and #5(*reference section 8.2*)

Commendation(s) #4, #5, #6, #8 and #9(*reference section 8.3*)

7.12 Criterion 10: There are sound assessment strategies

Satisfactory	Comment	Sub-criteria
Yes		a) All assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards ¹⁹
Yes		b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
Yes		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. ²⁰
Yes		d) The programme includes formative assessment to support learning.
Yes		e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules. ²¹
Yes		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.
Yes		g) There are sound procedures for the moderation of summative assessment results.
Yes		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. ²²
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The panel was advised that all assessment for the programmes conforms to the DBS Assessment Regulations which are informed by QQI's Assessment and Standards, revised 2013, and QQI's Effective Practice Guidelines for External Examining, revised February 2015.

While the programme teaching and learning strategy is briefly articulated in 5.6 of the programme document. Assessment seems appropriate at individual module level, although there is clarity required in relation to some of the assessment mechanisms and their value. Sample assessment materials are available for some modules, however the panel stated that it would have liked to see samples of each type of assessment for the modules, and some sample assessments need more detail. There is little detail on the mention of the overall programme assessment strategy.

An Assessment Strategy for the programme, which would require the full programme team coming together to schedule their individual assessment requirements, to incorporate all modules, CA deadlines, regulations for individual vs group assessment, group project guidelines, reassessment mechanisms, etc. is essential to facilitate management of the learner workload. This Strategy should also provide clarity regarding word counts (versus ECTS) in the programme. In re-considering the assessment, the constructive alignment of MIMLOS versus assessment mechanisms is also required. Its output should include an assessment schedule to be provided to learners at commencement of the semester/year, to ensure that learner workload is appropriately managed.

In addition, the panel recommends that the programme team considers clarifying the re-assessment strategy for each of the modules in the programme document into clearly articulated and standard format to ensure consistency. They need not be the same for each module. The re-assessment strategy should be reflected in the programme assessment strategy.

In relation to groupwork, the panel was advised that group size is normally 3/4 members, dependant on class size. There is an individual contribution report which must be agreed by all of the group participants (they are advised to schedule meetings, and minute these as per business practice). These are meeting records mandatory and must be included as appendix of report.

During their meeting, the learners and graduate met stated that they appreciated that for some it was a challenge to engage in group work, and to work effectively with other nationalities and personalities. However, in practice, this process really developed their skills in how to work with a team and how to use leadership skills to motivate a team and achieve objectives.

The programme team stated that there is little overlap between assessment components – integrated assessment is not a feature of the programme. The panel considered that there may be opportunities in the programme to have integrated and serial assessments between modules, e.g. progressing projects from one block to another for additional augmentation and further, deepen learning. Particularly in the context of the *Management Lecture Practice Seminars* module, the content of the assessment should include a reflection of the guest lecture content in relation to the academic content (skills and competencies) that students are exposed to in the other modules of the

programme, to support the authenticity of the module and the cohesiveness of the programme overall.

The embedding of academic and soft skills in individual modules rather than having a specific stand-alone module was recognised as an institutional decision but the impact on student workload – with assignments, exams, and workshops needs to be considered.

The specifics for supervision for the *Applied Research Project*, while provided, should be more detailed in the document and, in the absence of the Dissertation/Applied Research Project Handbook, the individual responsibilities outlined.

With extensive CA/project work involved in the programme, the panel explored how the programme team ensured that the work is the learners own. DBS utilises plagiarism detection software, and also employs a number of initiatives to support learners such as the new library website with resources to assist students with the essay writing process; referencing, avoiding plagiarism etc. Suspicions of academic impropriety are investigated, and a *viva voce* may be held if felt necessary.

The establishment and role of the academic appointments sub-committee was particularly commended in terms of team planning and assuring that sufficient qualified and capable programme staff are available to implement the programme as planned (including assessment). The committee also identifies the requirements for each staff to be supported through their orientation, professional development and teaching and learning support at the College.

Condition(s) #1 and #2 (reference section 8.1)

Recommendation(s) #1 and #4 (reference section 8.2)

Commendation(s) #4, #7, #9 and #10 (reference section 8.3)

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

Satisfactory	Comment	Sub-criteria
Yes		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.
Yes		b) Information is provided about learner supports that are available to learners enrolled on the programme.
Yes		c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
Yes		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.
Yes		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.
Yes		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.
Yes		g) The programme provides supports for enrolled learners who have special education and training needs.
Yes		h) The programme makes reasonable accommodations for learners with disabilities ²³ .
Yes		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> ²⁴ 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.
Yes		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).

The panel noted that the Student Handbooks and website contain information on the supports and services available to students. The student handbook gives students information regarding the course, but following discussion with the students and graduates the panel recommends that more guidance is provided for applicants and enrolled learners in relation to the possible careers which are available to programme graduates and where to pitch themselves within the Irish labour market (based on their qualification) – this is particularly important for the international learners enrolled on the programme who may be unfamiliar with seeking employment in Ireland – and information on the career supports provided within the college.

In the meeting with learners and graduates they indicated that, while they love the international culture and diversity within the programme and the College, some learners may also find it a challenge to get a handle on the overall Irish educational structure. Some orientation about the Irish education system, expectations for assessment, etc. would support their engagement with the programme.

The access, transfer, progression, RPL, and entry requirements are documented and appropriate. The impact of admitting learners, from both cognate and non-cognate fields, and from different

²³For 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).

²⁴See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

nationalities, is managed by the programme team within the classroom, through the programme/module design, and through additional supports provided for learners through the DBS Student Engagement and Success Unit (SESU).

The panel considered the establishment of the Student Engagement and Success Unit (SESU) a very positive move by DBS to support learner engagement, retention and progression.

The embedding of academic and soft skills in individual modules rather than having a specific stand-alone module was recognised as an institutional decision but the impact on student workload – with assignments, exams, and workshops needs to be considered.

During the feedback from the learners and graduates, they indicated that it was really useful when programme material was prepared and made available on Moodle to learners in advance of their lectures, rather than having to research programme content themselves. This is particularly supportive of learners whose first language was not English in engaging with class material.

However, it also noted that where learners are required to complete continuous assessment assignments, the programme team should develop an Assessment Strategy for the programme, which would require the full programme team coming together to schedule their individual assessment requirements, to incorporate all modules, CA deadlines, group project guidelines, reassessment mechanisms, etc. is essential to facilitate management of the learner workload. The output should include an assessment schedule to be provided to learners at commencement of the semester/year.

In the year 2017/18 the overall fail rate for the programme is high at 28.13% (with 6.25% of learners non-active), and, overall, over its lifetime, there is a very high attrition rate for this programme. The panel queried how has this been addressed during the programmes lifetime, and what facilitation has been made in the newly developed programme to overcome whatever challenges to learner success may be presenting.

The panel noted that additional classes (Workshops and tutorials) are held to support learners' engagement with learning material during the academic year, in particular the Writing for Graduate Studies – a 2 hour per week mandatory class (over 12 weeks) for learners, which covers ethics, referencing, academic impropriety and plagiarism. The impact of such non-credit bearing requirements on the learners' workload needs to be considered. A workshop list/schedule of available resources would be beneficial for the learners to support their academic schedule planning, and should be considered as part of the developing teaching and learning and assessment strategies.

The specifics for supervision for the *Dissertation/Applied Research Project*, while provided, should be more detailed in the document and, in the absence of the *Dissertation/Applied Research Project Handbook* being provided, the individual responsibilities outlined.

The learners and graduates that met with the panel spoke extremely positively and impressively about the programme. It appeared they were well informed of what was required of them in class and for assessments. The positive employment prospects of the programme's graduates were a significant driver of learners' satisfaction with the programme, but they felt they needed more support to engage with Irish employers. The college stated that learners are provided with Career Search Support through workshops, which cover development of CVs, relevant job sites, etc. These

workshops run twice per week over the academic year. In addition the College hosts two careers weeks per year – these consist of subject-specific recruitment events to optimise learners, graduates and employers time and efforts.

It appeared that the lecturers were very dedicated to lecturing on the programme, and to the learning and support of their students.

Condition(s) #1 and #2(*reference section 8.1*)

Recommendation(s) #1, #5and #6(*reference section 8.2*)

Commendation(s) #3, #4, #5, #9 and #10 (*reference section 8.3*)

7.14 Criterion 12: The programme is well managed

Satisfactory	Comment	Sub-criteria
Yes		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.
Yes		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-the-purpose of identifying which centres are suited to provide the programme and which are not.
Yes		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.
Yes		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.
Yes		e) Quality assurance ²⁵ is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
Yes		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.
Yes		g) The programme operation and management arrangements are coherently documented and suitable.
Yes		h) There are sound procedures for interface with QQI certification.

The documentation suggests a well-conceived programme management strategy and structure.

The programme development team have completed an extensive review of the programme in accordance with the programmatic review terms of reference and QQI programme validation criteria.

The panel were satisfied that there are effective structures in place for the governance and management of the programmes under review. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

With that in mind, the panel indicated that it got little sense of the programme team cohesiveness, and recommends that programme team meetings would reinforce the coherence/cohesiveness of the modules within the programme, and support integrated modules and assessment.

The specifics for supervision for the *Dissertation/Applied Research Project* module, while provided, should be more detailed in the document and, in the absence of the *Dissertation/Applied Research Project Handbook*, the individual responsibilities outlined.

Notwithstanding, the panel commends the lecturer commitment to the programme and its learners, and the technical expertise of the team. The support of learners and accessibility of the programme staff to learners was evident in the documentation, in the engagement with both the staff and the learners at the panel.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines, and that DBS have submitted an application to QQI for reengagement. The process for interim programme change was outlined to the panel by the programme team. The programme-specific quality assurance arrangements are outlined in Section 3.8 of this report. There is an extensive cohort of staff in place to manage the quality assurance and enhancement aspects of the programme which appears to be well managed in terms of staffing and quality assurance.

In relation to areas for improvement, the conditions and recommendations identified in this report capture the feedback from the panel.

The identified commendations provide areas of enhancement that serve to continuously enhance the College's activities.

Recommendation(s) #5 (reference section 8.2)

Commendation(s) #1, #4, #9 and #10 (reference section 8.3)

8 Overall recommendation to DBS

Master of Science in Management Practice

Select one	
	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;
X	Satisfactory subject to proposed 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); ²⁶
	Not satisfactory.

8.1 Reasons²⁷ for the overall recommendation

Conditions

- #1:** An Assessment Strategy for the Programme, which would require the full programme team coming together to schedule their individual assessment requirements, to incorporate all modules, CA deadlines, group project guidelines, reassessment mechanisms, etc. is essential to facilitate management of the learner workload. This Strategy should also provide clarity regarding word counts versus ECTS. The output should include an assessment schedule to be provided to learners at commencement of the semester/year.
- #2:** In re-considering the assessment, the constructive alignment of MIMLOS versus assessment mechanisms is also required.

8.2 Summary of recommendations

- #1:** The embedding of soft skills in individual modules rather than having a specific stand-alone module was recognised as an institutional decision but the impact on student workload – with assignments, exams, and workshops needs to be considered, particularly in the context of additional, mandatory, non-credit bearing activities.
- #2:** DBS currently do not undertake of analysis of learner performance against entry qualifications. The panel recommends that analysis of learner performance versus their entry profile should be conducted particularly, as in this programme's case, where non-cognate, non-standard and RPL admissions are permitted.
- #3:** Information Systems and Project Management: The panel recommends that the programme team review this module to ensure its cohesiveness as a combined module.

- #4: Management Practice Seminars module: The content of the assessment should include a reflection of the guest lecture content in relation to the academic content (skills and competencies) that students are exposed to in the other modules of the programme, to support the authenticity of the module and the cohesiveness of the programme overall.
- #5: The specifics for supervision for the *Dissertation/Applied Research Project*, while provided, should be more detailed in the document and, in the absence of the *Dissertation/Applied Research Project Handbook* being provided, the individual responsibilities outlined.
- #6: The panel recommends that the impact of undertaking non-credit bearing additional classes (workshops, tutorials and academic supports) on the learners' workload, during the academic year, needs to be considered. A workshop list/schedule of available resources would be beneficial for the learners to support their academic schedule planning, and should be considered as part of the developing teaching and learning and assessment strategies.

8.3 Summary of commendations

- #1: The panel commended the process of the review undertaken within the College, as outlined both in the documents and to the panel, and the Immense amount of work undertaken in compiling the extensive templates and documents generated and presented to the panel.
- #2: The development of the (60 ECTS) exit award – the Postgraduate Diploma in Science in Management Practice – to provide an opportunity to recognise the efforts of learners, even/especially if not completing the full award is a positive development for learners and graduates.
- #3: The employment outcomes for graduates of the programme are commendable and meet national needs evidenced in the graduate employment outcomes and employers feedback.
- #4: The student supports available within DBS, including the writing for academic workshops, and the commitment of module leaders to academic process and student development were particularly remarked upon.
- #5: The establishment of the Student Engagement and Success Unit (SESU), as a multidisciplinary intervention to support non-engaging students, was considered a very positive move by DBS to support learner engagement, retention and progression.
- #6: The panel commends the lecturer commitment to the programme and its learners, and the technical expertise of the team, and welcomes the intention of DBS to focus on CPD and the development of teaching and learning-related qualifications for the programme team, within the college.
- #7: The establishment and role of the academic appointments sub-committee was commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned, and identifying the requirements for each newly appointed staff member to be supported through their orientation at the College and CPD.
- #8: The appointment of a Learning Technologist and Instructional Designer to support the college's ambitions in relation to blended and e-learning, and support staff in its implementation, was commended by the Panel.

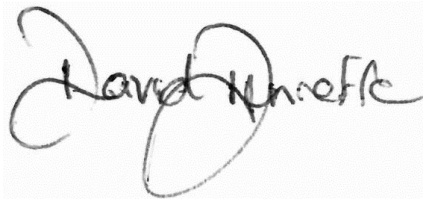
- #9: The support of learners and accessibility of the programme staff to learners was evident in the documentation, in the engagement with both the staff and the learners at the panel.
- #10: The student experience and student contribution to the processes within DBS were particularly remarked upon.

9 Declaration of Evaluator's Interests

Panel secretary, Mary Doyle, has previously held the position of Registrar at Dublin Business School. Since leaving this role, in 2009, she has not engaged in any professional relationship with the College and/or its staff. In addition, there have been extensive changes at senior/middle management within DBS in the interim and Ms Doyle has not had any professional relationship with the incumbents, during or prior to their taking up their roles at DBS.

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

Panel chairperson: David Denieffe Date: 31 July 2019



Signed:

9.1 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.

Part 3: Proposed programme schedules

MSc (Full-Time)

Name of Provider:		Dublin Business School												
Programme Title		Master of Science in Management Practice												
Award Title		Master of Science in Management Practice												
Stage Exit Award Title³		Postgraduate Diploma in Management Practice												
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	60	60	September 2019	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 HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Global Issues for Management		1	M	9	5	125	24	50	51		50			50
Leading Change and Innovation		1	M	9	5	125	24	50	51		100			-
Managerial Financial Analysis		1	M	9	5	125	24	50	51		100			-
Marketing Analysis		1	M	9	5	125	24	50	51		100			-
Human Capital Management and Organisational Behaviour		1	M	9	10	250	48	50	152		50			50
Information Systems and Project Management		2	M	9	10	250	48	50	152		100			-
Dynamic Leadership Development		2	M	9	5	125	24	50	51		100			-

Applied Strategic Management	2	M	9	10	250	48	50	152		100			-
Management Practice Seminar Series	2	M	9	5	125	24	50	51		100			-
Research Methods	2	M	9	5	125	24	50	51		100			-
Dissertation/Applied Research Project	3	M	9	25	625	12		613		100			-
Special Regulations (Up to 280 characters)	Students will not progress to Dissertation/Applied Research Project unless all taught modules have been passed i.e. 65 ECTS												

Master of Science in Management Practice (Part-time)

Name of Provider:		Dublin Business School												
Programme Title		Master of Science in Management Practice												
Award Title		Master of Science in Management Practice												
Stage Exit Award Title³		Postgraduate Diploma in Management Practice												
Modes of Delivery (FT/PT):		Part-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	60	60	September 2019	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	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
					HET Credits									
Global Issues for Management		1	M	9	5	125	18	50	57		50			50
Human Capital Management and Organisational Behaviour		1	M	9	10	250	36	50	164		50			50
Managerial Financial Analysis		2	M	9	5	125	18	50	57		100			-
Marketing Analysis		2	M	9	5	125	18	50	57		100			-
Dynamic Leadership Development		2	M	9	5	125	18	50	57		100			-
Information Systems and Project Management		3	M	9	10	250	36	50	164		100			-
Leading Change and Innovation		3	M	9	5	125	18	50	57		100			-
Management Practice Seminar Series		3	M	9	5	125	18	50	57		100			-

Applied Strategic Management	4	M	9	10	250	36	50	164		100			-
Research Methods	4	M	9	5	125	18	50	57		100			-
Dissertation/Applied Research Project	5	M	9	25	625	12		613		100			-
Special Regulations (Up to 280 characters)	Students will not progress to Dissertation/Applied Research Project unless all taught modules have been passed i.e. 65 ECTS												

Postgraduate Diploma in Management Practice (Full-time)

Name of Provider:	Dublin Business School												
Programme Title	Postgraduate Diploma in Management Practice												
Award Title	Postgraduate Diploma in Management Practice												
Stage Exit Award Title³	N/A												
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	60	60	September 2019	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 HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Global Issues for Management	1	M	9	5	125	24	50	51		50			50
Leading Change and Innovation	1	M	9	5	125	24	50	51		100			-
Managerial Financial Analysis	1	M	9	5	125	24	50	51		100			-
Marketing Analysis	1	M	9	5	125	24	50	51		100			-
Human Capital Management and Organisational Behaviour	1	M	9	10	250	48	50	152		50			50
Information Systems and Project Management	2	M	9	10	250	48	50	152		100			-
Dynamic Leadership Development	2	M	9	5	125	24	50	51		100			-
Applied Strategic Management	2	M	9	10	250	48	50	152		100			-
Management Practice Seminar Series	2	M	9	5	125	24	50	51		100			-

Special Regulations (Up to 280 characters)

Learners take 30 ECTS per semester and must successfully complete 60 ECTS as detailed above for the Postgraduate Diploma (exit) award

Postgraduate Diploma in Management Practice (Part-time)

Name of Provider:		Dublin Business School												
Programme Title		Postgraduate Diploma in Management Practice												
Award Title		Postgraduate Diploma in Management Practice												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-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	60	60	September 2019	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 HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %
Global Issues for Management	1	M	9	5	125									
Human Capital Management and Organisational Behaviour		1	M	9	10	250	36	50	164		50			50
Dynamic Leadership Development		2	M	9	5	125	18	50	57		100			-
Managerial Financial Analysis		2	M	9	5	125	18	50	57		100			-
Marketing Analysis		2	M	9	5	125	18	50	57		100			-
Leading Change and Innovation		3	M	9	5	125	18	50	57		100			-
Information Systems and Project Management		3	M	9	10	250	36	50	164		100			-

Management Practice Seminar Series	3	M	9	5	125	18	50	57		100			-
Applied Strategic Management	4	M	9	10	250	36	50	164		100			-
Special Regulations (Up to 280 characters)	Learners take 30 ECTS per semester and must successfully complete 60 ECTS as detailed above for the Postgraduate Diploma (exit) award												

10 Appendix 2: Agenda

DUBLIN BUSINESS SCHOOL

SCHOOL OF SCHOOL OF BUSINESS AND LAW

PROGRAMME REVIEW AND REVALIDATION

MSc in Management Practice (with embedded Postgraduate Diploma in Management Practice)

Agenda: Monday, 08th July 2019

Time	Location	Item	DBS Attendees
08.45hrs		Panel Private Meeting (with Tea & Coffee)	N/a
10.00 hrs		<p>1. Evaluation of Programme Proposed for Revalidation against QQI validation criteria</p> <p><i>Criterion 1. The provider is eligible to apply for validation of the programmes(s)</i></p>	<ul style="list-style-type: none"> • Andrew Conlan-Trant, Executive Dean • Dr Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting) • Dr Tony Murphy, Head of Quality Enhancement & Innovation in Teaching & Learning • Shane Mooney, Head of Student Experience • Ann Masterson, Course Director (Acting) Business and Law • Dr Martin Doris, Assistant Registrar
10.30 hrs		<p>2. Evaluation of the Programme Review Process and Report</p> <p>(a) the fitness for purpose of the programme (including its objectives, intended learning outcomes, organisation, teaching, learning and assessment strategies, staffing, resources and management) in light of experience;</p> <p>(b) the actual achievement by the programme of its stated objectives;</p> <p>(c) the profile of learners who were enrolled and its suitability for the programme;</p>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Dr Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting)

Time	Location	Item	DBS Attendees
		(d) the performance of enrolled learners (grades, attrition, completion, benchmarking) and how the provider has responded to this; (e) the quality of the learning environment and the learning opportunities afforded to learners by the programme; (f) the suitability of the learner workload in light of experience (whether it is excessive or inadequate); (g) the effectiveness of procedures for the assessment of learners including summative and formative assessment of learners and external examining procedures; (h) the quality assurance arrangements that are specific to the programme; (i) the proposed modifications to the programme.	<ul style="list-style-type: none"> • Dr Tony Murphy, Head of Quality Enhancement and Innovation in Teaching & Learning • Shane Mooney, Head of Student Experience • Dr Martin Doris, Assistant Registrar • Grant Goodwin, QA Officer • Sarah Sharkey, Student Engagement Officer
11.00 hrs		Break – Tea & Coffee	
11.15 hrs		3. Evaluation of Programme Proposed for Revalidation against QQI validation criteria - Programme Rationale and overall structure <i>Criterion 2: Programme objectives and outcomes are clear and consistent with QQI awards sought.</i> <i>Criterion 3: Programme concept, implementation strategy and interpretation of QQI award standards are well informed and soundly based</i> <i>Criterion 4: Access Transfer & Progression arrangements are satisfactory</i>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Dr Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting) • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching & Learning • Shane Mooney, Head of Student Experience • Martin Doris, Assistant Registrar • Grant Goodwin, QA Officer • Tanya Balfe, Admissions Manager • Sarah Sharkey, Student Engagement Officer • Teaching Faculty (list to be provided separately) • Dr Garry Prentice, Lecturer

Time	Location	Item	DBS Attendees
12.00 hrs		4. Panel Meeting with Student and Graduate Representatives	<ul style="list-style-type: none"> • Learners and Graduates (List to be provided separately)
12.30 hrs		Private Panel Lunch and Discussion	N/a
13.30 hrs		5. Curriculum, Learning Teaching & Assessment - Proposed Programme: MSc in Management Practice (with embedded Postgraduate Diploma) <i>Criterion 5: Written curriculum is well structured and fit for purpose</i> <i>Criterion 9: There are sound learning and teaching strategies</i> <i>Criterion 10: There are sound assessment strategies</i>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Eileen Corrigan, Lecturer • Gary Bernie, Lecturer • Andrew Browne, Lecturer • Philip Hickey, Lecturer • Paul Hollywood, Lecturer • Obinnalzima, Lecturer • Michael Kane, Lecturer • David Wallace, Lecturer • Linda Moran, Lecturer • Dr PJ Paul, Lecturer • Enda Murphy, Lecturer • Paul Taaffe, Lecturer • Ray Whelan, Lecturer • Dr Garry Prentice, Lecturer • Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Martin Doris, Assistant Registrar
14.45 hrs		Private Panel Discussion	
15.15 hrs		6. College Tour for the Panel	
15.45 hrs		7. Resourcing and Supports for Learners <i>Criterion 6: There are sufficient qualified and capable programme staff available to implement the programme as planned</i> <i>Criterion 7: There are sufficient physical resources available to implement the programme as planned</i> <i>Criterion 8: The learning environment is consistent with the needs of the programme learners</i> <i>Criterion 11: Learners enrolled on the programme are well informed and cared for</i>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Dr Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar

Time	Location	Item	DBS Attendees
		<i>Criterion 12: The programme is well managed</i>	<ul style="list-style-type: none"> • Emma Balfe, Head of Faculty and School (Acting) • Dr Martin Doris, Assistant Registrar • Shane Mooney, Head of Student Experience • Grant Goodwin, QA Officer • Darragh Breathnach, Head of Academic Operations • Trevor Haugh, Library • Tanya Balfe, Admissions Manager • Viviana Moreira Montero, Programme Coordinator • Anita Dwyer, School Executive Officer/Programme Coordinator • Sarah Sharkey, Student Engagement Officer
16.15 hrs		Deliberation of the panel	N/a
16.45hrs		Oral feedback to Senior DBS Staff	