



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

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	<ul style="list-style-type: none">• Master of Business Administration Level 9 (90ECTS)• Postgraduate Diploma in Business Level 9 (exit award) (60ECTS)

Independent Panel Members

Name	Role	Affiliation
Dr Annie Doona	Chair	Former president of IADT/experienced Chair and evaluator
Dr John Walsh	Subject Matter Expert	UL/academic, an Irish context
Dr Demola Obembe	Subject Matter Expert	Nottingham Trent University/academic, an international perspective
Dr Martin Meagher	Subject Matter Expert	Emeritus Head of Department of Business SETU Carlow/ academic, an Irish context
Ann King	Report Writer	Former Director of Quality and Academic Affairs SNMCI/independent
Liz O'Connell	Learner Representative	Recent graduate NCI
Marie Moran	Subject Matter Expert	Head of Department of Business ATU
Gillian Saieva	Industry Representative	Bennett and Bell Associates/industry perspective.

All members of the independent panel declared their independence of Dublin Business School and that they have no conflict of interest

Part 1. Introduction

Dublin Business School (DBS) is seeking to revalidate its Masters of Business Administration (90 ECTS/NFQ Level 9) and the embedded exit award, the Postgraduate Diploma in Business (60ECTS/NFQ Level 9).

With reference to QQI's *Core Statutory Quality Assurance (QA) Guidelines* and the *QQI Programme Review Manual 2022*, the programme team undertook a comprehensive review of the programme and submitted, both the review process itself and the revised programme, for evaluation by an independent panel.

This report sets out the panel's findings with regard to the programme review process and the revised programme, including conditions, recommendations and commendations as appropriate.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Report: review and evaluation of current programme/s	MBA Programme Review Report Master of Business Administration (NFQ Level9, 90ECTS) Postgraduate Diploma in Business (NFQ Level9, 60ECTS)
2.	Programme/s Descriptor Template	MBA Programme Document Master of Business Administration (NFQ Level9, 90ECTS) Postgraduate Diploma in Business (NFQ Level9, 60ECTS)
3.	Modules Booklet	MBA Module Document
4.	Assessment Booklet: proposed programme assessment overview	MBA Assessment Document
5.	CV Booklet:	MBA Programme Team CVs
6.	Student Handbook	MBA Student Programme Handbook
7.	Terms of Reference	MBA Terms of Reference for Programme Review

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Tim Bicknell	President
2.	Lori Johnston	Academic Dean
3.	Darragh Breathnach	Registrar & Director of Campus Operations
4.	Rita Day	Academic Director
5.	Tanya Zubrzycki	Assistant Academic Director
6.	Niamh Cullen	Assistant Academic Director
7.	Nicholas Kelly,	Faculty Manager
8.	Shane Mooney	Head of Student Experience

9.	Emma Balfe	Head of Teaching Delivery and Content Production
10.	Grant Goodwin	Assistant Registrar
11.	Amy Hayes	Programmes Manager, DBS note-taker
12.	Ray Whelan	Programme Level Manager
13.	Joel Garland,	Head of Dissertation and Partnerships Coordination, EUBS
14.	Sarah Sharkey	Student Engagement Officer
15.	Trevor Haugh	Head of Academic Information and Resource Centre /Library
16.	Cliona O’Beirne	Chief Commercial Officer
17.	Tanya Balfe	Admissions Manager
18.	Seamus Coogan	Content Production and Relationship Manager
19.	Lecturing Team representatives Available	Alana Loison; Barnaby Taylor; Charles Nwankire; David Wallace; Eimear Long; Enda Murphy; Ieva Masevic; Juan Fravega; Keelin Lee; Kunwar Madan; Mark Delaney; Mary Morgan; Paul Laird; Paul Lydon; Philip Hickey; Ray Whelan; Shaun Hayden; Vincent Hunt; William Schofield.

2.3 Description of evaluation process

The panel received all documentation, as listed above, in advance of the virtual site visit, on November 15th 2024.

Each panel member conducted a thorough review of the documents, firstly, interrogating the College’s review process and then considering the new iteration of the programme in light of the 12 validation criteria.

Panel members completed the ‘Initial Comments’ form and submitted these to the Chair and the Report Writer.

The Chair reviewed initial comments and in agreement with the panel, used them to guide the discussions throughout the day and to identify which panel member might lead each session; drawing in other panel members as required.

A virtual site visit was conducted via Zoom On 15th November 2024. A detailed agenda was made available which included the roles and responsibilities of programme and College staff.

The virtual site visit provided the panel with opportunities to speak with representatives of DBS, at institutional, programme and module level and also to engage with current students and recent graduates. Discussions were open, lively and constructive and allowed the panel to gauge how the programme has performed over its last validation period and how the review process informed the proposed modifications.

Session One: the panel met with a comprehensive group of senior DBS representatives to discuss the provider’s eligibility to apply for revalidation of the programme. This session also included a 10-minute PowerPoint presentation synopsis the programme review process and outlining the proposed modifications.

Session Two: the panel met with a good range of representatives from the current student body and recent graduates. Following a slow start, this session provided a lively and insightful glimpse into the student experience. Students were articulate and measured in their evaluation of the programme and its delivery.

Session Three: this session focused on validation criteria in respect of programme objectives and outcomes, programme concept, implementation strategy and interpretation of QQI award standards, access transfer & progression arrangements, programme management, resources (including staff) and the learning environment.

Session Four: this final session addressed validation criteria 5,9 &10 related to Curriculum and Learning, Teaching & Assessment.

A draft report on the provider's programme review process and a draft Independent Evaluation Report (IER) with regard to the modified programme were shared with panel members for review. The final report, agreed by all and signed by the Chair, was sent to DBS for consideration.

The panel's findings, conditions, recommendations and commendations, are outlined in this document. The panel agreed to recommend to QQI that the revised programme is **satisfactory subject to proposed conditions**. The panel also included a **range of recommendations** for consideration by the programme team, to further enhance the quality of the programme.

Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence. References to specific parts of the provider report will use the relevant report references.

Section A. Context and Terms of Reference for the Programme Review

Commentary:

The panel agrees that the Terms of Reference (ToR) of the programme review align with regulatory requirements and comply with *QQI's Core Statutory Quality Assurance (QA) Guidelines* and the *Programme Review Manual 2022*.

The ToR reflect the statutory imperative to: -

- 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 assessing learners.
- Inform updates of the programme content; delivery modes; teaching and learning methods.
- Review learning supports and resources and information provided to learners.
- Update third party, industry, or other stakeholders relevant to the programme.
- Review quality assurance arrangements that are specific to the programme.

The programme review, led by the Academic Director and the Assistant Academic Director of the Business discipline, was conducted in an inclusive manner, informed by the analysis and evaluation of quantitative and qualitative data, and feedback from a number of sources, including enrolment data, module performance, internal team feedback, current student and alumni feedback, and

external stakeholder feedback. The roles and responsibilities of all involved and the mechanisms for engagement with all relevant stakeholders are clearly articulated, demonstrating transparency and accountability.

Recommendations:

Overall, the panel is satisfied that the Context and Terms of Reference for the Programme Review ensured the integrity of the review process.

Section B. **Provider Information and Programme Context**

Commentary:

DBS provided a comprehensive overview of the College including: -

- Overall mission, strategy and values.
- Governance and management.
- Scope of delivery and current programmes.
- Transnational affiliations.

The panel is satisfied that the governance structure is fit for purpose, including as it does: -

- A **Board of Directors** with responsibility for overseeing all activities and for directing the educational mission of the business.
- An **Academic Board** as the ultimate guardian of the academic integrity and quality of its higher education awards.
- An **Executive Board** (Senior Leadership) comprising all senior managers within the College to ensure the effective operation and quality delivery of academic programmes alongside commercial viability of the College.

The Programme Review Report (PRR) also provided a clear profile, at department level, of the **School of Business and Law** where the programme under review is delivered. The review identified the programme's 'place' in the range of business, management, ICT and legal awards available (p51).

The review document also noted the range of staff expertise, and the strong industry links, fostered by DBS, to provide students with valuable opportunities for networking with professionals in their field and representatives from professional bodies.

The PRR (p.52) notes that *'it is in the context of this expertise, along with the increased skills needed for innovation and employer aligned-learning, that DBS puts forward this programme for review and revalidation'*.

Recommendations:

The panel is satisfied that the programme is well placed within the 'business programmes', well integrated within the functions of the College as a whole, and that it is supported by strong academic and administrative management.

Section C. **Baseline qualitative and quantitative information**

Programme Data Overview

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Applications, Enrolment, Attrition Transfer and Progression, Award Classification and Graduate Destinations

Commentary:

The PRR (p.67) noted that the Student Enhancement and Success Unit (SESU) at DBS plays a crucial role in the comprehensive collection, monitoring, and collation of data e.g.: -

- Applications.
- Enrolment.
- Gender, Nationality and Age
- Attrition, Transfer, Progression and Completion.
- Grades and Awards Classifications.
- Graduate Destinations.

The primary objective behind data collection, they say is to foster academic excellence and to tailor support services, creating an environment conducive to the success of a diverse student population. Section 3 of the PRR provided a wide-ranging account and analysis of baseline qualitative and quantitative data, which served as a foundation for the assessment of the programme's delivery to date, and also as an evidence-based rationale for proposed changes and improvements.

The main areas of interest to the panel in this section related to admissions/enrolments, gender balance and grade classifications.

Applications and enrolments to the Master of Business Administration programme remained strong, even throughout the Covid-19 years, and have significantly increased since, indicating a strong and growing interest in the programme. The panel noted that this is a 'flagship' programme for the College and heavily reliant on the Asian market (83% for the academic year 2022-2023). The panel asked if the programme has what might be called a Unique Selling Point (USP) to help it to maintain its place in the market.

In answer, the programme team acknowledged that the MBA relies heavily on its student intake from Asia, creating a potential vulnerability, due to its dependence on a single region. However, while the team is aware of changes in market trends in India, there is no firm data as yet in the literature, and the College is keen to continue offering the programme until '*evidence emerges to indicate a decision is required to discontinue the programme*' (PRR, p.72).

In support of the programme, the team stressed the HEA prediction that programmes in the area of Business, Administration and Law will be the most popular for national and international learners, the programme's reputation in the industry, a practical skills focus, the opportunity to study in an

international city and the availability of a 2 -year 'stay back' visa for graduates. They also outlined proposed changes in the architecture of the programme, including new elective pathways, to strengthen links to industry, nationally and internationally.

The provider expressed awareness that a gender gap exists in enrolment and noted the difficulty in estimating the reason for enrolment of male learners consistently being higher than female learners over the last four years. Their analysis of the data and desk research in this area, discussed proposed efforts to facilitate gender balance e.g., targeted recruitment strategies and initiatives to create a more inclusive and welcoming learning environment for female students, proactive employment of female staff for certain modules e.g., quantitative research, to provide powerful role models, and updates to the programme curriculum to enhance the appeal of the programme to a broader demographic. The College is aware that ensuring the programme remains equally appealing and accessible to all genders, will be crucial for maintaining diversity and equity in enrolment

The panel noted the relatively low figures for 1st and 2nd class honours awards and questioned whether this might be related to the entry criteria, i.e., any undergraduate degree, rather than a cognate one, and only the 'expectation of experience', rather than a set requirement.

In response the team stressed that the different pathways provided in the programme allowed for a 'more open' entry point and that the mandatory modules were seen as 'enablers' allowing students, irrespective of their undergraduate award, to succeed. The team stated that data, indicating the overall trend of low achievement on the programme compared to the HEA and QQI average, impacted on the revised programme structure, curriculum and content. Their revisions aim to facilitate better achievement of the programme and modules learning outcomes, and the achievement of a higher proportion of 1st and 2nd class honours awards. Revisions include:-

- Mandatory 5 ECTS modules, seen as enabling and foundational.
- The lowering of the learner/lecturer ratio on all 10 ECTS modules.
- A revision of the research modules.
- The introduction of Business Simulation capstone module.
- A review of assessment.
- Ongoing monitoring of modules with the lowest student achievement, for relevance, content, and assessment.

The panel is satisfied that the data gathered has informed an evidence-based rationale for the proposed modifications and the revalidation of the programme. Having leveraged baseline qualitative and quantitative data, the provider has endeavoured to ensure that the next iteration of the programme is responsive to the industry standards, best practice and the needs of all stakeholders.

Recommendations:

While the panel has no recommendations to make as to how the review process collected baseline qualitative and quantitative data, it draws the team's attention to Recommendations 1& 2 of the IER p. 35 below, related to **entry criteria** and **recruitment and expansion of the programme nationally and internationally**.

Programme Delivery and Teaching & Learning Strategies

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios, Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies.

Commentary:

DBS has made considerable investment and improvement in the physical, ICT, and learner support service environments including physical and online library services. There is a dedicated timetabling team charged with developing and monitoring timetables to ensure that all required classes can be delivered within the resources available and conscious of reducing pressure on learners and faculty.

The panel asked about a possible draw on resources, should numbers reach maximum capacity. The College acknowledged that the existing facilities are running at almost full capacity and noted the upcoming acquisition of Marconi House and the likelihood of freeing up more classroom space in Castle House. The College is also in the process of applying to QQI for full online delivery which will impact on the timetabling of on-site classes.

An analysis of data related to workload indicated that 88% of learners surveyed, felt the workload was reasonable. Learners at masters level recognise that there are periods of non-assessment, typically during the early stages of the semester, and periods of heavier workloads during the latter stages of the semester. The programme team implements a number of strategies that are designed to alleviate bottlenecks, creating assessment schedules to share with the faculty to avoid overlapping deadlines, scheduling assessments outside of the teaching term, and liaising with learners and lecturers to gather real-time feedback and adjust scheduling accordingly.

Despite these strategies, assessment deadlines are among the most common reported issues at class rep meetings, in module surveys, and in the learner feedback gathered for this review of the programme.

The panel noted that some level of discomfort with high learner-to-lecturer ratios had been expressed in both quantitative and qualitative data collected, from the faculty and learners. According to the faculty survey and focus groups results, a proportion of lecturers perceived the teacher to learner ratios on the programme as high. The relatively low student achievement on a number of modules and learning outcomes evidenced in sections 3.1.4 and 3.2.7 of the PRR would seem to point to challenges faced by some students. Desk research conducted by the programme team, into teacher /learner ratios and teacher/learner interactions, Sapelli and Illanes (2016); Gaggero and Haile (2019); Wang and Calvano (2022); (Santini et al., 2017), supported the proposed positive changes to teacher/learner ratios in the revised document.

The MBA applies a variety of teaching, learning, and assessment strategies; interactive lectures workshops, practical sessions, tutorials and group discussion, guided independent study, where students can explore the module content at their own pace, supplemented by digital resources and formative feedback. The programme document (p89, section 6.5) notes that learners will experience a varied range of teaching and learning strategies, which have been selectively chosen and based on module content and suitability to assessment.

The assessment strategies employ a combination of written assignments, presentations, and project-based work to enable learners to develop not only subject-specific knowledge but also transferable skills, such as problem-solving, collaboration, and effective communication.

The panel noted that analysis of learner feedback indicated that while satisfaction with the programme is generally high, comments, along with insights from industry partners and faculty, suggest the need to strengthen the programme's relevance to the workplace. A number of qualitative responses also reported too much group work overall, and indications that learners felt that their individual grades were impacted by group work.

In response, the programme team discussed: -

- The new Business Simulation Capstone which is viewed as a positive step to enhance both the learning experience and career readiness of students. It will offer real-world application of knowledge through practical learning and allow the learners to apply theoretical knowledge in a controlled, yet realistic, business environment.
- The Graduate Work Readiness (GWR) Programme, a series of non-credit bearing modules to be timetabled and completed during the reading week of each semester.
- The plan to include more industry guest speakers to enrich practical learning.
- A review of assessment overall to include clear criteria for individual elements.

Recommendations:

The panel is satisfied that the data gathered has informed an evidence-based rationale for the proposed modifications to Teaching, Learning and Assessment. Having leveraged baseline qualitative and quantitative data, the provider has endeavoured to ensure that the programme is responsive to learner feedback related to Teaching, Learning and Assessment.

While the panel has no recommendations to make as to how the review process of the programme's Teaching, Learning and Assessment strategy was conducted, it draws the team's attention to Conditions 1 & 2 and Recommendations 3, 4, 7, 8, 9 & 10 (p.35) below, which are specific to this section and attached to the relevant criteria listed in the IER.

Section D. **Evaluation of the programme by stakeholders**

Evaluation by current learners and graduates of the programme

Commentary:

Formal learner surveys are conducted every year to assess learner satisfaction with individual modules and the overall programme. Learners provide feedback in relation to: -

- General progress of the programme and its relevance for the industry.
- Progress in individual programme modules.
- Effectiveness of teaching and learning (including notes, reading materials, etc.).
- Learner understanding of material delivered and assessed.
- Adequacy of learner support resources.
- Learner attendance and participation.

To support the review process, an additional qualitative survey was conducted to allow for a 'deeper dive' into areas of particular importance to learners. Data collected from the annual survey and the

additional qualitative survey indicates a good volume of response, which suggests a robust overview. In addition to being presented with proposals, learners were also encouraged, in the qualitative survey, to identify any additional areas or modules that they would like / would have liked to see on the MBA programme. The additional survey allowed for nuance, and an understanding of the day-to-day experiences of learners. The panel is satisfied that learner response was taken on board, factored in to the review process and had a direct impact on some of the proposed modifications. This view was reinforced during site visit when panel members had the opportunity to engage with current students and graduates.

Recommendations:

n/a

Evaluation of the programme by Staff

Commentary:

Section 4.2 of the PRR is comprehensive; participating lecturers provided a robust and holistic overview of opinions on the programme. A good sample of full-time and part-time lecturers took part, and most modules were represented. Overall, current Minimum Intended Programme Learning Outcomes (MIPLOS) are perceived to be strong and relevant and align with the goal of producing work-ready graduates.

The panel noted the consensus that large class sizes make it difficult for lecturers to engage with individual students, to manage queries and to take the time needed to handle exams, repeats, and group work issues. Academic integrity (related to the emergence of Generative Artificial Intelligence) features strongly in responses related to assessment. Faculty have highlighted the need for more AI-resistant assessment such as incorporating oral defence or practical assignments versus essay-style reports. The need for more authentic (practical, work-relevant, and experiential) assessment was also noted.

The panel is satisfied that faculty response was taken on board, factored in to the review process and had a direct impact on some of the proposed modifications. This view was reinforced during the site visit when panel members had the opportunity to engage with faculty, who were open about what they have learned through the experience of delivering the current programme, and who expressed confidence in the proposed modifications.

Recommendations:

n/a

External Examiner Feedback

Commentary:

As the size and scope of the MBA is typically larger than that of other Level 9 programmes offered in DBS, there are multiple External Examiners employed for the various pathways and specialisations embedded in the programme. Across the years of validation, the reports have been broadly positive and where there were recommendations, there have been efforts to weave them into the programme.

The panel noted the reference to Generative AI in the most recent report (2022-2023) where the external examiner saw the upcoming review and revalidation as an opportunity to review

assessment and to address GAI with students. Some recommendations from external examiners have been noted in the revised documents. e.g.: -

- Greater consistency for continuous assessment; agreed breakdown between components of submissions, with a range of breakdowns used.
- Provision of more detailed and comprehensive assessment briefs to students, including plagiarism policies and (for group work specifically) group logbooks, reflective journals, and peer evaluation forms.

The panel is satisfied that the programme team has taken on board the feedback from external examiners to inform decisions re modifications to the programme/s.

Recommendations:

n/a

Industry Feedback

Commentary:

Overall, the programme received positive industry feedback, with 95% of respondents indicating they would consider hiring graduates and 70% rating the programme's ability to meet the workplace-relevant skills in their industry at 4 or 5, out of 5.

The survey highlighted the changing nature of work towards automation, AI, and other disruptive technologies and the need for individuals to continuously acquire new skills throughout their careers. The programme team highlighted the growing focus on teaching specific skills over general academic knowledge, driven by employers' demand for practical, job-ready competencies.

The panel noted that industry feedback was the driving force behind the revision of the dissertation module and the inclusion of the Business Simulation alternative, and also for the Graduate Work Readiness (GWR) programme, to enable other specific skills and knowledge required by the industry, including communication skills, people management skills, transformational/change leadership, emotional intelligence, and workplace learning.

Recommendations:

While the panel has no recommendations to make as to how the review process engaged with industry it draws the team's attention to **Conditions 1& 2 outlined in the IER** below p.35 related a) the embedding of elements of the GWR in the mandatory modules of semester one and b) the importance of DBS 'ownership and academic oversight of the Business Simulation.

Section E. **Programme Quality Assurance**

Complaints, appeals and commendations

Commentary:

Section 5.1 (pp.207-210) of the PRR document clearly outlines the current process of formal learner feedback, complaints, and appeals. The programme team strive to settle issues, complaints, and queries on an informal basis, within the classroom where possible, but there is an institution wide policy with regard to complaints and appeals which will continue to apply to the learners on the MBA programme. Data presented in this section of the PRR indicates that the current practices appear to be working to the benefit of students and staff alike. As such, there are no direct

implications or changes to the revalidated version of the programme, based on this section of the documentation.

Recommendations:

n/a

Quality Assurance Systems and Processes

Commentary:

The Quality Assurance Handbook (QAH) is the central document underpinning academic quality and delivery in DBS. It was extensively reviewed during the Reengagement Process and since then policies within the QAH have been, added to, amended and updated regularly, with all updates documented through the Quality Assurance Handbook Tracker. There is an established process whereby the Registrar's Office keeps a register of new policies which need to be written or updated, and these are developed for consultation with the relevant boards and committees, and for eventual approval by the SLT and Academic Board. The College also submits an Annual Quality Report (AQR) to QQI each year, providing evidence of quality assurance enhancement.

The panel is satisfied that DBS has all necessary QA policies and procedures in place to support the programme

Recommendations:

n/a

Additional Quality Assurance Systems and Processes required (e.g. online delivery / assessment)

Commentary:

In addition to the QAH, DBS has also developed specific Quality Assurance handbooks for the transnational partnerships which include handbooks for students and faculty. Copies of these, which are relevant to the quality assurance of the partnership with EU Business School for this programme, were available to the panel.

The panel is satisfied that DBS has all necessary QA policies and procedures in place to support transnational delivery of the programme

Recommendations:

n/a

Section F. **Summary Analysis of the programme**

Commentary:

Considering a review of the findings of the review process, section 6 of the PRR document (pp. 214-215) provides a coherent summary of what DBS consider to be the strengths, challenges, opportunities and threats associated with the programme. In brief: -

- The Masters in Business Administration programme is considered as a 'flagship' programme at DBS. Whereas the College acknowledges the challenges of keeping pace with advances in education and research, and that there is competition from other established providers, it is confident that it has the expertise, the facilities and resources to deliver.

- Learner feedback confirms satisfaction with lecturer approachability, academic content, organisation, resources, and facilities and the programme has improved its academic support providing extra digital IT sessions, library classes, numerical skills tutoring, and a peer assisted learning programme as requested.
- The programme has considered the changing needs of learners regarding flexibility and mode of delivery.
- Faculty professional credentials meet or exceed requirements to teach on the programme and the College has lecturers with wide-ranging extensive real-world experience.
- The revised programme seeks to further develop graduate attributes sought by employers – group work/collaboration skills, problem solving, initiative, creativity.

Identified challenges, addressed in revisions, include: -

- large class ratios which created difficulties from a faculty and student perspective;
- increasing preferences for online learning post Covid-19;
- the need for increased interaction on The Virtual Learning Environment (VLE);
- the need for increased practical elements, for real-world applicability and the integrity of assessment;
- lack of consistency across modules;
- the rise in number of academic impropriety cases, due to Generative AI, particularly on the existing Dissertation Capstone College.

Recommendations:

The panel is satisfied that DBS has conducted a robust self-evaluation and review of the programme, has a realistic awareness of strengths, challenges, opportunities and threats and that the proposed modifications are in response to developments in the marketplace and educational developments.

Intake on the Master of Business Administration programme remains high, which in its own right suggests that there is demand for the programme and that DBS is meeting a market need. Current labour market reports indicate there is still a need for business graduates and a large percentage of graduates move into employment in a variety of roles.

Section G. Revision of the programme

In this section the panel will respond to any proposals made by the provider in respect of changes to the programme arising from the review. The revised programme's readiness for validation will be reported on in more detail in the Independent Evaluation Report for Validation.

Commentary:

DBS propose 'a series of enhancements, adjustments, and changes' to improve the experience of learners and secure the sustainability and relevance of the programme between 2024 and 2029.

Section 7 of the PRR (PP.217-226) outlines all modifications in detail. In brief: -

1. More emphasis will be placed on topics such as sustainability, cross-cultural management, business ethics, international trade, globalisation, supply chain management, digital strategy, social impact, and operations and consultancy management.
2. Intake size will be changed to 500 per intake.
3. The lecturer/learner ratio will be changed from 1:150 to 1:60 on all 10 ECTS modules and to 1:75 on all 5 ECTS modules, to enhance student experience and facilitate achievement.

4. Removal of elective pathway/Information Systems
5. Introduction of pathway/Supply Chain Management/Creativity, Innovation and Entrepreneurship/Law
6. Revision of MIPLOS to align with pathways
7. Reduction of PT from 5 semester to 4 semester
8. Two x 5 ECTS Research modules combined
9. New modules related to new pathways
10. Retitled modules for clarity
11. New capstone module; dissertation to be replaced by Business Simulation; externally monitored group work, graded by DBS

The panel is generally satisfied that many of the proposed modifications to the programme are appropriate. However, concerns were raised re

- academic oversight and ownership of the Business Simulation Module and
- the embedding of material into mandatory modules related to the level of professional skills and competencies required for student success across the programme and for work readiness i.e., elements of the Graduate Work Readiness (GWR) programme.
- The absence of a module in economics in semester one.
-

These issues emerged as conditions of validation and are dealt with in detail under criteria 5 below, pp25-27.

Recommendations:

The special conditions to be met prior to revalidation

Part 4. Overall Findings

In this section the panel will give its overall feedback on the conduct of the review and the findings therein. This feedback will inform future provider review processes and will also contribute to the refinement of any programmes being proposed for revalidation following this review process.

Section A. **Commentary on review process:**

The panel agrees that DBS conducted a robust self-evaluation and review of the programme, has a realistic awareness of strengths, challenges, opportunities and threats and that the proposed modifications are in response to developments in the marketplace and educational developments. The programmatic review was thorough and comprehensive and all stages, from establishment of ToR to the virtual on-site visit, were conducted in a professional manner.

The panel is satisfied that the data gathered has informed an evidence-based rationale for the proposed modifications and the revalidation of the programme. Learner, faculty, external and industry responses were taken on board, factored in to the review process and had a direct impact on some of the proposed modifications. This finding was reinforced during the site visit when panel members had the opportunity to engage with management, faculty and learners.

Having leveraged baseline qualitative and quantitative data, the provider has endeavoured to ensure that the next iteration of the programme is responsive to the industry standards, best practice and the needs of all stakeholders.

Section B. **Recommendations on review process:**

No specific recommendations. DBS provided an extensive range of documentation, representative of the all-embracing review process. The College could note the volume of material provided and e.g., adhere to word counts in the revised programme document template, and consider the need for a realistic timeline for distribution of material to panel members.

Section C. **Commentary on programme revisions:**

See Part 3, Section G above. The review process resulted in some strategic changes to the programme structure and content. The panel is generally satisfied that many of the proposed modifications to the programme are appropriate. However, concerns were raised re

- academic oversight and ownership of the Business Simulation Module and
- the embedding of material related to the level of professional skills and competencies required for student success across the programme and for work readiness i.e., elements of the Graduate Work Readiness (GWR) programme, into mandatory modules.
- the advisability of a module in economics in semester one.

These issues emerged as conditions of validation and are dealt with in detail under criteria 5 below, pp. 25-27.

Section D. **Recommendations on programme revisions:**

Two Special Conditions of validation and ten Recommendations were identified by the panel.

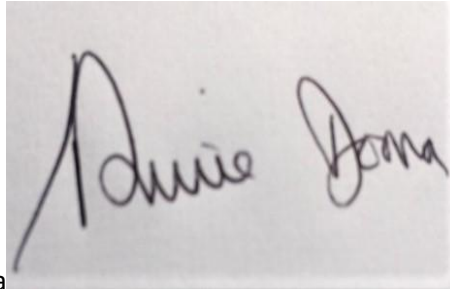
Special Conditions

1. It is a condition of validation that the mandatory modules of the programme in Semester One embed professional skills and competencies required for student success across the programme and for work readiness.
2. It is a condition of validation that there is robust DBS academic oversight and ownership of the Business Simulation module.

Recommendations

1. The panel strongly recommends that the programme entry requirements are revised to include three years relevant professional level work experience as a requirement
2. The panel recommends that DBS draft a robust plan for recruitment and expansion of the programme nationally and internationally
3. The panel recommends that DBS review the wording of the MIPLO related to competence insight
4. The panel recommends that in Section 6 of all modules the wording is adjusted to reflect any particular strategies related to the specific modules
5. The panel recommends that a mandatory Economics module or elements of a module be introduced in Semester One.
6. The panel recommends that staff profiles include the profiles of admin support and technical staff in the programme documentation.
7. The panel recommends that DBS continue to monitor closely its requirement for physical space and resources as the programme grows and develops.
8. The panel recommends that all assessment pieces are revised to ensure constructive alignment between the MIMLOS and assessment

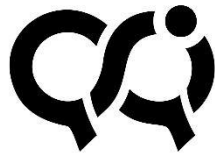
9. The panel recommends that the MIMLOS and the assessment for the research methods module reflects research capability at Masters Level 9
10. The panel recommends that the content of the capstone module is reframed in more general non product specific terms

A photograph of a handwritten signature in black ink on a light-colored surface. The signature is written in a cursive style and reads "Annie Doona".

Signed: ___Dr Annie Doona

Panel Chairperson:

Date: ___16th December 2024_____



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

Part 1. Provider details

Provider name	DBS
Date of site visit	15 th Nov 2024
Date of report	12 th Dec 2024

Section A. Overall recommendations

Principal programme ¹	Title	Master of Business Administration
	Award	Master of Business Administration
	Credit	90 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 1 ²	Title	Postgraduate Diploma in Business
	Award	Postgraduate Diploma
	Credit	60 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Exit award. Satisfactory subject to any proposed conditions related to the principal programme.

¹ Replace throughout with actual programme title.

² Replace throughout with actual programme title. Copy and paste this table for any additional embedded programmes.

Section B. Expert Panel

Name	Role	Affiliation
Dr Annie Doona	Chair	Former president of IADT/experienced Chair and evaluator
Dr John Walsh	Subject Matter Expert	Former UL/academics, an Irish context
Dr Demola Obembe	Subject Matter Expert	Nottingham Trent University/academics an international perspective
Dr Martin Meagher	Subject Matter Expert	SETU/ academics, an Irish context
Ann King	Report Writer	Former Director of Quality and Academic Affairs SNMCI/independent
Liz O'Connell	Learner Representative	Recent graduate NCI
Marie Moran	Subject Matter Expert	Head of Department of Business ATU
Gillian Saieva	Industry Representative	Bennet and Bell Associates/industry perspective.

Section C. Principal Programme- Master of Business Administration

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
DBS Dublin	500	500
Munich, Germany (Transnational Collaborative Provision)	500	500

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	Sept. 2025	9mths	3	5	500
Part-Time	Sept. 2025	18mths	2	5	500
Intake Schedule e.g. January September		September, January and April			

Panel Commentary on proposed enrolment:

Increase in enrolment may be related to the College's intention to apply for an extension of scope of provision to fully online delivery (not part of this event). In conversation with the panel the College stated that they are actively looking at ways to free up space for what they consider as their flagship programme, investigating the acquisition of additional premises and considering how a fully online option will impact on space/resources in the future.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This is a one year full-time or two-year part-time programme of nine taught modules (60 ECTS) plus a Business Simulation capstone module (30 ECTS) totalling 90 ECTS, leading to a Master of Business Administration

Note: Learners may also exit with a Postgraduate Diploma in Business having successfully achieved 60 ECTS (9 taught modules) and if they are unable to complete the full Master of Business Administration.

The programme is designed for managers, business innovators, and leaders, and those aspiring to enter managerial roles across diverse industries. It aims to equip learners with a comprehensive and systematic understanding of advanced business administration concepts, theories, and practical applications, enabling them to analytically apply this knowledge in context and generate valuable insights. Through a blend of rigorous coursework and practical application, including a Business Programme Simulation Capstone, graduates will develop the skills to make high-level strategic decisions that enhance productivity, profitability, and organisational value.

The programme emphasises strategic thinking, sustainability, leadership, and innovation, preparing learners for complex challenges in dynamic business environments.

The two MBA pathway modules are being delivered simultaneously in Semester 2 to provide greater flexibility and convenience for students, allowing them to focus on the pathway in one semester, having studied the core modules in semester one and be better informed to tailor their education to align with their professional goals and schedules.

Programme Structure:

Semester One: Total 30 ECTS

- Six mandatory modules, total 30 ECTS (5 ECTS per module):
 - Risk and Change for Global Issues
 - Managerial Financial Analysis
 - Strategic Marketing Analysis
 - Strategic Planning and Management
 - Dynamic Leadership Development
 - Sustainable Operations Management

Semester Two: Total 30 ECTS

- One mandatory and two elective modules, total 30 ECTS:
 - Conducting Research for Business
 - Elective 1
 - Elective 2

Semester Three: Total 30 ECTS

- Business Simulation

Electives stem from the following subfields of business with a choice of eight pathways:

- Marketing
- Human Resource Management
- Cloud Computing
- Finance
- Project Management
- Supply Chain Management
- Creativity, Innovation and Entrepreneurship
- Law

Should a learner choose two electives from the same specialism they will be on a specific learning pathway.

The programme contains a wide range of formative and summative assessments including individual and group work, projects, presentations, case studies and examinations.

Learners will synthesise their postgraduate studies with experiential learning, gaining critical analysis and self-reflection skills to embrace lifelong learning. This will help them progress professionally or undertake further studies and/or research. Through the Business Simulation Capstone, learners will develop critical, real-world problem-solving and decision-making skills,

applying AI-enhanced tools while engaging in authentic tasks that prepare them for complex challenges in their professional careers.

Target learner groups

The programme is aimed at learners who wish to specialise in business administration with a view to entering industry, progressing professionally, or undertaking further business studies. Learners will achieve the business expertise to inform strategic decision-making to optimise return on investment across each department. Learners will be capable of dealing with diverse intrinsic and extrinsic business realities in a creative manner to ensure sustainability and growth. The Business Simulation Capstone enables learners to develop decision-making, problem-solving, and research skills, both independently and collaboratively, reflecting their growth in management competencies. These skills will be invaluable in navigating diverse workplace challenges and contexts.

In terms of Admission requirements, the Master of Business Administration is aimed at learners with any of the following entry qualifications:

- Level 8 primary undergraduate honours bachelor degree with a minimum second class second division classification (2.2) in any discipline from a recognised third level institution (or equivalent); or
- Equivalent professional qualification like ACCA or CIMA.

Other Requirements:

- International applicants whose first language is not English and who have not previously undertaken a degree taught in English must provide evidence of proficiency in English language equivalent to B2+ or above on the Common European Framework of Reference for Languages (CEFR). This must be evidenced through a recognised English Language test such as IELTS, Cambridge Certificate, PTA or DBS English Assessment. Test certificates should be dated within the last two years to be considered valid.
- GMAT examination may be required for RPL applicants who do not hold a primary undergraduate honours bachelor degree (Level 8) with a minimum of second class second division classification, or equivalent qualification. The programme is envisioned to be particularly attractive with young adults seeking to upskill through a major Business qualification, and for international learners seeking an Irish-based qualification which carries international recognition

Approved countries for provision

Ireland, Germany

Delivery mode: Full-time/Part-time

Full-time/Part-time

The teaching and learning modalities

- Onsite face-to-face
- Synchronous hybrid
- Synchronous online
- Independent Learning

Summary of specifications for teaching staff

Role	Profile	WTE
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Lecturer	<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"> ● Marketing ● Accounting ● Economics ● Finance ● Business ● IT ● Law <p>Individuals with Level 8 honours bachelor degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered</p>	<p>0.53</p> <p><i>WTE is here calculated as a proportion of Contact Hours over the total hours of a 'standard' FT teaching contract (500 hrs) [264hrs in FT for any stream, so $264/500 = 0.528$ WTE</i></p> <p><i>(prog doc, p.125)</i></p>
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Learning Activity	Ratio of learners to teaching staff
Lecture classroom-based sessions	1:75
Workshops	1:25
Online class/synchronous	1:75
Practical sessions	1:25

Panel Commentary on programme outline and staffing:

The panel is satisfied that DBS have sufficient qualified academic and administrative staff. The section related to learning activities represents a substantial decrease in lecturer/learner ratios which is to be welcomed. This adjustment of ratios demonstrates a clear response to faculty and learner feedback

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24237	Master of Business Administration	Aug 2024
PG24549	Master of Business Administration (transnational /differential validation)	Aug 2024
PG24238	Postgraduate Diploma in Business	Aug 2024
PG24550	Postgraduate Diploma in Business (transnational /differential validation)	Aug 2024

Embedded Programme -Postgraduate Diploma in Business (exit only)

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
DBS Dublin	Exit only	

Munich, Germany (Transnational Collaborative Provision)		
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Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	Sept. 2025	9mths	Exit only		
Part-Time	Sept. 2025	18mths			
Intake Schedule e.g. January September		September, January and April			

Panel Commentary on proposed enrolment:
The postgraduate award is exit only and as such there is no direct intake. As per principal programme

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

The Postgraduate Diploma in Business (60 ECTS, NFQ level 9) is **an embedded exit award** consisting of nine taught modules of the principal programme, **without** the Capstone (Business Simulation).

The overall aim of the programme is to provide graduates with the opportunity to attain a Level 9 Award, if they cannot complete the Capstone module of the principal programme for personal or professional reasons.

The programme is designed for managers, business innovators, and leaders, or those who aspire to enter managerial roles within a broad spectrum of industries. It is intended for learners who wish to acquire in-depth knowledge of business administration, theories, concepts and practical applications to enable an analytical application of such knowledge in-context to generate valuable insights. Graduates will be equipped to make high level strategic business decisions, increasing productivity, profitability, and an organisation's value and market share.

Programme Structure

Semester One: Total 30 ECTS

- Six mandatory modules, total 30 ECTS (5 ECTS per module):
 - Risk and Change for Global Issues
 - Managerial Financial Analysis
 - Strategic Marketing Analysis
 - Strategic Planning and Management
 - Dynamic Leadership Development
 - Sustainable Operations Management

Semester Two: Total 30 ECTS

- One mandatory and two elective modules, total 30 ECTS:
 - Conducting Research for Business
 - Elective 1
 - Elective 2

Electives emanate from the following subfields of business with a choice of eight options:

- Marketing
- Human Resource Management
- Cloud Computing
- Finance
- Project Management
- Supply Chain Management
- Creativity, Innovation and Entrepreneurship
- Law

Should a learner choose two electives from the same specialism they will be on a specific learning pathway. The programme contains a wide range of formative and summative assessments including individual and group work, projects, presentations, case studies and examinations.

Target learner groups

As with the principal programme the target learner group is a broad range of managers, business innovators, leaders or those who aspire to enter managerial roles within a broad spectrum of industries. In terms of admission requirements, learners will have entered with the minimum entry requirements for the Master in Business Administration, in expectation of working towards that award.

The Postgraduate Diploma in Business (60 ECTS, NFQ Level 9) is offered **as an exit award only, at level 9**, to those learners who cannot complete the Capstone module of the principal programme, for personal or professional reasons.

Approved countries for provision	Ireland, Germany
Delivery mode: Full-time/Part-time	Full-time/Part-time

The teaching and learning modalities

- Onsite face-to-face
- Synchronous hybrid
- Synchronous online
- Independent Learning

Summary of specifications for teaching staff

Role	Profile	WTE
Lecturer	<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"> ● Marketing ● Accounting ● Economics ● Finance ● Business ● IT ● Law <p>Individuals with Level 8 honours bachelor degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered</p>	<p>0.53</p> <p><i>WTE is here calculated as a proportion of Contact Hours over the total hours of a 'standard' FT teaching contract (500 hrs) [264hrs in FT for any stream, so 264/500 = 0.528 WTE</i></p> <p><i>(prog doc, p.125)</i></p>

Learning Activity	Ratio of learners to teaching staff
Lecture classroom-based sessions	1:75
Workshops	1:25
Online class/synchronous	1:75
Practical sessions	1:25

Panel Commentary on programme outline and staffing:

The panel is satisfied that DBS have sufficient qualified academic and administrative staff. The section related to learning activities represents a substantial decrease in lecturer/learner ratios which is to be welcomed. This adjustment of ratios demonstrates a clear response to faculty and learner feedback. The panel is satisfied that the nine taught modules of the principal programme constitute a valid postgraduate award, in business, at level 9. It is advantageous to learners to be able to avail of this, as required, as an exit award, and offers an opportunity to proceed to masters level at a later date.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24237	Master of Business Administration	Aug 2024
PG24549	Master of Business Administration (transnational /differential validation)	Aug 2024
PG24238	Postgraduate Diploma in Business	Aug 2024
PG24550	Postgraduate Diploma in Business (transnational /differential validation)	Aug 2024

Section D. Other noteworthy features of the application

n/a

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable). Having examined appropriate QA / Governance procedures, comment on the case

for extending the applicant’s Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

N/A This application does not require the approval of an extension to the current approved scope of provision at this time.
Note: DBS is currently seeking approval from QQI for an extension of scope to offer Fully Online delivery. It is the College’s intent that a mode of this programme be submitted for a differential validation to extend delivery to a Fully Online mode, following the successful approval of an extension of scope at an institutional level to offer Fully Online programmes. The current application includes reference to Fully Online delivery in recognition of this design towards a future extended scope, but this application does not seek recommendation for approval for Fully Online delivery yet.

Part 2. Evaluation against the validation criteria

This includes QQI’s 12 validation core criteria. When making a judgement on achievement of a core criterion, the panel should use the sub-criteria as guidance. Non-achievement of relevant and significant sub-criteria will mean non-achievement of the core criterion. The panel will apply its expertise and experience in determining ‘relevance’ and ‘significance’ of sub-criteria to a particular programme.

The panel should complete this section with commentary against each criterion to support the recommendation given in the ‘Satisfactory?’ column i.e. Yes, No, or Partially.

If ‘Yes’, there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.

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

<ul style="list-style-type: none"> a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. 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. c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. 		
Programme	Satisfactory ? (yes, no, partially)	Comment
Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)	Yes	<i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion. DBS is in compliance with all relevant statutory and regulatory requirements</i>

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

<ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (i) Where applicable, a QQI award is specified for each embedded programme. c) There is a satisfactory rationale for the choice of QQI award(s). d) The award title(s) is consistent with unit 3.1 of QQI's Policy and Criteria for Making Awards. 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 <ul style="list-style-type: none"> (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. g) For each programme and embedded programme <ul style="list-style-type: none"> (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified. (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards. h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules. i) Any QQI minor awards sought for those who complete the modules are specified, where applicable. j) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards. 		
Programme	Satisfactory ? (yes, no, partially)	Comment
Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)	Yes	<i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.</i>

The Minimum Intended Programme Learning Outcomes (MIPLOS) have been mapped to the QQI Business Awards Standards.

The panel is satisfied that the MIPLOS have been reviewed and revised to align with new elective pathways.

The panel recommended that the programme team further adjust the competency 'insight' MIPLO to ensure that it is clear.

Recommendation: The panel recommends that DBS review the wording of the MIPLO related to competence insight

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)

<p>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.</p> <p>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.</p> <p>(i) There is a satisfactory rationale for providing the programme.</p> <p>(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.</p> <p>(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</p> <p>(iv) There is evidence of learner demand for the programme.</p> <p>(v) There is evidence of employment opportunities for graduates where relevant.</p> <p>(vi) The programme meets genuine education and training needs.</p> <p>c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.</p> <p>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.</p> <p>e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.</p>		
Programme	Satisfactory ? (yes, no, partially)	Comment
<p>Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)</p>	<p>Yes</p>	<p><i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.</i></p>

The panel is satisfied that the programme rationale has merit and is based on a range of research and feedback. National research seems to indicate a need for “necessary knowledge, practical experience, skills and competencies including relationship management, critical thinking, negotiation, commercial acumen, business analysis and communication, identified as high in demand by Enterprise Ireland’s Spotlight on Skills (National Skills Bulletin, 2022). From a global perspective, the WEF Future of Jobs report (2023) was cited and it highlighted cognitive skills such as analytical thinking and creative thinking as the most important skills for workers in 2023 (p. 6). The team has endeavoured to address social, cultural, educational, professional and employment objectives. The education and training needs have been comprehensively reviewed and are well addressed in light of competitor analysis, internal and external data and reports, and the involvement of learners, graduates, faculty, external examiners and industry. The programme has been researched from a national and a global perspective and structure and content have been revised based on this feedback and research.

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

<p>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.</p> <p>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.</p> <p>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 (CEFR³) in order to enable learners to reach the required standard for the QQI award.</p> <p>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).</p> <p>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.</p> <p>f) The programme title (the title used to refer to the programme): -</p> <p>(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).</p> <p>(ii) Is learner focused and meaningful to the learners;</p> <p>(iii) Has long-lasting significance.</p> <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
<p>Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)</p>	<p>Yes</p>	<p><i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.</i></p>

The document provides clear information for learners including English language requirements for the large international cohort. The programme title reflects the intended outcomes, is meaningful, has long lasting significance and complies with statutory and regulatory requirements. RPL processes are clear and unambiguous.

When challenged re the standard entry criteria i.e., any undergraduate degree rather than a cognate one, and ‘the expectation of experience’, rather than a set requirement for experience, the programme team stressed that the different pathways in the programme allowed for a ‘more open’ entry point, that the mandatory modules were seen as ‘enablers’ allowing students, irrespective of their undergraduate award, to succeed and that in reality all enrolled learners had work experience.

The panel accepted the programme team’s comments. However, the panel has added a strong recommendation to clarify work experience, in terms of expectation versus requirement.

Recommendation: The panel strongly recommends that the programme entry requirements are revised to include three years relevant professional level work experience as a requirement

³ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

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

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)	Partially	<i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QOI can be satisfied that the programme partially meets this criterion.</i>

The panel is generally satisfied that many of the proposed modifications to the programme's written curriculum are well structured, appropriate and fit for purpose, e.g.,

- the 30 ECTS of mandatory modules in semester one;
- the restructuring of the taught research modules;
- the inclusion of new pathways related to Supply Chain Management, Creativity, Innovation and Entrepreneurship, and Law

However, concerns were raised re three main issues based on documentation, the expertise of the SMEs and issues of assessment.

1. academic oversight and ownership of the Business Simulation Module and
2. the embedding of material into mandatory modules related to the level of professional skills and competencies required for student success across the programme and for work readiness i.e., elements of the Graduate Work Readiness (GWR).
3. The possible inclusion of an Economics module in Semester One

Business Simulation

The documentation indicates that the running of the simulation would be externally managed. While simulation software providers provide valuable knowledge of the intricacies of the mechanics of the simulation their role should be to support academic staff. Given the need to integrate the

Capstone with previous content as well as providing academic advice on the application of theory to the specific context of the simulation, it is vital that DBS academics be fully involved over the entire course of the simulation.

There are many business simulations available to educational providers ranging from software that is very specific, such as project management, entrepreneurship, to simulations that requires more general management and strategic thinking across a large number of functional areas. For an MBA programme the latter are more appropriate. It is important that the software simulates an environment that is similar to ones in which a typical MBA graduate would be employed. The documentation provided to the panel referred to a specific business simulation package. It would be more appropriate if this was revised to allow DBS to pick the most appropriate package not only for now, but also allow for the flexibility to change packages, if this were needed, over the accreditation period.

As the simulation acts as a capstone module, allowing students to deepen knowledge in certain areas and to integrate knowledge across modules running in the first and second semesters, it might be worth considering an assignment before the 'live' part of the simulation begins. Once students are provided with documents of how the simulation will run and the context in which they will be operating, could they be requested to prepare a strategic analysis of the starting situation and required to develop an appropriate strategic plan for the organisation. Simulations can generate a large amount of data as they are run. There is a danger that students will focus only on operational aspects of playing the game rather than consider the longer term strategic and competitive issues at play.

Assessments should be designed to ensure that an MBA student is not only skilled operationally but can also act and lead strategically.

Work Readiness Skills

Section 6.13 (p.119) of the programme document outlines the DBS Graduate Work-Ready Programme (WRS) designed to address personal and professional skills development and to foster the 'six most desired' graduate attributes. These are listed as: -

- Communication Skills
- Attention to Detail
- Problem Solving Skills
- Teamwork Skills
- Ability to Work Under Pressure
- Initiative

Currently it is the intention that all students be encouraged to complete the DBS Graduate Attributes Self-Assessment and act on suggestions provided, to develop professional skills, during the reading week of each semester. The College states that *'its strategic inclusion will offer students valuable opportunities to develop essential skills, significantly enhancing their career readiness and overall employability'*. The panel acknowledged the aspiration to improve the MBA programme, to address the evolving needs of students and the demands of the professional landscape, but noted that students, although they are encouraged to engage with these non-credit bearing modules, are not obliged to engage with them.

The panel considered that the development of professional skills and attributes should be embedded in the mandatory, semester one modules, so that they are available to all students before they choose separate pathways, to ensure that students have a foundation in e.g., communication,

presentation skills, conflict resolution, critical thinking, reflection etc., to support them through more intense assessments further on in the programme.

Special Conditions

- **It is a condition of validation that the mandatory modules of the programme in Semester One embed professional skills and competencies required for student success across the programme and for work readiness**
- **It is a condition of validation that there is robust DBS academic oversight and ownership of the Business Simulation module**

Recommendation: The panel recommends that the content of the capstone module is reframed in more general non product specific terms

Recommendation: The panel recommends that a mandatory Economics module or elements of a module be introduced in Semester One

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

- a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- 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.
- 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 opportunities.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- 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.

Programme	Satisfactory ? (yes, no, partially)	Comment
Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)	Yes	<i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QOI can be satisfied that the programme meets this criterion.</i>

The Panel is satisfied that the programme has the required cohort of well- qualified academic and support staff, appropriate to the demands of the programme, in the context of the College’s existing commitments. The programme team has considered potential draws on current resources in light of the proposed modifications, and the College has robust QA processes for staff recruitment, development and monitoring, to ensure that all elements – teaching, learning and assessment- of the reviewed programme, are well supported.

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

<p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:</p> <ul style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
<p>Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)</p>	<p>Yes</p>	<p><i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.</i></p>

The panel is satisfied that the College has the physical and technological resources to support the programme. In conversation with the panel the College stated that they are actively looking at ways to free up space for what they consider as their flagship programme, investigating the acquisition of additional premises and considering how a fully online option will impact on space/resources in the future.

Recommendation: The panel recommends that DBS continue to monitor closely its requirement for physical space and resources as the programme grows and develops.

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

<p>a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
Programme	Satisfactory ? (yes, no, partially)	Comment
<p>Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)</p>	<p>Yes</p>	<p><i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QOI can be satisfied that the programme meets this criterion.</i></p>

There is a focus on application of knowledge and skills at an advanced level, in work environments, with the use of real-world scenarios and case studies. Academic delivery stresses the alignment of graduate attributes to industry and further studies. There could be a broader definition of 'learning environment' beyond the academic, to further flesh out the social, cultural and support systems, which are addressed somewhat in section 9.3 p.134.

The intention to reduce the lecturer/learner ratio to enhance student experience and facilitate achievement is welcomed. Additionally, efforts to integrate authentic, industry-relevant experiences, will ensure enhanced student experience.

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p>

<p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
Programme	Satisfactory ? (yes, no, partially)	Comment
Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)	Yes	<i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QOI can be satisfied that the programme meets this criterion.</i>

The panel is satisfied that there is a good range of teaching and learning strategies supported by QAE policies and procedures. This includes, formal lectures, seminars with interactive group work, case studies, problem-based learning, and guest lectures from industry. The document acknowledges that the learning environment endeavours to respect the different ways people learn. There is a good combination of teaching modes with flexibility that offers opportunities for both independent and collaborative skills development. There is need to ensure adequate scaffolding of modules to avoid repetitive content. For example, ‘Divergent Thinking for the Digital Age’ and ‘Strategic Planning & Management’.

The panel also noted (MBA Module Booklet) that section X.6 of each module related to the application of programme teaching, learning and assessment strategies, reads the same for all modules. This could be adjusted to add some specific strategies and resources as they may apply to each module.

Recommendation 4: The panel recommends that in section X.6 of each module the wording is adjusted to reflect any particular strategies related to the specific modules

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently</p> <p>b) The programme’s assessment procedures interface effectively with the provider’s QOI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.</p> <p>d) The programme includes formative assessment to support learning.</p>
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<ul style="list-style-type: none"> 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. 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. g) There are sound procedures for the moderation of summative assessment results. 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. 		
Programme	Satisfactory ? (yes, no, partially)	Comment
Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)	Yes	<i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that <u>QQI</u> can be satisfied that the programme meets this criterion.</i>

Overall, the panel is satisfied that the programme team have reviewed and adjusted assessment in light of sectoral issues such as Generative AI. There are 42 assessments across the 24 modules; 21 individual CAs, 16 group CAs, and 5 individual exams. Arguably there is somewhat of an over reliance on presentations, but the team have a rationale for these and experience may lead to some adjustment. Assessments are well spread out and cater to opportunities for extensions.

For presentations the individual component needs clarity in the documentation. It is clearer in some briefs that in others. Clearer guidelines may be needed to emphasise difference between ‘outlining contribution to a group project’ and a ‘reflection’.

Many assessments call for reflection, presentation skills, communication and maybe even conflict resolution in groups. Are these skills addressed in curriculum. See Criterion 5 above related to the embedding of skills in mandatory modules.

<p>Recommendation: The panel recommends that the MIMLOS and the assessment for the research methods module reflects research capability at Masters Level 9</p>

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

<ul style="list-style-type: none"> 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. b) Information is provided about learner supports that are available to learners enrolled on the programme. c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.

<p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme’s learners will be well cared for and safe while participating in the programme, (e.g. while at the provider’s premises or those of any collaborators involved in provision, the programme’s locations of provision including any workplace locations or practice-placement locations).</p>		
Programme	Satisfactory ? (yes, no, partially)	Comment
Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)	Yes	<i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QOI can be satisfied that the programme meets this criterion.</i>

The panel met with learners, who were largely positive about their learning experience. DBS has in place a comprehensive Student Services team and a good system of supports for students.

Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QOI 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 QOI’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.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p>

<ul style="list-style-type: none"> e) Quality assurance is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria. 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. g) The programme operation and management arrangements are coherently documented and suitable. h) There are sound procedures for interface with QQI certification. 		
Programme	Satisfactory ? (yes, no, partially)	Comment
Master of Business Administration Level 9 (90ECTS) Postgraduate Diploma in Business Level 9 (exit only award) (60ECTS)	Yes	<i>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.</i>

The panel is satisfied that there is a clear management and staffing structure in place which is outlined in the Programme Handbook, well documented in QA, and which reflects standard programme management structures across DBS. An organogram of management structures is provided in the Programme Review document.

The documentation states that the Munich programme will operate with all standard DBS programme management quality assurance procedures being implemented in full. This extends to the membership of the Programme Board by all persons teaching on the programme in both locations and with respect to student representatives in both locations.

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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 special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

1. The programme review was objective and thorough and provided a clear rationale for the continuation of the programme and for the modifications suggested.
2. The programme is consistent with the QQI Business Award Standards
3. There are solid supporting QA policies and processes and details of how the programme will be managed from a QA perspective are clearly set out in the documentation.

Commendations

1. The panel commends the work of DBS in its guest lectureship programme and the system in place to support that and would encourage the further development of this as an Entrepreneurs/ Leaders in residence programme
2. The panel commends the documentation provided and the programme review and revalidation process
3. The panel commends the enthusiasm, commitment and engagement of programme staff

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

1. It is a condition of validation that the mandatory modules of the programme in Semester One embed professional skills and competencies required for student success across the programme and for work readiness
2. It is a condition of validation that there is robust DBS academic oversight and ownership of the Business Simulation module

Recommendations

1. The panel strongly recommends that the programme entry requirements are revised to include three years relevant professional level work experience as a requirement
2. The panel recommends that DBS draft a robust plan for recruitment and expansion of the programme nationally and internationally
3. The panel recommends that DBS review the wording of the MIPLO related to competence insight
4. The panel recommends that in Section 6 of all modules the wording is adjusted to reflect any particular strategies related to the specific modules
5. The panel recommends that a mandatory Economics module or elements of a module be introduced in Semester 1
6. The panel recommends that staff profiles include the profiles of admin support and technical staff in the programme document
7. The panel recommends that DBS continue to monitor closely its requirement for physical space and resources as the programme grows and develops.

8. The panel recommends that all assessment pieces are revised to ensure constructive alignment between the MIMLOS and assessment
9. The panel recommends that the MIMLOS and the assessment for the research methods module reflects research capability at Masters Level 9
10. The panel recommends that the content of the capstone module is reframed in more general non product specific terms

a. Embedded programme:

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 special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

1. As above for principal programme
2. The panel is satisfied that the nine taught modules of the principal programme constitute a valid postgraduate award, in business, at level 9. It is advantageous to learners to be able to avail of this, as required, as an exit award, and offers an opportunity to proceed to masters level at a later date.

Commendations

2. As above

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

1. As per special condition 1 for principal programme.

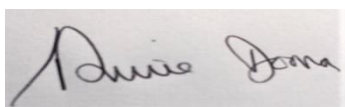
a. Declarations of Evaluators' Interests

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

Panel chairperson: Dr Annie Doona

Date: 12th December 2024

Signed:



3.2 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference. While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

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

Master of Business Administration - Dublin Delivery - Full-Time

1B.3a Proposed Programme Schedule – Dublin – MBA Full-time														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Master of Business Administration				QQI Award Title		Master of Business Administration				ECTS	90	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)				Postgraduate Diploma in Business				Stage ECTS	90		
Programme Delivery Mode - ✓one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning			
					✓									
Teaching and Learning Modalities – ✓one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based		
		✓			✓		✓							
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online		Project		Practical Skills Demonstration		Work Based	
		✓					✓		✓					
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous**	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %
Risk and Change for Global Issues	1	M	5	125	24		101		100%					
Managerial Financial Analysis	1	M	5	125	24		101			100%				
Strategic Marketing Analysis	1	M	5	125	24		101		100%					
Strategic Planning and Management	1	M	5	125	24		101		100%					
Dynamic Leadership Development	1	M	5	125	24		101		100%					
Sustainable Operations Management	1	M	5	125	24		101		100%					
<i>Graduate Work Readiness - Bronze Award</i>	<i>1</i>	<i>M</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>9</i>		<i>N/A</i>					
Conducting Research for Business	2	M	10	250	24	24	202		100%					
Marketing Innovations	2	E	10	250	24	24	202		100%					
Integrated Marketing Communications	2	E	10	250	24	24	202		100%					
Strategies for Human Resource Management	2	E	10	250	24	24	202		100%					
Reinventing Performance Management	2	E	10	250	24	24	202		100%					
Cloud Technologies for Business	2	E	10	250	24	24	202		100%					
Cloud Application Management	2	E	10	250	24	24	202		100%					

Corporate Financial Management	2	E	10	250	24	24	202		30%		70%			
Global Financial Markets	2	E	10	250	24	24	202		30%		70%			
Project Management Frameworks	2	E	10	250	24	24	202		100%					
Project Management Practices	2	E	10	250	24	24	202		100%					
Global Supply Chain and Logistics Management	2	E	10	250	24	24	202		100%					
Analytics and Enterprise Systems for Supply Chain Management	2	E	10	250	24	24	202		100%					
Implementing Creativity, Innovation and Entrepreneurship	2	E	10	250	24	24	202		100%					
Divergent Thinking for the Digital Age	2	E	10	250	24	24	202		100%					
Company Law	2	E	10	250	24	24	202		30%		70%			
International Commercial Law	2	E	10	250	24	24	202		30%		70%			
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	9		N/A					
<i>Graduate Work Readiness - Gold Award</i>	3	M	N/A	N/A	N/A	N/A	9		N/A					
Business Simulation	3	M	30	750	N/A	N/A	750					100%		
Special Regulations:	<p>Students will not progress to the capstone Business Simulation unless all taught modules have been passed i.e. 60 ECTS.</p> <p>Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both elective modules from that pathway.</p> <p>The electives on the specialised pathways are:</p> <ul style="list-style-type: none"> ● General pathway – two electives from two different pathways ● Marketing pathway - Marketing Innovations, Integrated Marketing Communications ● Human Resource Management pathway - Strategies for Human Resource Management, Reinventing Performance Management ● Cloud Computing pathway - Cloud Technologies for Business, Cloud Application Management ● Finance pathway - Corporate Financial Management, Global Financial Markets ● Project Management pathway - Project Management Frameworks, Project Management Practices ● Supply Chain Management pathway - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management ● Creativity, Innovation and Entrepreneurship pathway - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age ● Law pathway - Company Law, International Commercial Law <p>The capstone Business Simulation offers only two opportunities to be successfully completed. Learners who are unsuccessful in completing the Business Simulation will be exited from the programme with the Postgraduate Diploma award.</p>													

***NB:** Exams may be deployed either in person or online, but are proctored in every instance.

****NB:** Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

*****NB:** The hours for synchronous content should be read as “up to” with the proviso that full contact hours will be delivered. Any hours not covered by synchronous content will be covered by in person face-to-face contact hours.

Master of Business Administration - EUBS Delivery - Full-Time

1B.3b Proposed Programme Schedule – EUBS – MBA Full-time														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Master of Business Administration				QQI Award Title		Master of Business Administration				ECTS	90	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)				Postgraduate Diploma in Business				Stage ECTS	90		
Programme Delivery Mode - ✓one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning			
		✓			[✓***]									
Teaching and Learning Modalities – ✓one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online		Asynchronous			Work Based	
		✓			[✓***]			[✓***]						
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online		Project		Practical Skills Demonstration		Work Based	
		✓					✓		✓					
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %
Risk and Change for Global Issues	1	M	5	125	24		101		100%					
Managerial Financial Analysis	1	M	5	125	24		101			100%				
Strategic Marketing Analysis	1	M	5	125	24		101		100%					
Strategic Planning and Management	1	M	5	125	24		101		100%					
Dynamic Leadership Development	1	M	5	125	24		101		100%					
Sustainable Operations Management	1	M	5	125	24		101		100%					
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A		9		N/A					
Conducting Research for Business	2	M	10	250	48		202		100%					
Marketing Innovations	2	E	10	250	48		202		100%					
Integrated Marketing Communications	2	E	10	250	48		202		100%					
Strategies for Human Resource Management	2	E	10	250	48		202		100%					
Reinventing Performance Management	2	E	10	250	48		202		100%					
Cloud Technologies for Business	2	E	10	250	48		202		100%					

Cloud Application Management	2	E	10	250	48		202		100%				
Corporate Financial Management	2	E	10	250	48		202		30%		70%		
Global Financial Markets	2	E	10	250	48		202		30%		70%		
Project Management Frameworks	2	E	10	250	48		202		100%				
Project Management Practices	2	E	10	250	48		202		100%				
Global Supply Chain and Logistics Management	2	E	10	250	48		202		100%				
Analytics and Enterprise Systems for Supply Chain Management	2	E	10	250	48		202		100%				
Implementing Creativity, Innovation and Entrepreneurship	2	E	10	250	48		202		100%				
Divergent Thinking for the Digital Age	2	E	10	250	48		202		100%				
Company Law	2	E	10	250	48		202		30%		70%		
International Commercial Law	2	E	10	250	48		202		30%		70%		
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A		9		N/A				
<i>Graduate Work Readiness - Gold Award</i>	3	M	N/A	N/A	N/A		9		N/A				
Business Simulation	3	M	30	750	N/A		750					100%	

Special Regulations:

Students will not progress to the capstone Business Simulation unless all taught modules have been passed i.e. 60 ECTS.
Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both elective modules from that pathway.
The electives on the specialised pathways are:

- **General pathway** – two electives from two different pathways
- **Marketing pathway** - Marketing Innovations, Integrated Marketing Communications
- **Human Resource Management pathway** - Strategies for Human Resource Management, Reinventing Performance Management
- **Cloud Computing pathway** - Cloud Technologies for Business, Cloud Application Management
- **Finance pathway** - Corporate Financial Management, Global Financial Markets
- **Project Management pathway** - Project Management Frameworks, Project Management Practices
- **Supply Chain Management pathway** - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management
- **Creativity, Innovation and Entrepreneurship pathway** - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age
- **Law pathway** - Company Law, International Commercial Law

The capstone Business Simulation offers only two opportunities to be successfully completed. Learners who are unsuccessful in completing the Business Simulation will be exited from the programme with the Postgraduate Diploma award.

***NB:** Exams may be deployed either in person or online, but are proctored in every instance.

****NB:** Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

*****NB:** Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

Master of Business Administration - Dublin Delivery - Part-Time (Blended)

1B.3c Proposed Programme Schedule – Dublin – MBA Part-time (Blended)																
Name of Provider:			Dublin Business School													
Programme Title (Principal)			Master of Business Administration				QQI Award Title		Master of Business Administration				ECTS		90	
Stage (1,2,3, Award etc)			Award	Exit Award Title (if relevant)			Postgraduate Diploma in Business				Stage ECTS		90			
Programme Delivery Mode - ✓one as appropriate.			On-site Face-to-Face			Blended			Online			Workplace Learning				
						✓										
Teaching and Learning Modalities – ✓one or more as appropriate.			On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based			
			✓					✓								
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.			Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online		Project		Practical Skills Demonstration		Work Based		
			✓					✓		✓						
Modules in this stage (add rows as required)																
Total Student Effort Module (hours)										Assessment – Allocation of Marks						
Module Title	Semester	Year**	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %	
Risk and Change for Global Issues	1	1	M	5	125	6	12	107		100%						
Managerial Financial Analysis	1	1	M	5	125	6	12	107				100%				
Strategic Marketing Analysis	1	1	M	5	125	6	12	107		100%						
Strategic Planning and Management	1	1	M	5	125	6	12	107		100%						
Dynamic Leadership Development	2	1	M	5	125	6	12	107		100%						
Sustainable Operations Management	2	1	M	5	125	6	12	107		100%						
<i>Graduate Work Readiness - Bronze Award</i>	1	1	M	N/A	N/A		N/A	9		N/A						
Conducting Research for Business	1	2	M	10	250	12	24	214		100%						
Marketing Innovations	2	1	E	10	250	12	24	214		100%						
Integrated Marketing Communications	1	2	E	10	250	12	24	214		100%						
Strategies for Human Resource Management	2	1	E	10	250	12	24	214		100%						
Reinventing Performance Management	1	2	E	10	250	12	24	214		100%						

Cloud Technologies for Business	2	1	E	10	250	12	24	214		100%				
Cloud Application Management	1	2	E	10	250	12	24	214		100%				
Corporate Financial Management	2	1	E	10	250	12	24	214		30%	70%			
Global Financial Markets	1	2	E	10	250	12	24	214		30%	70%			
Project Management Frameworks	2	1	E	10	250	12	24	214		100%				
Project Management Practices	1	2	E	10	250	12	24	214		100%				
Global Supply Chain and Logistics Management	2	1	E	10	250	12	24	214		100%				
Analytics and Enterprise Systems for Supply Chain Management	1	2	E	10	250	12	24	214		100%				
Implementing Creativity, Innovation and Entrepreneurship	2	1	E	10	250	12	24	214		100%				
Divergent Thinking for the Digital Age	1	2	E	10	250	12	24	214		100%				
Company Law	2	1	E	10	250	12	24	214		30%	70%			
International Commercial Law	1	2	E	10	250	12	24	214		30%	70%			
Graduate Work Readiness - Silver Award	2	1	M	N/A	N/A		N/A	9		N/A				
Graduate Work Readiness - Gold Award	1	2	M	N/A	N/A		N/A	9		N/A				
Business Simulation	2	2	M	30	750		N/A	750					100%	

Special Regulations:

Students will not progress to the capstone Business Simulation unless all taught modules have been passed i.e. 60 ECTS.
Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway.
Learners on a specialised pathway must take both elective modules from that pathway.
The electives on the specialised pathways are:

- **General pathway** – two electives from two different pathways
- **Marketing pathway** - Marketing Innovations, Integrated Marketing Communications
- **Human Resource Management pathway** - Strategies for Human Resource Management, Reinventing Performance Management
- **Cloud Computing pathway** - Cloud Technologies for Business, Cloud Application Management
- **Finance pathway** - Corporate Financial Management, Global Financial Markets
- **Project Management pathway** - Project Management Frameworks, Project Management Practices
- **Supply Chain Management pathway** - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management
- **Creativity, Innovation and Entrepreneurship pathway** - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age
- **Law pathway** - Company Law, International Commercial Law

The capstone Business Simulation offers only two opportunities to be successfully completed. Learners who are unsuccessful in completing the Business Simulation will be exited from the programme with the Postgraduate Diploma award.

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

**NB: Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

***For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

Master of Business Administration - EUBS Delivery - Part-Time

1B.3d Proposed Programme Schedule – EUBS – MBA Part-time															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Master of Business Administration				QQI Award Title		Master of Business Administration				ECTS		90	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Business						Stage ECTS		90	
Programme Delivery Mode - ✓one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning				
		✓			[✓***]										
Teaching and Learning Modalities – ✓one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous			Work Based	
		✓						[✓***]							
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online		Project		Practical Demonstration		Skills		Work Based
		✓					✓		✓						
Modules in this stage (add rows as required)															
Total Student Effort Module (hours)										Assessment – Allocation of Marks					
Module Title	Semester	Year**	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %
Risk and Change for Global Issues	1	1	M	5	125	18		107		100%					
Managerial Financial Analysis	1	1	M	5	125	18		107			100%				
Strategic Marketing Analysis	1	1	M	5	125	18		107		100%					
Strategic Planning and Management	1	1	M	5	125	18		107		100%					
Dynamic Leadership Development	2	1	M	5	125	18		107		100%					
Sustainable Operations Management	2	1	M	5	125	18		107		100%					
<i>Graduate Work Readiness - Bronze Award</i>	1	1	M	N/A	N/A		N/A	9		N/A					
Conducting Research for Business	1	2	M	10	250	36		214		100%					
Marketing Innovations	2	1	E	10	250	36		214		100%					
Integrated Marketing Communications	1	2	E	10	250	36		214		100%					
Strategies for Human Resource Management	2	1	E	10	250	36		214		100%					

Reinventing Performance Management	1	2	E	10	250	36		214		100%					
Cloud Technologies for Business	2	1	E	10	250	36		214		100%					
Cloud Application Management	1	2	E	10	250	36		214		100%					
Corporate Financial Management	2	1	E	10	250	36		214		30%		70%			
Global Financial Markets	1	2	E	10	250	36		214		30%		70%			
Project Management Frameworks	2	1	E	10	250	36		214		100%					
Project Management Practices	1	2	E	10	250	36		214		100%					
Global Supply Chain and Logistics Management	2	1	E	10	250	36		214		100%					
Analytics and Enterprise Systems for Supply Chain Management	1	2	E	10	250	36		214		100%					
Implementing Creativity, Innovation and Entrepreneurship	2	1	E	10	250	36		214		100%					
Divergent Thinking for the Digital Age	1	2	E	10	250	36		214		100%					
Company Law	2	1	E	10	250	36		214		30%		70%			
International Commercial Law	1	2	E	10	250	36		214		30%		70%			
<i>Graduate Work Readiness - Silver Award</i>	2	1	M	N/A	N/A		N/A	9		N/A					
<i>Graduate Work Readiness - Gold Award</i>	1	2	M	N/A	N/A		N/A	9		N/A					
Business Simulation	2	2	M	30	750		N/A	750						100%	

Special Regulations:

Students will not progress to the capstone Business Simulation unless all taught modules have been passed i.e. 60 ECTS.
Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway.
Learners on a specialised pathway must take both elective modules from that pathway.
The electives on the specialised pathways are:

- **General pathway** – two electives from two different pathways
- **Marketing pathway** - Marketing Innovations, Integrated Marketing Communications
- **Human Resource Management pathway** - Strategies for Human Resource Management, Reinventing Performance Management
- **Cloud Computing pathway** - Cloud Technologies for Business, Cloud Application Management
- **Finance pathway** - Corporate Financial Management, Global Financial Markets
- **Project Management pathway** - Project Management Frameworks, Project Management Practices
- **Supply Chain Management pathway** - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management
- **Creativity, Innovation and Entrepreneurship pathway** - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age
- **Law pathway** - Company Law, International Commercial Law

The capstone Business Simulation offers only two opportunities to be successfully completed. Learners who are unsuccessful in completing the Business Simulation will be exited from the programme with the Postgraduate Diploma award.

***NB:** Exams may be deployed either in person or online, but are proctored in every instance.

****NB:** Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

*****NB:** Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

********For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

Master of Business Administration - Dublin Delivery - Part-Time (Fully Online) – NOTE: these schedules reflect an intent for future delivery, but will not be offered until formally approved under an extension of scope

1B.3e Proposed Programme Schedule – Dublin – MBA Part-time (Fully Online)																
Name of Provider:		Dublin Business School														
Programme Title (Principal)		Master of Business Administration					QQI Award Title		Master of Business Administration					ECTS		90
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)				Postgraduate Diploma in Business					Stage ECTS		90		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning					
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous			Work Based		
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment			Invigilated Exam – in person			Proctored Exam – online		Project		Practical Demonstration		Skills		Work Based
		✓						✓		✓						
Modules in this stage (add rows as required)																
Total Student Effort Module (hours)										Assessment – Allocation of Marks						
Module Title	Semester	Year**	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %	
Risk and Change for Global Issues	1	1	M	5	125		18	107		100%						
Managerial Financial Analysis	1	1	M	5	125		18	107				100%				
Strategic Marketing Analysis	1	1	M	5	125		18	107		100%						
Strategic Planning and Management	1	1	M	5	125		18	107		100%						
Dynamic Leadership Development	2	1	M	5	125		18	107		100%						
Sustainable Operations Management	2	1	M	5	125		18	107		100%						
Graduate Work Readiness - Bronze Award	1	1	M	N/A	N/A		N/A	9		N/A						
Conducting Research for Business	1	2	M	10	250		36	214		100%						
Marketing Innovations	2	1	E	10	250		36	214		100%						
Integrated Marketing Communications	1	2	E	10	250		36	214		100%						
Strategies for Human Resource Management	2	1	E	10	250		36	214		100%						
Reinventing Performance Management	1	2	E	10	250		36	214		100%						

Cloud Technologies for Business	2	1	E	10	250		36	214		100%				
Cloud Application Management	1	2	E	10	250		36	214		100%				
Corporate Financial Management	2	1	E	10	250		36	214		30%	70%			
Global Financial Markets	1	2	E	10	250		36	214		30%	70%			
Project Management Frameworks	2	1	E	10	250		36	214		100%				
Project Management Practices	1	2	E	10	250		36	214		100%				
Global Supply Chain and Logistics Management	2	1	E	10	250		36	214		100%				
Analytics and Enterprise Systems for Supply Chain Management	1	2	E	10	250		36	214		100%				
Implementing Creativity, Innovation and Entrepreneurship	2	1	E	10	250		36	214		100%				
Divergent Thinking for the Digital Age	1	2	E	10	250		36	214		100%				
Company Law	2	1	E	10	250		36	214		30%	70%			
International Commercial Law	1	2	E	10	250		36	214		30%	70%			
Graduate Work Readiness - Silver Award	2	1	M	N/A	N/A		N/A	9		N/A				
Graduate Work Readiness - Gold Award	1	2	M	N/A	N/A		N/A	9		N/A				
Business Simulation	2	2	M	30	750		N/A	750					100%	
Special Regulations:	<p>Students will not progress to the capstone Business Simulation unless all taught modules have been passed i.e. 60 ECTS. Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both elective modules from that pathway. The electives on the specialised pathways are:</p> <ul style="list-style-type: none"> ● General pathway – two electives from two different pathways ● Marketing pathway - Marketing Innovations, Integrated Marketing Communications ● Human Resource Management pathway - Strategies for Human Resource Management, Reinventing Performance Management ● Cloud Computing pathway - Cloud Technologies for Business, Cloud Application Management ● Finance pathway - Corporate Financial Management, Global Financial Markets ● Project Management pathway - Project Management Frameworks, Project Management Practices ● Supply Chain Management pathway - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management ● Creativity, Innovation and Entrepreneurship pathway - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age ● Law pathway - Company Law, International Commercial Law <p>The capstone Business Simulation offers only two opportunities to be successfully completed. Learners who are unsuccessful in completing the Business Simulation will be exited from the programme with the Postgraduate Diploma award.</p>													

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

**NB: Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

***For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

Postgraduate Diploma of Business - Dublin Delivery - Full-Time

1B.3f Proposed Programme Schedule – Dublin – PGDip Full-time														
Name of Provider:		Dublin Business School												
Programme Title (embedded Exit Award)		Postgraduate Diploma in Business				QQI Award Title		Postgraduate Diploma in Business			ECTS		60	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			N/A					Stage ECTS		60	
Programme Delivery Mode - ✓one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning			
					✓									
Teaching and Learning Modalities – ✓one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based		
		✓					✓							
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project		Practical Demonstration		Skills		Work Based
		✓				✓		✓						
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %
Risk and Change for Global Issues	1	M	5	125	24		101		100%					
Managerial Financial Analysis	1	M	5	125	24		101			100%				
Strategic Marketing Analysis	1	M	5	125	24		101		100%					
Strategic Planning and Management	1	M	5	125	24		101		100%					
Dynamic Leadership Development	1	M	5	125	24		101		100%					
Sustainable Operations Management	1	M	5	125	24		101		100%					
Conducting Research for Business	2	M	10	250	24	24	202		100%					
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A	N/A	9		N/A					
Marketing Innovations	2	E	10	250	24	24	202		100%					
Integrated Marketing Communications	2	E	10	250	24	24	202		100%					
Strategies for Human Resource Management	2	E	10	250	24	24	202		100%					

Reinventing Performance Management	2	E	10	250	24	24	202		100%				
Cloud Technologies for Business	2	E	10	250	24	24	202		100%				
Cloud Application Management	2	E	10	250	24	24	202		100%				
Corporate Financial Management	2	E	10	250	24	24	202		30%	70%			
Global Financial Markets	2	E	10	250	24	24	202		30%	70%			
Project Management Frameworks	2	E	10	250	24	24	202		100%				
Project Management Practices	2	E	10	250	24	24	202		100%				
Global Supply Chain and Logistics Management	2	E	10	250	24	24	202		100%				
Analytics and Enterprise Systems for Supply Chain Management	2	E	10	250	24	24	202		100%				
Implementing Creativity, Innovation and Entrepreneurship	2	E	10	250	24	24	202		100%				
Divergent Thinking for the Digital Age	2	E	10	250	24	24	202		100%				
Company Law	2	E	10	250	24	24	202		30%	70%			
International Commercial Law	2	E	10	250	24	24	202		30%	70%			
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	9		N/A				
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	9		N/A				

Special Regulations:	<p>Students unable to complete the capstone Business Simulation will be Exited with the Postgraduate Diploma award.</p> <p>Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway.</p> <p>Learners on a specialised pathway must take both elective modules from that pathway.</p> <p>The electives on the specialised pathways are:</p> <ul style="list-style-type: none"> ● General pathway – two electives from two different pathways ● Marketing pathway - Marketing Innovations, Integrated Marketing Communications ● Human Resource Management pathway - Strategies for Human Resource Management, Reinventing Performance Management ● Cloud Computing pathway - Cloud Technologies for Business, Cloud Application Management ● Finance pathway - Corporate Financial Management, Global Financial Markets ● Project Management pathway - Project Management Frameworks, Project Management Practices ● Supply Chain Management pathway - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management ● Creativity, Innovation and Entrepreneurship pathway - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age ● Law pathway - Company Law, International Commercial Law
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***NB:** Exams may be deployed either in person or online, but are proctored in every instance.

****NB:** Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

*****NB:** The hours for synchronous content should be read as “up to” with the proviso that full contact hours will be delivered. Any hours not covered by synchronous content will be covered by in person face-to-face contact hours.

Postgraduate Diploma in Business - EUBS Delivery - Full-Time

1B.3g Proposed Programme Schedule – EUBS – PGDip Full-time														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Postgraduate Diploma in Business			QQI Award Title		Postgraduate Diploma in Business			ECTS		60		
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			N/A			Stage ECTS		60			
Programme Delivery Mode - ✓one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning			
		✓			[✓***]									
Teaching and Learning Modalities – ✓one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based		
		✓					[✓***]							
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project		Practical Demonstration		Skills	Work Based	
		✓				✓		✓						
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %
Risk and Change for Global Issues	1	M	5	125	24		101		100%					
Managerial Financial Analysis	1	M	5	125	24		101			100%				
Strategic Marketing Analysis	1	M	5	125	24		101		100%					
Strategic Planning and Management	1	M	5	125	24		101		100%					
Dynamic Leadership Development	1	M	5	125	24		101		100%					
Sustainable Operations Management	1	M	5	125	24		101		100%					
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A		9		N/A					
Conducting Research for Business	2	M	10	250	48		202		100%					
Marketing Innovations	2	E	10	250	48		202		100%					
Integrated Marketing Communications	2	E	10	250	48		202		100%					
Strategies for Human Resource Management	2	E	10	250	48		202		100%					
Reinventing Performance Management	2	E	10	250	48		202		100%					
Cloud Technologies for Business	2	E	10	250	48		202		100%					
Cloud Application Management	2	E	10	250	48		202		100%					

Corporate Financial Management	2	E	10	250	48		202		30%		70%			
Global Financial Markets	2	E	10	250	48		202		30%		70%			
Project Management Frameworks	2	E	10	250	48		202		100%					
Project Management Practices	2	E	10	250	48		202		100%					
Global Supply Chain and Logistics Management	2	E	10	250	48		202		100%					
Analytics and Enterprise Systems for Supply Chain Management	2	E	10	250	48		202		100%					
Implementing Creativity, Innovation and Entrepreneurship	2	E	10	250	48		202		100%					
Divergent Thinking for the Digital Age	2	E	10	250	48		202		100%					
Company Law	2	E	10	250	48		202		30%		70%			
International Commercial Law	2	E	10	250	48		202		30%		70%			
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A		9		N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A		9		N/A					
Special Regulations:	<p>Students unable to complete the capstone Business Simulation will be Exited with the Postgraduate Diploma award.</p> <p>Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both elective modules from that pathway.</p> <p>The electives on the specialised pathways are:</p> <ul style="list-style-type: none"> ● General pathway – two electives from two different pathways ● Marketing pathway - Marketing Innovations, Integrated Marketing Communications ● Human Resource Management pathway - Strategies for Human Resource Management, Reinventing Performance Management ● Cloud Computing pathway - Cloud Technologies for Business, Cloud Application Management ● Finance pathway - Corporate Financial Management, Global Financial Markets ● Project Management pathway - Project Management Frameworks, Project Management Practices ● Supply Chain Management pathway - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management ● Creativity, Innovation and Entrepreneurship pathway - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age ● Law pathway - Company Law, International Commercial Law 													

***NB:** Exams may be deployed either in person or online, but are proctored in every instance.

****NB:** Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

*****NB:** Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

Postgraduate Diploma of Business - Dublin Delivery - Part-Time (Blended)

1B.3h Proposed Programme Schedule – Dublin – PGDip Part-time (Blended)															
Name of Provider:		Dublin Business School													
Programme Title (embedded Exit Award)		Postgraduate Diploma in Business				QQI Award Title		Postgraduate Diploma in Business				ECTS		60	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			N/A				Stage ECTS		60			
Programme Delivery Mode - ✓one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning				
					✓										
Teaching and Learning Modalities – ✓one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based			
		✓					✓								
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project		Practical Skills Demonstration		Work Based			
		✓				✓		✓							
Modules in this stage (add rows as required)															
Total Student Effort Module (hours)										Assessment – Allocation of Marks					
Module Title	Semester	Year**	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %
Risk and Change for Global Issues	1	1	M	5	125	6	12	107		100%					
Managerial Financial Analysis	1	1	M	5	125	6	12	107			100%				
Strategic Marketing Analysis	1	1	M	5	125	6	12	107		100%					
Strategic Planning and Management	1	1	M	5	125	6	12	107		100%					
Dynamic Leadership Development	2	1	M	5	125	6	12	107		100%					
Sustainable Operations Management	2	1	M	5	125	6	12	107		100%					
Graduate Work Readiness - Bronze Award	1	1	M	N/A	N/A		N/A	9		N/A					
Conducting Research for Business	1	2	M	10	250	12	24	214		100%					
Marketing Innovations	2	1	E	10	250	12	24	214		100%					
Integrated Marketing Communications	1	2	E	10	250	12	24	214		100%					
Strategies for Human Resource Management	2	1	E	10	250	12	24	214		100%					

Reinventing Performance Management	1	2	E	10	250	12	24	214		100%				
Cloud Technologies for Business	2	1	E	10	250	12	24	214		100%				
Cloud Application Management	1	2	E	10	250	12	24	214		100%				
Corporate Financial Management	2	1	E	10	250	12	24	214		30%		70%		
Global Financial Markets	1	2	E	10	250	12	24	214		30%		70%		
Project Management Frameworks	2	1	E	10	250	12	24	214		100%				
Project Management Practices	1	2	E	10	250	12	24	214		100%				
Global Supply Chain and Logistics Management	2	1	E	10	250	12	24	214		100%				
Analytics and Enterprise Systems for Supply Chain Management	1	2	E	10	250	12	24	214		100%				
Implementing Creativity, Innovation and Entrepreneurship	2	1	E	10	250	12	24	214		100%				
Divergent Thinking for the Digital Age	1	2	E	10	250	12	24	214		100%				
Company Law	2	1	E	10	250	12	24	214		30%		70%		
International Commercial Law	1	2	E	10	250	12	24	214		30%		70%		
<i>Graduate Work Readiness - Silver Award</i>	2	1	M	N/A	N/A		N/A	9		N/A				
<i>Graduate Work Readiness - Gold Award</i>	1	2	M	N/A	N/A		N/A	9		N/A				

Special Regulations:

Students unable to complete the capstone Business Simulation will be Exited with the Postgraduate Diploma award.
Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both elective modules from that pathway.
The electives on the specialised pathways are:

- **General pathway** – two electives from two different pathways
- **Marketing pathway** - Marketing Innovations, Integrated Marketing Communications
- **Human Resource Management pathway** - Strategies for Human Resource Management, Reinventing Performance Management
- **Cloud Computing pathway** - Cloud Technologies for Business, Cloud Application Management
- **Finance pathway** - Corporate Financial Management, Global Financial Markets
- **Project Management pathway** - Project Management Frameworks, Project Management Practices
- **Supply Chain Management pathway** - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management
- **Creativity, Innovation and Entrepreneurship pathway** - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age
- **Law pathway** - Company Law, International Commercial Law

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

**NB: Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

***For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

Postgraduate Diploma in Business - EUBS Delivery - Part-Time

1B.3i Proposed Programme Schedule – EUBS - Part-time																
Name of Provider:			Dublin Business School													
Programme Title (Principal)			Postgraduate Diploma in Business				QQI Award Title		Postgraduate Diploma in Business				ECTS		60	
Stage (1,2,3, Award etc)			Award	Exit Award Title (if relevant)			N/A				Stage ECTS		60			
Programme Delivery Mode - ✓one as appropriate.			On-site Face-to-Face			Blended			Online			Workplace Learning				
			✓			[✓***]										
Teaching and Learning Modalities – ✓one or more as appropriate.			On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based			
			✓					[✓***]								
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.			Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project		Practical Skills Demonstration		Work Based			
			✓				✓		✓							
Modules in this stage (add rows as required)																
Total Student Effort Module (hours)										Assessment – Allocation of Marks						
Module Title	Semester	Years**	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %	
Risk and Change for Global Issues	1	1	M	5	125	18		107		100%						
Managerial Financial Analysis	1	1	M	5	125	18		107			100%					
Strategic Marketing Analysis	1	1	M	5	125	18		107		100%						
Strategic Planning and Management	1	1	M	5	125	18		107		100%						
Dynamic Leadership Development	2	1	M	5	125	18		107		100%						
Sustainable Operations Management	2	1	M	5	125	18		107		100%						
Graduate Work Readiness - Bronze Award	1	1	M	N/A	N/A	N/A		9		N/A						
Conducting Research for Business	1	2	M	10	250	36		214		100%						
Marketing Innovations	2	1	E	10	250	36		214		100%						
Integrated Marketing Communications	1	2	E	10	250	36		214		100%						
Strategies for Human Resource Management	2	1	E	10	250	36		214		100%						
Reinventing Performance Management	1	2	E	10	250	36		214		100%						
Cloud Technologies for Business	2	1	E	10	250	36		214		100%						
Cloud Application Management	1	2	E	10	250	36		214		100%						
Corporate Financial Management	2	1	E	10	250	36		214		30%	70%					

Global Financial Markets	1	2	E	10	250	36		214		30%		70%		
Project Management Frameworks	2	1	E	10	250	36		214		100%				
Project Management Practices	1	2	E	10	250	36		214		100%				
Global Supply Chain and Logistics Management	2	1	E	10	250	36		214		100%				
Analytics and Enterprise Systems for Supply Chain Management	1	2	E	10	250	36		214		100%				
Implementing Creativity, Innovation and Entrepreneurship	2	1	E	10	250	36		214		100%				
Divergent Thinking for the Digital Age	1	2	E	10	250	36		214		100%				
Company Law	2	1	E	10	250	36		214		30%		70%		
International Commercial Law	1	2	E	10	250	36		214		30%		70%		
<i>Graduate Work Readiness - Silver Award</i>	2	1	M	N/A	N/A	N/A		9		N/A				
<i>Graduate Work Readiness - Gold Award</i>	1	2	M	N/A	N/A	N/A		9		N/A				
Special Regulations:	<p>Students unable to complete the capstone Business Simulation will be Exited with the Postgraduate Diploma award.</p> <p>Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both elective modules from that pathway.</p> <p>The electives on the specialised pathways are:</p> <ul style="list-style-type: none"> ● General pathway – two electives from two different pathways ● Marketing pathway - Marketing Innovations, Integrated Marketing Communications ● Human Resource Management pathway - Strategies for Human Resource Management, Reinventing Performance Management ● Cloud Computing pathway - Cloud Technologies for Business, Cloud Application Management ● Finance pathway - Corporate Financial Management, Global Financial Markets ● Project Management pathway - Project Management Frameworks, Project Management Practices ● Supply Chain Management pathway - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management ● Creativity, Innovation and Entrepreneurship pathway - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age ● Law pathway - Company Law, International Commercial Law 													

***NB:** Exams may be deployed either in person or online, but are proctored in every instance.

****NB:** Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

*****NB:** Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

****For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

Postgraduate Diploma of Business - Dublin Delivery - Part-Time (Fully Online) – NOTE: these schedules reflect an intent for future delivery, but will not be offered until formally approved under an extension of scope

1B.3j Proposed Programme Schedule – Dublin – PGDip Part-time (Fully Online)															
Name of Provider:		Dublin Business School													
Programme Title (embedded Exit Award)		Postgraduate Diploma in Business					QQI Award Title		Postgraduate Diploma in Business					ECTS	60
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)				N/A					Stage ECTS	60		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning				
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous			Work Based	
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project		Practical Demonstration		Skills		Work Based	
		✓				✓		✓							
Modules in this stage (add rows as required)															
Total Student Effort Module (hours)										Assessment – Allocation of Marks					
Module Title	Semester	Year**	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %
Risk and Change for Global Issues	1	1	M	5	125		18	107		100%					
Managerial Financial Analysis	1	1	M	5	125		18	107				100%			
Strategic Marketing Analysis	1	1	M	5	125		18	107		100%					
Strategic Planning and Management	1	1	M	5	125		18	107		100%					
Dynamic Leadership Development	2	1	M	5	125		18	107		100%					
Sustainable Operations Management	2	1	M	5	125		18	107		100%					
Graduate Work Readiness - Bronze Award	1	1	M	N/A	N/A		N/A	9		N/A					
Conducting Research for Business	1	2	M	10	250		36	214		100%					
Marketing Innovations	2	1	E	10	250		36	214		100%					
Integrated Marketing Communications	1	2	E	10	250		36	214		100%					
Strategies for Human Resource Management	2	1	E	10	250		36	214		100%					
Reinventing Performance Management	1	2	E	10	250		36	214		100%					
Cloud Technologies for Business	2	1	E	10	250		36	214		100%					
Cloud Application Management	1	2	E	10	250		36	214		100%					
Corporate Financial Management	2	1	E	10	250		36	214		30%		70%			
Global Financial Markets	1	2	E	10	250		36	214		30%		70%			
Project Management Frameworks	2	1	E	10	250		36	214		100%					

<i>Project Management Practices</i>	1	2	E	10	250		36	214		100%				
<i>Global Supply Chain and Logistics Management</i>	2	1	E	10	250		36	214		100%				
<i>Analytics and Enterprise Systems for Supply Chain Management</i>	1	2	E	10	250		36	214		100%				
<i>Implementing Creativity, Innovation and Entrepreneurship</i>	2	1	E	10	250		36	214		100%				
<i>Divergent Thinking for the Digital Age</i>	1	2	E	10	250		36	214		100%				
<i>Company Law</i>	2	1	E	10	250		36	214		30%		70%		
<i>International Commercial Law</i>	1	2	E	10	250		36	214		30%		70%		
<i>Graduate Work Readiness - Silver Award</i>	2	1	M	N/A	N/A		N/A	9		N/A				
<i>Graduate Work Readiness - Gold Award</i>	1	2	M	N/A	N/A		N/A	9		N/A				
Special Regulations:	<p>Students unable to complete the capstone Business Simulation will be Exited with the Postgraduate Diploma award.</p> <p>Learners on the general pathway must choose two electives (constituting 20 credits) but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both elective modules from that pathway.</p> <p>The electives on the specialised pathways are:</p> <ul style="list-style-type: none"> ● General pathway – two electives from two different pathways ● Marketing pathway - Marketing Innovations, Integrated Marketing Communications ● Human Resource Management pathway - Strategies for Human Resource Management, Reinventing Performance Management ● Cloud Computing pathway - Cloud Technologies for Business, Cloud Application Management ● Finance pathway - Corporate Financial Management, Global Financial Markets ● Project Management pathway - Project Management Frameworks, Project Management Practices ● Supply Chain Management pathway - Global Supply Chain and Logistics Management, Analytics and Enterprise Systems for Supply Chain Management ● Creativity, Innovation and Entrepreneurship pathway - Implementing Creativity, Innovation and Entrepreneurship, Divergent Thinking for the Digital Age ● Law pathway - Company Law, International Commercial Law 													

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

**NB: Graduate Work Readiness is completed during reading weeks and will be timetabled, but non-credit bearing.

***For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

