



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	MSc Information and Library Management (embedded Postgraduate Diploma in Science in Information and Library Management)

Independent Panel Members

Name	Role on Panel	Affiliation
Dr Josephine Browne	Chair	Former Head of Faculty of Enterprise and Humanities, IADT,
Dr Paraic Kerrigan	Academic Perspective (Irish context)	Lecturer/Assistant Professor, School of Information and Communication Studies, UCD
Dr Jessica Bates	Academic Perspective (International context)	Course Director for the PG Diploma and MSc in Library and Information Management in the School of Education, Ulster University
Anastasia Potyagalova	Learner Representative	Postdoctoral researcher, DCU
Alan Carberry	Industry Perspective	Head of Academic Services, UCC Library
Celine Peignen	Library Association of Ireland Representative	Head Librarian, Midlands Campus, Technological University of the Shannon
Kathryn Smyth	Library Association of Ireland Representative	Associate Librarian, Library Services Delivery
Trudi Barnett	Report Writer	Independent Consultant

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

Part 1. Introduction

The Dublin Business School Master of Science (MSc) in Information and Library Management, along with the embedded Postgraduate Diploma in Science in Information and Library Management, both at Level 9 on the National Framework of Qualifications (NFQ), represent a robust and contemporary academic offering. Designed to equip students with the theoretical and practical skills necessary for professional success in the evolving fields of information and library management, these programmes are recognised and accredited by the Library Association of Ireland (LAI).

The programmes underwent a comprehensive periodic review in preparation for revalidation by Quality and Qualifications Ireland (QQI) and reaccreditation by the LAI. The QQI revalidation and LAI reaccreditation evaluations were conducted collaboratively by a joint evaluation panel, comprising representative panel members from both organisations. This review encompassed several key objectives:

- To ensure the programmes continue to meet high-quality academic standards and remain aligned with best practices in the library and information sector.
- To ensure compliance with regulatory and professional requirements, including adherence to QQI's standards and the competencies outlined by Chartered Institute of Library and Information Professionals (CILIP) Professional Knowledge and Skills Base (PKSB).
- To identify opportunities for curriculum enhancement, incorporating updated content, innovative teaching strategies, and resources to elevate student learning experiences.
- To validate the programmes' relevancy in a rapidly changing information landscape, ensuring they reflect technological advancements, emerging trends, and industry demands.
- To evaluate and refine stakeholder engagement mechanisms, incorporating feedback from current students, alumni, faculty, and industry partners to align the curriculum with professional expectations.
- To perform a comparative analysis of programme strengths and areas for development, fostering a culture of continuous improvement and academic excellence.

The MSc and Postgraduate Diploma in Science in Information and Library Management are integral to DBS's mission to prepare graduates for impactful careers in information and library environments, supported by a rigorous, research-driven academic foundation. This report outlines the findings from the programme review, detailing strengths and proposed areas of enhancement to maintain and improve the high standards set by Dublin Business School.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Programme Review Report	Programme Review Report – MSc in Information and Library Management NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information and Library Management NFQ Level 9 60 ECTS
2.	Programme Document	MSc in Information and Library Management NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information and Library Management NFQ Level 9 60 ECTS
3.	Module & Assessment Document	MSc in Information and Library Management NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information and Library Management NFQ Level 9 60 ECTS
4.	Appendix 2	Programme Team CVs
5.	Appendix 3	PKSB Mapping
6.	Appendix 5	Postgraduate Computing Applied Research Project Guidebook
7.	Appendix 7a	Postgraduate Business Dissertation Guidebook
8.	Appendix 7b	Dissertation Rubric_MScInfoLibMngmt2024
9.	Appendix 8	Work Placement Handbook
10.	Appendix 4	Module Aims & Objectives
11.	Terms of Reference	MSc in Information and Library Management NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information and Library Management NFQ Level 9 60 ECTS
12.	Agenda	Programme Review and Revalidation MSc in Information and Library Management NFQ Level 9, (incl embedded programme Postgraduate Diploma in Science in Information and Library Management NFQ Level 9 60 ECTS)

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Lori Johnston	Academic Dean
2.	David Williams	Academic Director
3.	Paul McEvoy	Assistant Academic Director
4.	Amy Hayes	Academic Programmes Manager/ Programme Level Manager
5.	Anita Dwyer	Faculty Manager
6.	Shane Mooney	Head of Student Experience
7.	Darragh Breathnach	Registrar & Director of Campus Operations
8.	Emma Balfe	Head of Teaching Delivery and Content Production
9.	Grant Goodwin	Assistant Registrar
10.	Sinead Price	Document Administrator, DBS note-taker
11.	Sarah Sharkey	Student Engagement Officer

12	Trevor Haugh	Head of Academic Information and Resource Centre/ Library
13	Martin Churchill	Sales Manager, Marketing
14	Francisca Knight	Head of Academic Operations
15	Niamh Brennan	Lecturer
16	Sharon Sheehan	Lecturer
17	Anna Leary	Lecturer
18	David Duff	Lecturer
19	Andrew Browne	Lecturer
20	Others	Students/Graduates

2.3 Description of evaluation process

The panel conducted a comprehensive review of the extensive documentation provided by Dublin Business School (DBS) in preparation for the programme review of the Master of Science (MSc) in Information and Library Management and the embedded Postgraduate Diploma in Science in Information and Library Management. This included the Self-Evaluation Report, detailed Programme Documents, and additional background materials to support the evaluation.

Ahead of the virtual site visit, each panel member independently assessed the documentation and submitted their initial evaluations to the Chair. These initial evaluations were then compiled to facilitate structured discussions with Dublin Business School representatives during the review.

On 8th November 2024, the panel conducted a virtual site visit via Zoom. During the session, the panel engaged with key representatives from DBS, including members of the senior management team, the programme team, professional services staff, and current students and graduates from both the MSc and Postgraduate Diploma programmes.

The visit featured in-depth discussions about the review process and a detailed evaluation of the programme against the 12 QQI criteria. As a result of the review, the panel issued 4 commendations, 3 special conditions, and 8 recommendations. The commendations recognised areas of excellence within the programme, while the conditions and recommendations aimed to address specific areas for improvement.

Following the site visit, the panel prepared a draft programme review report and an independent evaluation report. These drafts were circulated among panel members for final input. The completed reports, reflecting the panel's consensus, were subsequently submitted to Dublin Business School for factual verification and consideration of the panel's recommendations.

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 reference e.g. 2.2.4 Programme Management

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

Commentary:

The Programme Review for the MSc in Information and Library Management, and the embedded Postgraduate Diploma, aligns with the expectations set out by Quality and Qualifications Ireland (QQI). The review process adhered to the Terms of Reference, ensuring a comprehensive evaluation that reflects stakeholder feedback, emerging sectoral trends, and pedagogical advancements. The provider demonstrated commitment to upholding the programme's academic standards while maintaining professional relevance.

Recommendations:

1. Ensure the Terms of Reference remain aligned with the evolving needs of the library and information management sector.
2. To enhance professional linkages and maintain industry relevance, the programme must appoint a library professional to the Advisory Board (Special Condition 3). Additionally, the provider should continue to strengthen structured engagement with external bodies, such as the Library Association of Ireland (LAI), to ensure ongoing alignment with professional standards and to fortify connections with the wider library and information management community.

Section B. Provider Information and Programme Context

Commentary:

The provider, Dublin Business School (DBS), has demonstrated a robust institutional commitment to offering high-quality programmes. The MSc in Information and Library Management is well integrated within DBS's academic framework, supported by appropriate governance, resourcing, and strategic alignment. The programme's structure supports a balance between theoretical knowledge and practical application, benefiting from a strong relationship with industry stakeholders, amplifying the programme's relevance and enriching the student learning experience.

Recommendations:

1. **Enhance Student Support Mechanisms:**
In line with (Recommendation 8) from the panel, the provider should enhance the visibility and accessibility of support mechanisms, particularly for part-time learners. This involves

establishing clear processes that demonstrate to students how their feedback is considered and acted upon, ensuring transparency and alignment with the programme's commitment to student success. Furthermore, this recommendation connects with the (Special Condition 1) that requires programme documentation to reflect institutional support themes, such as Equality, Diversity, and Inclusion (EDI).

2. Refinement of Programme Descriptors:

The refinement of programme descriptors should address (Special Condition 1), which mandates updates to ensure explicit integration of themes like EDI, Artificial Intelligence (AI), and Sustainability at all levels. Additionally, descriptors must clearly outline where practical elements from the revised Module 9 (changed from 10 credits to 5 credits) are distributed across other modules, as required by (Special Condition 2). This recommendation also aligns with (Recommendation 1) from the panel, which calls for updates to module descriptors for improved clarity and structural coherence.

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:

Enrolment data highlights the programme's strong appeal and steady interest among both full-time and part-time students. The MSc in Information and Library Management has demonstrated consistent enrolment figures, with notable growth in part-time learner participation. This increase reflects the programme's strategic alignment with the professional needs of the library and information management sector, catering particularly to those who are working while studying. Although full-time enrolment has experienced fluctuations, there is evidence of stabilisation in recent years, indicating resilience and recovery following the disruptions caused by the Covid-19 pandemic.

The gender demographic has also seen a positive shift. Historically, the programme attracted a higher proportion of female students, with a 100% female intake in 2019. However, recent efforts to promote inclusivity have begun to balance this ratio, which now stands at 66.6% female to 33.3% male as of 2023 (approx.). This evolving gender balance highlights the programme's success in reaching a broader audience and enhancing diversity within the field.

The Student Enhancement and Success Unit (SESU) at Dublin Business School plays a crucial role in the systematic collection and analysis of both qualitative and quantitative data. This data-driven approach informs strategic, evidence-based decisions for ongoing programme review and development. By leveraging insights from enrolment statistics, gender demographics, and student feedback, DBS ensures the programme remains relevant and responsive to the needs of its student body. Furthermore, comprehensive data analysis has led to targeted enhancements in student support services, contributing to improved academic success and a well-rounded learner experience.

Recommendations:

1. Programme documentation should be refined to ensure clarity and relevance for a diverse student demographic. These updates should explicitly integrate key thematic areas such as Equality, Diversity, and Inclusion (EDI), Artificial Intelligence (AI), and Sustainability, as outlined in (Special Condition 1).

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:

The delivery model for the MSc in Information and Library Management, along with the embedded Postgraduate Diploma, at DBS has evolved significantly, particularly in response to the changing

landscape of education in the post-pandemic era. The integration of blended learning strategies, formally approved in 2019, laid the groundwork for a seamless transition to more flexible delivery modes. This strategic shift was further accelerated by the onset of the Covid-19 pandemic, prompting the incorporation of innovative digital tools to facilitate interactive and engaging online learning experiences.

DBS has shown commitment to fostering a learner-centred environment across both programmes, prioritising active engagement, critical reflection, and the practical application of skills. The use of diverse teaching and learning methods, highlights the programmes' adaptability to meet the needs of a diverse learner demographic.

Significant investment and improvements have been made to the physical learning environments at DBS; several classrooms have been transformed to include new, flexible layouts, including two newly designed café-style rooms to encourage collaborative group work. ICT facilities have been upgraded to support modern learning needs, enhancing the overall educational experience. The library has also benefited from these advancements, now offering three private study rooms specifically designed for group projects, along with an enhanced learner support area. These improvements reflect DBS's commitment to creating a conducive and resource-rich environment for academic success.

Recommendations:

1. The Programme Team should regularly review timetabling to balance academic rigour with student well-being, addressing workload challenges, especially for part-time learners, to ensure a fair and manageable academic experience. (Recommendation 8: Student Feedback)
2. All students should receive assessment rubrics at the start of each module, and these rubrics should be reviewed for consistency in requirements and weighting, promoting clarity and fairness in assessment practices. (Recommendation 5: Rubrics)
3. A library professional must be appointed to the Advisory Board to ensure that the programme remains closely aligned with sectoral needs and benefits from professional teaching and learning expertise. (Special Condition 3: Appointment of a Library Professional)
4. Introduce more diverse assessment methods across modules to encourage innovative learning and assessment approaches, catering to various student strengths and preferences. (Recommendation 7: Assessment Innovation)
5. Implement the formal lecture recording policy across all programme (and embedded programme) modules to address the current disconnect between student experience and existing practices, enhancing accessibility. (Recommendation 3: Lecture Recording Policy)
6. Actively invest in opportunities for academic staff to pursue PhDs in Library and Information Studies, strengthening the academic team with PhD-qualified staff to support rigorous programme design and delivery. (Recommendation 2: PhD Support)
7. Maintain and expand a master list of diverse guest lecturers from various library sectors to enrich the learning experience, offering students a broad range of professional insights and expertise. (Recommendation 4: Guest Lecturers)

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

Feedback from current students and graduates of the MSc in Information and Library Management, and the embedded Postgraduate Diploma, reflects high levels of satisfaction, particularly regarding the programme's relevance to professional practice and the academic support provided. However, learners have expressed an interest in understanding how their feedback influences ongoing programme enhancements, noting a lack of visibility in this area.

Recommendations:

1. Implement mechanisms to effectively communicate to students how their feedback informs programme improvements. (Recommendation 8: Student Feedback)

Evaluation of the programme by Staff

Commentary:

Evaluations from the teaching and administrative staff underline a cohesive and committed team dedicated to student success. Staff collaboration is a hallmark of the programme, with seamless integration between academic and administrative support contributing to an effective teaching and learning environment. There is interest among staff in expanded professional development opportunities to stay aligned with the latest trends in education and technology, reflecting their proactive commitment to ongoing improvement.

Recommendations:

1. Actively support staff in pursuing PhD studies in Library and Information Studies, which would enhance academic rigour and contribute to the ongoing development and delivery of a research-informed curriculum. (Recommendation 2: PhD Support)

External Examiner Feedback

Commentary:

External Examiner reports consistently commend the high standards of assessment and academic delivery within the programme, recognising the Programme Team's dedication to maintaining academic rigour and relevance. A specific note of commendation was given for the inclusion of lecture recordings and peer evaluation forms as part of the assessment process. These features were praised for promoting transparency, enhancing the learning experience, and supporting reflective practices among students.

The Open Librarianship module was also highlighted positively. The sample assessments presented to the External Examiner demonstrated innovative and well-structured design, aligning with the module's aim of preparing students for the evolving landscape of information services. This module represents the Programme Team's commitment to continuous curricular enhancement and responsiveness to industry needs.

However, Examiners also noted areas for improvement, particularly the need for greater standardisation in their approach to diversity of assessment instruments to ensure consistency and reliability across all modules. Aligning assessment tools more closely with learning outcomes was identified as essential for maintaining clarity and fairness. Additionally, an ongoing issue of incorrect referencing practices was highlighted, calling for targeted intervention to improve students' academic integrity and citation skills.

To address longstanding concerns around communication, DBS has appointed a Programme Level Manager (PLM) to act as a key liaison between the Programme Team and the External Examiners. The appointment of the PLM was recognised as a strategic and positive development aimed at improving communication, formalising processes, and enhancing overall programme governance. This role is welcomed, noting that it represents a significant step forward in strengthening collaboration and ensuring more effective and structured interactions.

Recommendations:

1. Develop a central repository for assessment rubrics and guidelines to ensure standardisation and consistency across all modules. This will help align assessment tools more closely with learning outcomes and improve the clarity and fairness of assessment practices. (Recommendation 5: Rubrics)
2. Establish a streamlined process to ensure timely sharing of all documentation and materials with External Examiners, supporting effective external examination and timely report completion. (Recommendation 6: External Examiners)
3. Address the issue of incorrect referencing practices through enhanced academic skills workshops and targeted support, ensuring students are proficient in proper citation methods.
4. Continue to incorporate features such as lecture recordings and peer evaluation forms in assessment practices to maintain transparency and support student engagement.
5. Regularly review and refine the Open Librarianship module to ensure it remains responsive to industry developments and provides practical, high-impact learning opportunities.
6. Leverage the Programme Level Manager role to ensure sustained improvements in communication and collaboration between the Programme Team and External Examiners, enhancing the overall efficiency and effectiveness of programme oversight.

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The quality assurance processes at DBS for the MSc in Information and Library Management, including the embedded Postgraduate Diploma, are robust, effective, and transparent. Evidence indicates that the Programme Team has developed a highly responsive and well-structured system for managing student complaints and appeals, which significantly contributes to a positive and supportive learning environment. The procedures in place are not only efficient but also demonstrate a genuine commitment to addressing student concerns promptly and constructively. This has fostered a culture of trust and engagement among the student body.

Commendations have been given for the Programme Team's proactive approach to engaging with feedback from external stakeholders/examiners. The continuous improvement cycle at DBS is clearly informed by this feedback, which has led to meaningful enhancements in programme delivery, learning resources, and assessment practices. The appointment of a Programme Level Manager (PLM) has further strengthened the governance and communication frameworks, ensuring that issues raised are addressed efficiently and that quality assurance remains a central focus of programme management.

Recommendations:

There are no recommendations.

Quality Assurance Systems and Processes

Commentary:

The provider's quality assurance framework is comprehensive and robust. The integration of feedback loops from various stakeholders ensures continuous programme enhancement.

Recommendations:

1. Consider incorporating more real-time feedback mechanisms to promptly address emerging issues, specifically with students. (Recommendation 8)
2. Ensure that all quality assurance documentation is updated to reflect any changes in programme delivery methods.

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

Commentary:

As DBS increases its use of blended learning and asynchronous online delivery modes, there will be a growing need to implement forward-thinking quality assurance measures. Ensuring the integrity, security, and accessibility of online assessments has become more critical than ever, with the aim of supporting a seamless and equitable digital learning experience. While the existing digital infrastructure is commendable, the ongoing integration of digital learning environments necessitates additional measures to uphold academic standards, protect student data, and ensure fair and accessible assessments for all learners, including those with specific needs.

As the programme evolves, DBS has the opportunity to adopt innovative practices and enhance the robustness of its academic offerings.

Recommendations:

There are no recommendations.

Section F. Summary Analysis of the programme

Commentary:

The MSc in Information and Library Management, along with the embedded Postgraduate Diploma, provides a solid foundation for learners aiming to enter or advance within the library and information management sector. The programme's blend of academic rigour and professional relevance is evident in the curriculum design, which integrates theoretical frameworks with practical applications.

The quality assurance mechanisms in place are robust and effectively support continuous programme enhancement. Student feedback is actively sought and improvements have been recommended to ensure it is used to inform changes, contributing to a dynamic and student-centred learning environment. Furthermore, the introduction of a Programme Level Manager (PLM) has streamlined governance processes, improving communication and ensuring efficient oversight of programme quality.

Recommendations:

There are no further recommendations.

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:

The panel has carefully reviewed the proposed revisions to the MSc in Information and Library Management, including the embedded Postgraduate Diploma, and acknowledges that these changes are both strategic and forward-thinking. The updates reflect a clear, adaptive, and responsive approach to curriculum design, ensuring alignment with current industry expectations and best practices. Specifically, the decision to separate certain modules introduces greater flexibility, allowing for more targeted and specialised learning experiences, which enhances the overall appeal and effectiveness of the programme.

The proposed curriculum adjustments demonstrate the Programme Team's commitment to addressing the evolving needs of both the academic community and the information management profession. The panel recognises that these revisions are essential to preparing graduates with the necessary skills and knowledge to excel in a rapidly changing sector. Consequently, the panel is confident that the revised programme is well-prepared for the validation process, as detailed in the Independent Evaluation Report for Validation.

Recommendations:

There are no further recommendations.

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 review process for the MSc in Information and Library Management, including the embedded Postgraduate Diploma, was conducted with meticulous attention to detail and active engagement from a wide range of stakeholders. The provider demonstrated a commendable openness to feedback and a strong commitment to academic excellence and continuous improvement. Stakeholder involvement, including input from students, alumni, faculty, and industry partners, provided a comprehensive and balanced review of the programme.

Section H. Recommendations on review process:

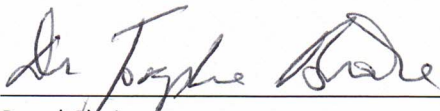
1. Maintain this high level of stakeholder engagement in future reviews, with continued emphasis on gathering and integrating diverse perspectives for continuous programme enhancement.

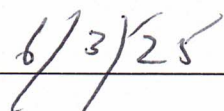
Section I. Commentary on programme revisions:

The proposed revisions to the MSc programme, including the embedded Postgraduate Diploma are well-aligned with strategic institutional goals and reflect an adaptive approach that is likely to yield positive outcomes for students and the broader academic community. The revisions, which include updating module content and introducing more targeted learning experiences, demonstrate the provider's commitment to delivering a relevant and high-quality education. Overall, the review process has shown that the provider prioritises continuous improvement and responsiveness to both academic and professional trends in the information management field.

Section J. Recommendations on programme revisions:

The panel recommends that the revised MSc programme, including the embedded Postgraduate Diploma be revalidated subject to the proposed three conditions. Overall, the panel has put forward a further eight key recommendations to support the ongoing development and success of the programme. Detailed recommendations and their justifications are outlined in the Independent Report for Revalidation.

Signed: 
Panel Chairperson:

Date: 



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Quality and
Qualifications Ireland

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

Part 1. Provider details

Provider name	Dublin Business School
Date of site visit	08 th November 2024
Date of report	21 st November 2024

Section E. Overall recommendations

Principal programme¹	Title	MSC Information and Library Management
	Award	Level 9
	Credit	90 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 1²	Title	Postgraduate Diploma in Science in Information and Library Management
	Award	Level 9
	Credit	60 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

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 F. Expert Panel

Name	Role	Affiliation
Dr Josephine Browne	Chair	Former Head of Faculty of Enterprise and Humanities, IADT,
Dr Paraic Kerrigan	Academic Perspective (Irish context)	Lecturer/Assistant Professor, School of Information and Communication Studies, UCD
Dr Jessica Bates	Academic Perspective (International context)	Course Director for the PG Diploma and MSc in Library and Information Management in the School of Education, Ulster University
Anastasia Potyagalova	Learner Representative	Postdoctoral researcher, DCU
Alan Carberry	Industry Perspective	Head of Academic Services, UCC Library
Celine Peignen	Library Association of Ireland Representative	Head Librarian, Midlands Campus, Technological University of the Shannon
Kathryn Smyth	Library Association of Ireland Representative	Associate Librarian, Library Services Delivery
Trudi Barnett	Report Writer	Independent Consultant

Section G. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
Dublin Business School	100*	200*

Section G. Embedded Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
Dublin Business School	100*	200*

*Numbers as per principal programme. As this is an exit-only award, learners are not recruited separately from the principal programme.

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	September 2025	12 months	2	8	100
Part-Time	September 2025	24 months	2	8	100
Intake Schedule e.g. January September		September			

Panel Commentary on proposed enrolment:

The panel acknowledges that the proposed enrolment figures are realistic and align with the programme's capacity, ensuring an optimal balance between resource availability and maintaining a high-quality learning experience for students.

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

Given the transformative and increasingly diverse nature of the sector, information and library professionals need analytical, organisational, communicative and strategic skills built on a systematic understanding of the principles, theory and application of information and library management. The MSc in Information and Library Management provides that theoretical foundation and exposes learners to the necessary skills required for managing the retrieval, organisation, and dissemination of information in modules such as Information Organisation, Information Architecture for the Digital Library and Educational Services in Library and Information Organisations. Beyond integrating traditional library skills with modern information technologies, this programme focuses on critical thinking, advanced research capabilities and the practical skills and management of library and information organisations, laying a strong foundation for learners stepping to roles within the library sector or pursuing academic research.

Learners enrolled in either the MSc in Information and Library Management (the principal programme) or the Postgraduate Diploma in Information and Library Management (the embedded programme) will benefit from a rich blend of classroom-based lectures—delivered online or on campus—practical workshops, group work, presentations, and online tutorials. Both programmes require significant independent study, which is supported by directed online content, ensuring a flexible and robust learning experience.

The **MSc in Information and Library Management** (principal programme) builds on the foundation provided by the Postgraduate Diploma, with an additional focus on advanced research and professional practice. The MSc programme comprises eleven taught modules totalling 65 ECTS credits and includes a capstone project worth 25 ECTS credits, resulting in a total of 90 ECTS credits. This programme allows learners to develop critical and strategic skills alongside advanced research capabilities and is tailored for those aiming to take leadership roles or pursue academic research in the field. Like the Postgraduate Diploma, it can be completed in one year full-time or two years part-time and is also accredited by QQI and the LAI.

The **Postgraduate Diploma in Information and Library Management** (embedded programme) is a 60 ECTS credit qualification consisting of ten taught modules. It is designed for learners seeking a professional qualification to progress their careers in the library and information management sector without advancing to the full master's degree. This programme can be completed over one year full-time or two years part-time and is accredited by both Quality and Qualifications Ireland (QQI) and the professional body, the Library Association of Ireland (LAI).

The primary difference between the two programmes lies in the inclusion of the capstone project and the additional module in the MSc, which offer learners a more in-depth and research-focused experience compared to the professional orientation of the Postgraduate Diploma.

Target learner groups	
<p>This programme is aimed at learners with second class / second division (2.2) honours undergraduate/ bachelor degree in any discipline from a recognised third level institution or equivalent qualification who wish to pursue a career in information and library management at a professional level. The programme is also aimed at existing library personnel who wish to obtain a professional library qualification for entry into a professional role in the sector. On completion of this programme, learners will have the applied professional knowledge, research skills and competencies required of a manager within the information and library sector. Moreover, they will be able to identify and critically evaluate technological, political, social, regulatory and economic change and to solve practical and complex problems within a variety of information and library environments.</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time/Part-time

The teaching and learning modalities
<p>the teaching and learning modalities for the MSc in Information and Library Management include:</p> <ol style="list-style-type: none"> 1. Classroom-Based Lectures: Delivered online or on-campus. 2. Workshops: Face to face on-site. 3. Practical Lab Sessions: On-site lab computer sessions. 4. Presentations: Supporting the development of communication skills. 5. Online Lectures and Tutorials: Broadcast live – non/interactive transmission. 6. Asynchronous: On demand content. 7. Work-Based Learning: Learners engage in monitored workplace activities. <p>These modalities reflect a blended learning approach, combining face-to-face and online elements to suit diverse learner needs.</p>

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 level qualification in the following areas:</p> <ul style="list-style-type: none"> • Information Management • Information Technology & Librarianship • Computing <p>In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant library management experience may also be considered.</p>	0.64
Academic Director	The Academic Director will be responsible for the overall management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme through Assistant Academic Directors and Programme Level	1

	<p>Managers. The Academic Director is responsible for the suite of programmes in their discipline area and ensures programme offerings are current, employment-focused and academically robust and coherent in construct. The Academic Director provides academic leadership to Faculty and to Programme Teams in the development and delivery of high-quality, progressive, learner-centred education. The Academic Director role is focused around 3 distinct areas:</p> <ul style="list-style-type: none"> • Governance of discipline area programmes. • Programme development, review, and retention for discipline areas. • Programme innovation, employer engagement and foster business opportunity in the discipline area. 	
Assistant Academic Director	The Assistant Academic Director works alongside the Academic Director across many of their duties, including the management and development of the programme, the	1
Programme Level Manager	The Programme Level Manager (PLM) provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise, keeping up to date with teaching and learning developments and being alert to best practice, providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries and requests for accommodations from learners.	1
Managers	The Faculty Managers (FM) are key members of the academic management team in DBS who assist the Head of Faculty and Operations in the management of the academic full-time and part-time staff. Each Faculty Manager has direct line-management responsibility for a large number of staff, ensuring that programmes are staffed correctly, staff performance is measured and reviewed, annual budgets are prepared, costs are controlled, and reporting on academic performance to internal governance and quality boards. While FMs have overall responsibility for academic staff management, operational responsibility for academic management and support of students at programme level is the responsibility of Academic Directors.	1
Programme Coordinators	Programme Coordinators provide administrative support to learners and ensure all students are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning. Programme Coordinators are responsible for day-to-day management of student information and data.	1

Learning Activity	Ratio of learners to teaching staff
Classroom Sessions	1/60
Online Sessions	1/60
Workshops	1/30
Practical Sessions	1/30

Panel Commentary on programme outline and staffing:

Overall, the panel is satisfied with the programme outline and staffing arrangements for the MSc in Information and Library Management, including the embedded Postgraduate Diploma, highlighting strong alignment with professional standards, educational best practices, and learner-centred principles.

However, the panel notes that increasing the number of PhD-qualified staff specific to the field of librarianship would further enhance the academic rigour of the programme and support the delivery of advanced research-focused modules.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

Section H. Other noteworthy features of the application

The panel is satisfied that the overall programme concept for the MSc in Information and Library Management, including the embedded Postgraduate Diploma, is robust, thoroughly researched, and effectively presented. The documentation for revalidation has been professionally coordinated and demonstrates a comprehensive review process informed by stakeholder engagement and sectoral best practices.

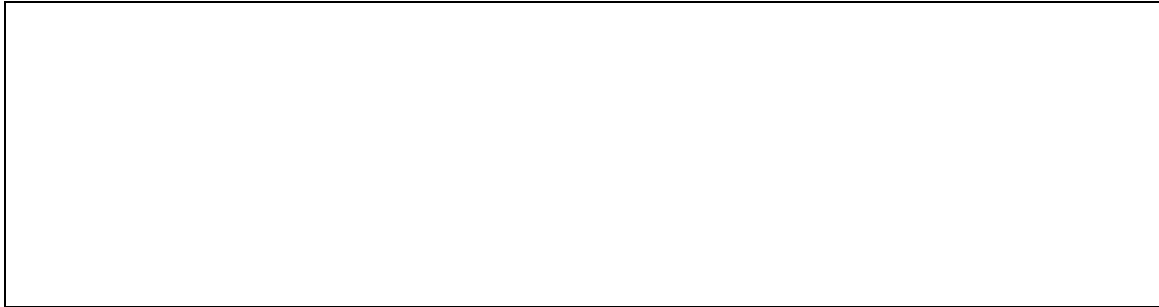
The curriculum is extensive and well-structured, offering a diverse range of subject matter aimed at equipping learners with the necessary knowledge, skills, and competencies to meet the demands of the dynamic library and information management profession. The inclusion of theoretical foundations, practical applications, and research-focused elements ensures learners are prepared for professional roles and leadership within the sector.

While the panel is confident that the proposed programme meets the requirements of the National Framework of Qualifications (NFQ) at Level 9, a number of special conditions have been proposed to enhance its quality and delivery further.

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



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
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 1 and its sub-criteria (a-c).</p> <p>The application for validation is appropriately signed by the provider's chief executive officer, declaring compliance with all statutory, regulatory, and professional body requirements.</p> <p>The panel is satisfied that the provider's quality assurance procedures are robust and align with the requirements for the revalidation of the MSc in Information and Library Management and its embedded Postgraduate Diploma.</p> <p>The panel is satisfied that Dublin Business School, as the provider, is eligible to seek revalidation for the mentioned programme.</p>
Embedded Programme	YES	As above.

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

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
 - (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
 - (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
 - (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
Principal Programme	YES	The panel has thoroughly assessed the programme based on the criteria and finds that the objectives and learning outcomes of both the MSc and the embedded Postgraduate Diploma are clearly defined and aligned with the QQI Level 9 awards sought, meeting Criterion 2, sub-criterion (a-i). The programme's aims are consistent with professional and academic standards, with clear learning outcomes at both the programme and modular levels that reflect sector-specific and learner-centred goals.
Embedded Programme	YES	As above.

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

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

Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and notes that the curriculum was developed in consultation with a wide range of stakeholders, including learners, alumni, employers, and the Library Association of Ireland (LAI). The panel can confidently affirm that the programme meets Criterion 3 along with its sub-criteria (a-e).</p> <p>The interpretation of QQI standards is sound, and the programme compares favourably with similar programmes in Ireland and beyond. Evidence of strong learner demand and employer support further validates the rationale for the programme.</p>
Embedded Programme	YES	As above.

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

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR³) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 4 and its sub-criteria (a-g).</p> <p>The panel finds that the programme provides clear and accessible information on entry requirements, pathways for transfer, and opportunities for progression. The programme includes procedures for the recognition of prior learning (RPL) and ensures compliance with QQI's policy on access, transfer, and progression. Programme information is learner-focused and accessible in various formats, meeting statutory and regulatory requirements.</p>
Embedded Programme	YES	As above.

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

- 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.
- 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.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.
- 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.

Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme	PARTIALLY	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently confirm the programme's compliance with Criterion 5, sub-criteria (b, d, e-j).</p> <p>However, the panel considers that to further enhance adherence to sub-criteria a and c, and to strengthen the structure and clarity of the curriculum, the panel has set two special conditions:</p> <p>Special Condition 1 Programme documentation must be corrected to ensure all details are up to date and, clarified to make the themes of Equality, Diversity, and Inclusion (EDI), Artificial Intelligence (AI), and Sustainability explicit. Evidence of these themes should be demonstrated at the institutional, college, and module levels.</p> <p>This condition will ensure that these critical themes are visible and fully embedded within the learner experience.</p> <p>Special Condition 2 Module 9, which has been changed from 10 credits to 5 credits, must be revised. The distribution of practical elements from this module should be explicitly articulated and integrated across the other modules. Evidence of where these elements now occur in the other modules must also be provided.</p>

		<p>This condition ensures that the practical learning opportunities originally encompassed within Module 9 are preserved and seamlessly integrated across the curriculum, enhancing the coherence of the programme, maintaining a robust balance between theory and practice, and safeguarding the applied skills essential for learner success in professional and academic contexts.</p> <p>Collectively special conditions 1 and 2 will offer enhancements to the curriculum ensuring it remains coherent, future-focused, and aligned with both academic and professional standards.</p> <p>Furthermore, the panel recommends the following:</p> <p>Recommendation 1 - Research Methods: The panel recommends a revision to the content sequence of the Research Methods module, with some content moving from the first to the second of the two modules, and update the module descriptors to reflect the revised structure.</p> <p>The panel concludes that overall, the curriculum is systematically designed to achieve the intended learning outcomes. The curricula of the principal and embedded programmes balance theoretical knowledge and practical application, offering learners flexible pathways aligned with professional needs.</p>
Embedded Programme	PARTIALLY	As above.

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

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 6 and its sub-criteria (a-f).</p> <p>The panel recognises the expertise and dedication of the current teaching team but highlights the importance of further enhancing the academic rigour and research capacity of the programme by actively supporting staff in pursuing PhD qualifications in Library and Information Studies. Therefore and as a proactive measure, the panel makes the following recommendation;</p> <p>Recommendation 2 - PhD Support: The panel recommends that the provider actively encourage and invest in opportunities for DBS staff to pursue PhDs in Library and Information Studies. This support is crucial given the current absence of PhD-qualified staff involved in the programme design and delivery.</p>
Embedded Programme	YES	As above.

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

- 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).
- 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:
 - (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
- 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).
- d) There is a five-year plan for the programme. It should address
 - (i) Planned intake (first five years) and
 - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 7 and its sub-criteria (a-e).</p> <p>The panel observes that DBS has made significant investment in its facilities, including enhanced ICT resources, upgraded library spaces with group study rooms, and dedicated learner support areas. These resources are adequate to meet the demands of the programme and support a blended learning model.</p>
Embedded Programme	YES	As above.

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
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the program's compliance with Criterion 8 and its sub-criteria (a-c).</p> <p>The panel finds that the physical, social, and intellectual learning environments are well-structured to meet the diverse needs of learners. The programme effectively integrates online and in-person strategies, supported by virtual learning environments (VLEs) and collaborative spaces, fostering an inclusive and engaging educational experience. However, during discussions with current students and graduates, the panel recognises that addressing the disconnect between their expectations and current practices regarding lecture recordings is essential to further enhancing accessibility and consistency within the learning environment. Therefore, as a proactive measure, the panel makes the following recommendation:</p> <p>Recommendation 3 - Lecture Recording Policy: The panel recommends that the policy on lecture recording is formalised and implemented across all M.Sc. Library and Information Management modules and, that the disconnect identified by students between their experience and current practices in this area is addressed.</p>
Embedded Programme	YES	As above.

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
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 9 and its sub-criteria (a-e).</p> <p>The panel commends the use of diverse teaching strategies, including practical workshops, online tutorials, and independent study, which align with the intended learning outcomes. Learners benefit from authentic learning opportunities, ongoing formative feedback, and access to individualised support. However, to further enrich the learning experience with industry perspectives, the panel recognises the importance of formalising and maintaining a comprehensive list of diverse guest lecturers across various library sectors. Therefore, as a proactive measure, the panel makes the following recommendation:</p> <p>Recommendation 4 - Guest Lecturers: The panel recommends the completion and maintenance of the master list of diverse guest lecturers across various library sectors to provide students with a broad range of industry insights and expertise.</p>
Embedded Programme	YES	As above.

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 QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.</p> <p>d) The programme includes formative assessment to support learning.</p> <p>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.</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and QQI can confidently affirm the programme's compliance with Criterion 10 and its sub-criteria (a-h).</p> <p>The panel has thoroughly assessed the programme based on the criteria and finds that the provider has established robust assessment practices, supported by Dublin Business School's quality assurance frameworks, ensuring alignment with QQI policies. Learners are well-informed about assessment procedures, and effective measures are in place to uphold the integrity and security of the assessment process. The panel considers the assessment strategies to be fair, consistent, and aligned with the learning outcomes. Sample assessment instruments, including marking schemes and rubrics, were provided and commended by the External Examiner. However, the panel recognises the importance of ensuring that rubrics are consistently applied and shared with students, across all modules to maintain clarity, fairness, and transparency and, an opportunity to further enhance the assessment process through standardisation and diversification. Additionally, the panel notes that timely and comprehensive provision of documentation to External Examiners is critical to facilitating effective external examination and ensuring the integrity of the assessment process. Therefore, as a proactive measure, the panel makes the following recommendations:</p> <p>Recommendation 5 - Rubrics: The panel recommends that every student receives a copy of the assessment rubric at the beginning of each module. Review all assessment rubrics for consistency of assessment requirements and weighting of elements across all modules.</p>

		<p>Recommendation 6 - External Examiners: The panel recommends that all external examiners are provided with the necessary documentation and materials well in advance, to facilitate effective external examination and report completion.</p> <p>Recommendation 7 Assessment Innovation: The panel recommends the introduction of a broader and more diverse range of assessments within the modules.</p>
Embedded Programme	YES	As above.

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

- 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.
- 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.
- 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.
- 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.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* 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.
- 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).

Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 11 and its sub-criteria (a-j).</p> <p>The panel commends the provider for the robust support systems established to meet the diverse needs of learners. These systems include academic advising, counselling, and accessibility services, all of which contribute to a supportive and inclusive learning environment. Procedures for reasonable accommodation are clearly articulated and effectively implemented, ensuring that learners with additional needs receive the appropriate support to succeed. This reflects the provider's strong commitment to fostering inclusivity and accessibility.</p> <p>The complaints and appeals procedures are clear and transparent, and specific support measures are in place for those who require them. Efforts to communicate timely and accurate information to learners are evident, further reinforcing the provider's commitment to learner success. Discussions with provider staff confirmed the robustness of these policies and procedures, highlighting Dublin Business School's learner-centred approach and dedication to delivering high-quality support services.</p>

		<p>However, during discussions with current students and graduates, the panel identified an opportunity to improve transparency regarding how learner feedback is actioned and addressed. Therefore, as a proactive measure, the panel makes the following recommendation:</p> <p>Recommendation 8 Student Feedback: The panel recommends that the programme establish mechanisms to more effectively demonstrate to students how their feedback is actioned and addressed.</p>
Embedded Programme	YES	As above.

Criterion 12. The programme is well managed

- 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.
- b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
- 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.
- 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.
- 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
Principal Programme	PARTIALLY	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 12 and its sub-criteria (a-h).</p> <p>The panel finds that the governance and quality assurance mechanisms are effective and coherent. The recent appointment of a Programme Level Manager (PLM) has improved communication and coordination, ensuring that programme operations align with institutional and QQI standards. The programme team demonstrates a strong commitment to maintaining high quality and responding to stakeholder feedback.</p> <p>However, the panel recognises the opportunity to further elevate the governance and oversight of the programme. Therefore, the panel has set a special conditions;</p> <p>Special Condition 3: A library professional must be appointed to the Advisory Board by the commencement of the new validated delivery.</p> <p>This measure will ensure the programme remains closely aligned with industry standards, reflects current professional practices, and benefits from expert guidance. This special condition strengthens the programme's strategic direction and reinforces its commitment to high-</p>

		quality management, even when all sub-criteria have been met.
Embedded Programme	PARTIALLY	As above.

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;
✓	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. Commitment to Continuous Improvement:

The provider shows a strong commitment to continuous improvement, seeking and responding to feedback from all stakeholders and, regularly reviewing and updating the programme. This ensures the curriculum stays dynamic and responsive to emerging trends in the field of library and information management.

2. Support for Student Success:

There is a clear emphasis on student support services, ensuring that learners are well-equipped to achieve their educational and professional goals.

3. Alignment with Professional Standards:

The programme is well-aligned with the Professional Knowledge and Skills Base (PKSB), ensuring that the curriculum meets the competencies required by the sector.

4. Comprehensive Documentation:

The programme is supported by thorough and well-organized documentation, including a wide range of ancillary materials. This comprehensive approach provides clarity on programme structure and policies demonstrating a high level of planning and attention to detail.

Commendations

1. The panel commends the effective administration of the review and re-validation process.
2. The panel commends the comprehensive and well-prepared documentation provided.
3. The panel commends the honest and transparent engagement of DBS staff throughout the process.

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

1. Programme documentation must be corrected to ensure all details are up to date and, clarified to make the themes of Equality, Diversity, and Inclusion (EDI), Artificial Intelligence (AI), and Sustainability explicit. Evidence of these themes should be demonstrated at the institutional, college, and module levels.

Criterion 5

2. Module 9, which has been changed from 10 credits to 5 credits, must be revised. The distribution of practical elements from this module should be explicitly articulated and integrated across the other modules. Evidence of where these elements now occur in the other modules must also be provided.

Criterion 5

3. A library professional must be appointed to the Advisory Board by the commencement of the new validated delivery.

Criterion 12

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;
✓	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. Commitment to Continuous Improvement:

The provider shows a strong commitment to continuous improvement, seeking and responding to feedback from all stakeholders and, regularly reviewing and updating the programme. This ensures the curriculum stays dynamic and responsive to emerging trends in the field of library and information management.

2. Support for Student Success:

There is a clear emphasis on student support services, ensuring that learners are well-equipped to achieve their educational and professional goals.

3. Alignment with Professional Standards:

The programme is well-aligned with the Professional Knowledge and Skills Base (PKSB), ensuring that the curriculum meets the competencies required by the sector.

4. Comprehensive Documentation:

The programme is supported by thorough and well-organized documentation, including a wide range of ancillary materials. This comprehensive approach provides clarity on programme structure and policies demonstrating a high level of planning and attention to detail.

Commendations

1. The panel commends the effective administration of the review and re-validation process.
2. The panel commends the comprehensive and well-prepared documentation provided.
3. The panel commends the honest and transparent engagement of DBS staff throughout the process.

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

1. Programme documentation must be corrected to ensure all details are up to date and, clarified to make the themes of Equality, Diversity, and Inclusion (EDI), Artificial Intelligence (AI), and Sustainability explicit. Evidence of these themes should be demonstrated at the institutional, college, and module levels.

Criterion 5

2. Module 9, which has been changed from 10 credits to 5 credits, must be revised. The distribution of practical elements from this module should be explicitly articulated and integrated across the other modules. Evidence of where these elements now occur in the other modules must also be provided.

Criterion 5

3. A library professional must be appointed to the Advisory Board by the commencement of the new validated delivery.

Criterion 12

Summary of recommended special conditions of validation

The collective benefits of the special conditions ensure the programme remains robust, relevant, and aligned with both academic excellence and professional standards. By updating programme documentation to explicitly address Equality, Diversity, and Inclusion (EDI), Artificial Intelligence (AI), and Sustainability, the programme demonstrates its commitment to equipping learners with contemporary skills and knowledge critical to navigating the evolving landscape of library and information management.

The revision of Module 9 ensures that practical components are not lost but are strategically redistributed across other modules, enriching the curriculum with applied learning opportunities and maintaining coherence in skill development. This adjustment enhances the balance between theoretical and practical learning, ensuring that students receive a comprehensive education.

Finally, the inclusion of a library professional on the Advisory Board brings invaluable industry expertise to the programme's governance. This measure not only strengthens the alignment with current professional practices but also provides strategic oversight to maintain the programme's relevance in an ever-changing sector.

Together, these conditions serve to enhance the academic rigour, practical relevance, and governance of the programme, ensuring it delivers an exceptional learning experience that is future-focused and industry-aligned.

Summary of recommendations to the provider

Recommendation 1

Research Methods:

The panel recommends a revision to the content sequence of the Research Methods module, with some content moving from the first to the second of the two modules, and update the module descriptors to reflect the revised structure.

Criterion 5

Recommendation 2

PhD Support:

The panel recommends that the provider actively encourage and invest in opportunities for DBS staff to pursue PhDs in Library and Information Studies. This support is crucial given the current absence of PhD-qualified staff involved in the programme design and delivery.

Criterion 6

Recommendation 3

Lecture Recording Policy:

The panel recommends that the policy on lecture recording is formalised and implemented across all M.Sc. Library and Information Management modules and, that the disconnect identified by students between their experience and current practices in this area is addressed.

Criterion 8

Recommendation 4**Guest Lecturers:**

The panel recommends the completion and maintenance of the master list of diverse guest lecturers across various library sectors to provide students with a broad range of industry insights and expertise.

Criterion 9**Recommendation 5****Rubrics:**

The panel recommends that every student receives a copy of the assessment rubric at the beginning of each module. Review all assessment rubrics for consistency of assessment requirements and weighting of elements across all modules.

Criterion 10**Recommendation 6****External Examiners:**

The panel recommends that all external examiners are provided with the necessary documentation and materials well in advance, to facilitate effective external examination and report completion.

Criterion 10**Recommendation 7****Assessment Innovation:**

The panel recommends the introduction of a broader and more diverse range of assessments within the modules.

Criterion 10**Recommendation 8****Student Feedback:**

The panel recommends that the programme establish mechanisms to more effectively demonstrate to students how their feedback is actioned and addressed.

Criterion 11

Declarations of Evaluators' Interests

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

Panel chairperson:

Date:

6/3/25

Signed:

Dr Josephine Bradshaw

6.2 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 7.

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

4a

Proposed Programme Schedule(s) – Master of Science - FULL TIME															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		MSc in Information and Library Management				QQI Award Title		Master of Science			ECTS		90		
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Master of Science					Stage ECTS		90		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Apprenticeship				
					✓										
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous		Independent		Work Based
		✓						✓					✓		[✓]
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment			Proctored 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 (from the module assessment strategy)						
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous *	Other (Directed e-Learning, Independent Learning, Asynchronous)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Educational Services in Library and Information Organisations	1	M	5	125	12	12	101	None	100%						
Records Management and Archives	1	M	5	125	12	12	101	None	100%						
Information Technologies	1	M	5	125	12	12	101	None	100%						
Information Organisation	1	M	10	250	36	12	202	None	100%						
Research Methods	1	M	5	125	12	12	101	None	100%						
Management for Information and Library Professionals	2	M	10	250	36	12	202	None	100%						
Information Architecture in the Digital Library	2	M	5	125	12	12	101	None	100%						

Information Law	2	M	5	125	12	12	101	None	100%					
Open Librarianship	2	M	5	125	12	12	101	None	100%					
Professional Development and Organisational Awareness	2	M	5	125	12	12	101**	None	100%					
Applied Research Methods	2	M	5	125	12	12	101	None	100%					
Applied Research Project	3	E	25	625	6	None	619	None				100%		
Dissertation	3	E	25	625	6	None	619	None				100%		
Special Regulations:	Learners may only Proceed to their elective research Capstone upon successful completion of all taught modules (the only exception is where the Placement component of Professional Development and Organisational Awareness module is underway into the research Capstone phase). Learners are limited to two opportunities on their research Capstone, and failure to complete this successfully within these opportunities will result in the learner being exited off the programme with the Postgraduate Diploma award.													

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

****40 independent learning hours of the Professional Development and Organisational Awareness module may be undertaken in a workplace setting across 90 hours of workplace activity, either as a Placement monitored by the programme team, or where learners already work in a suitable library or related context, in their workplace.**

4b

Proposed Programme Schedule(s) - Master of Science - PART TIME																
Name of Provider:		Dublin Business School														
Programme Title (Principal)		MSc in Information and Library Management					QQI Award Title		Master of Science			ECTS		90		
Stage (1,2,3, Award etc)		Award		Exit Award Title (if relevant)			Master of Science					Stage ECTS		90		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Apprenticeship					
					✓											
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous		Independent		Work Based	
		✓						✓					✓		[✓]	
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment			Proctored 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 (from the module assessment strategy)							
Module Title	Semester*	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous**	Other (Directed e-Learning, Independent Learning, Asynchronous)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %		
Educational Services in Library and Information Organisations	1	M	5	125	3	15	107	None	100%							
Records Management and Archives	1	M	5	125	3	15	107	None	100%							
Information Organisation	1	M	10	250	3	33	214	None	100%							
Information Technologies	2	M	5	125	3	15	107	None	100%							
Research Methods	2	M	5	125	3	15	107	None	100%							
Management for Information and Library Professionals	2	M	10	250	3	33	214	None	100%							
Information Architecture in the Digital Library	3	M	5	125	3	15	107	None	100%							
Information Law	3	M	5	125	3	15	107	None	100%							
Open Librarianship	3	M	5	125	3	15	107	None	100%							
Professional Development and Organisational Awareness	4	M	5	125	3	15	107***	None	100%							

Applied Research Methods	4	M	5	125	3	15	107	None	100%					
Applied Research Project	5	E	25	625	6		619	None				100%		
Dissertation	5	E	25	625	6		619	None				100%		
Special Regulations:	Learners may only Proceed to their elective research Capstone upon successful completion of all taught modules (the only exception is where the Placement component of Professional Development and Organisational Awareness module is underway into the research Capstone phase). Learners are limited to two opportunities on their research Capstone, and failure to complete this successfully within these opportunities will result in the learner being exited off the programme with the Postgraduate Diploma award.													

**Semesters are tallied here chronologically, but run across two years. Semester 1 and 2 are held in Year 1, and followed by a summer break, while semester 3 and 4 mirror semesters 1 and 2 in Year 2. Semester 5 runs across the corresponding 'summer break' period in Year 2.*

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

****40 independent learning hours of the Professional Development and Organisational Awareness module may be undertaken in a workplace setting across 90 hours of workplace activity, either as a Placement monitored by the programme team, or where learners already work in a suitable library or related context, in their workplace.*

4c

Proposed Programme Schedule(s) – Postgraduate Diploma in Science - FULL TIME															
Name of Provider:	Dublin Business School														
Programme Title (Embedded)	Postgraduate Diploma in Science Information and Library Management							QQI Award Title	Postgraduate Diploma in Science			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			Apprenticeship				
					✓										
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face				Synchronous Hybrid			Synchronous Online			Asynchronous		Independent		Work Based
	✓							✓					✓		[✓]
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment				Proctored 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 (from the module assessment strategy)					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous*	Other (Directed e-Learning, Independent Learning, Asynchronous)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Educational Services in Library and Information Organisations	1	M	5	125	12	12	101	None	100%						
Records Management and Archives	1	M	5	125	12	12	101	None	100%						
Information Technologies	1	M	5	125	12	12	101	None	100%						
Information Organisation	1	M	10	250	24	24	202	None	100%						
Research Methods	1	M	5	125	12	12	101	None	100%						
Management for Information and Library Professionals	2	M	10	250	24	24	202	None	100%						
Information Architecture in the Digital Library	2	M	5	125	12	12	101	None	100%						
Information Law	2	M	5	125	12	12	101	None	100%						
Open Librarianship	2	M	5	125	12	12	101	None	100%						

Professional Development and Organisational Awareness	2	M	5	125	12	12	101**	None	100%					
Special Regulations:	N/A													

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

****40 independent learning hours** of the Professional Development and Organisational Awareness module may be undertaken in a workplace setting across **90 hours of workplace activity**, either as a Placement monitored by the programme team, or where learners already work in a suitable library or related context, in their workplace.

4d

Proposed Programme Schedule(s) - Postgraduate Diploma in Science - PART TIME																
Name of Provider:		Dublin Business School														
Programme Title <i>(Embedded)</i>		Postgraduate Diploma in Science Information and Library Management					QQI Award Title		Postgraduate Diploma in Science			ECTS		60		
Stage (1,2,3, Award etc)		Award		Exit Award Title <i>(if relevant)</i>			N/A					Stage ECTS		60		
Programme Delivery Mode - <i>✓ one as appropriate.</i>		On-site Face-to-Face			Blended			Online			Apprenticeship					
Teaching and Learning Modalities - <i>✓ one or more as appropriate.</i>		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous		Independent		Work Based	
Assessment Techniques Utilised in Stage - <i>✓ one or more as appropriate.</i>		Continuous Assessment			Proctored 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 <i>(from the module assessment strategy)</i>							
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous **	Other (Directed e-Learning, Independent Learning, Asynchronous)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %		
Educational Services in Library and Information Organisations	1	M	5	125	3	15	107	None	100%							
Records Management and Archives	1	M	5	125	3	15	107	None	100%							
Information Organisation	1	M	10	250	3	33	214	None	100%							
Information Technologies	2	M	5	125	3	15	107	None	100%							
Research Methods	2	M	5	125	3	15	107	None	100%							
Management for Information and Library Professionals	2	M	10	250	3	33	214	None	100%							
Information Architecture in the Digital Library	3	M	5	125	3	15	107	None	100%							
Information Law	3	M	5	125	3	15	107	None	100%							

Open Librarianship	3	M	5	125	3	15	107	None	100%					
Professional Development and Organisational Awareness	4	M	5	125	3	15	107***	None	100%					
Special Regulations:	N/A													

*Semesters are tallied here chronologically, but run across two years. Semester 1 and 2 are held in Year 1, and followed by a summer break, while semester 3 and 4 mirror semesters 1 and 2 in Year 2.

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

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