



**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	Master of Science in Human Resource Management (HRM): NFQ Level 9, 90 ECTS (Embedded Exit Awards: Postgraduate Diploma in Science in Human Resource Management: NFQ Level 9, 60 ECTS Certificate in Human Resource Management: NFQ Level 9, 30 ECTS

Independent Panel Members

Name	Role on Panel	Affiliation
Prof. Paul Stynes	Chair	Dean of School of Computing, National College of Ireland (NCI)
Dr Heike Doering	International Academic Representative	Senior Reader in International Management, Cardiff University
Dr Huw Thomas	National Academic Representative	Assistant Professor, University College Dublin
Colm O'Shea	Industry Representative	Here2There Coaching
Rumbidzai Gandiwa	Student Representative	MTU Cork
Trudi Barnett	Report Writer	Independent Education Consultant, Tertiary Sector

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

Part 1. Introduction

Celebrating its 50th birthday this year, Dublin Business School (DBS), established in 1975 and part of Kaplan Inc. since 2003, is one of Ireland's largest independent higher education institutions. With a diverse student population of over 9,000 learners from more than 80 countries, DBS offers a broad portfolio of undergraduate and postgraduate programmes across business, law, psychology, arts, media, and computing. The institution has a strong reputation for delivering accessible, learner-centred, and industry-informed education. Its multi-site city centre campus in Dublin includes modern teaching facilities, specialist IT labs, flexible learning spaces, comprehensive library services, and digital infrastructure to support both on-campus and blended learning environments.

The School of Business and Law at Dublin Business School (DBS) plays a central role in supporting Ireland's skills agenda through flexible, industry-aligned business and management education. Through programmes in leadership, management, law, and human resource management, the school contributes directly to national priorities in reskilling, upskilling, and lifelong learning, developing reflective and work-ready graduates with the competencies required for an evolving labour market.

The Master of Science in Human Resource Management (MSc in HRM) is a Level 9, 90 ECTS major award delivered over one year full-time or two years part-time. Two embedded exit awards provide flexible progression and recognition routes: the Postgraduate Diploma in Science in Human Resource Management (60 ECTS) and the Certificate in Human Resource Management (30 ECTS).

The programme equips learners with advanced knowledge and applied skills across core HRM domains including strategic human resource management, employment law, diversity equity and inclusion, human capital management, analytics, organisational behaviour, and research methods. It culminates in a 25-ECTS dissertation that enables learners to undertake independent research in a contemporary HRM topic. Originally validated in 2016 and last revalidated in 2021, the MSc HRM has consistently attracted strong enrolments from international learners seeking career advancement or transition into strategic HR and leadership roles. It remains professionally accredited by the Chartered Institute of Personnel and Development (CIPD) and fully aligned with the CIPD Professional Map (2023), ensuring parity with international professional standards and current workforce development priorities.

The forthcoming 2025 revalidation follows an in-depth review of programme content, delivery, and outcomes. The process builds on stakeholder feedback from learners, graduates, employers, and academic staff, and benchmarks the programme against comparable national and international HRM qualifications. Proposed enhancements include modernised module titles and learning outcomes, a two-stage research methods sequence, simulation-based learning in HR analytics, and a structured employability strand. These refinements demonstrate DBS's continued commitment to quality, relevance, and innovation, ensuring that future graduates are equipped with the strategic, analytical, and ethical capabilities required in contemporary HR practice.

Part 2. Evaluation Process

2.1 Documents supplied to the Panel

	Document Type	Document Name
1.	Agenda (Panel)	Programme Review and Revalidation MSc Human Resource Management
2.	Terms of Reference	2025 ToR MSc HRM & embedded exit awards V3.1.pdf
3.	Core Documents	<ol style="list-style-type: none"> 1. Programme Review Report 2. Programme Document Master of Science in Human Resource Management 3. Postgraduate Business Dissertation Handbook 4. Module & Assessment Handbook 5. DBS Programme Handbook Master of Science in Human Resource Management 6. Programme Team CVs
4.	Regulatory Required Documents	<ol style="list-style-type: none"> 1. DBS Cover Letter Declaration MSc Human Resource Management 2. DBS Deed of Guarantee MSc Human Resource Management 3. Fee Cover Note MSc Human Resource Management 4. PEL Refund Arrangements MSc Human Resource Management
5.	Supporting Documents	<ol style="list-style-type: none"> 1. Annual Programme Reports 2. Attendance 3. Board of Studies 4. Certificate of Validation 5. CIPD Reference Material 6. Class Rep Meeting Minutes 7. Current Programme Documents 8. Exam-CA Examples 9. External Examiner Reports 10. Progression, Results and Demographics Data 11. QQI Criteria and Handbook 12. Stakeholder Feedback

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Darragh Breathnach	Chief Operating Officer & Registrar
2.	Tanya Zubrzycki	Academic Director
3.	Assistant Registrar	Anita Dwyer
4.	Academic Programmes Manager	Amy Hayes
5.	Daniel Molnar	Assistant Academic Director
6.	Ashley Sands	Programme Level Manager
7.	Francisca Knight	Head of Academic Operations
8.	Julie Ahern	Faculty Manager
9.	Mary Nolan	Learner Support and Retention Officer
10	Shane Mooney	Head of Student Experience
11	Tanya Balfé	Admissions Manager
12	Nicholas Kelly	Head of Faculty Management
13	Richard Barry	Chief Academic & Innovation Officer
14	Mary Nolan	Senior Learner Support & Retention Officer
15	David Rinehart	Information & Resource Centre/Library
16	Various Faculty Representatives	-
17	Student Representatives Met	-

2.3 Description of evaluation process

The panel reviewed the Master of Science in Human Resource Management (MSc in HRM) and its embedded exit awards, the Postgraduate Diploma in Science in Human Resource Management and the Certificate in Human Resource Management, as part of Dublin Business School's cyclical programme review and revalidation process. The evaluation followed QQI's *Core Policies and Criteria for the Validation of Programmes of Education and Training* and DBS's own *Quality Assurance Framework*. The process sought to confirm that each award continues to demonstrate strong academic integrity, alignment with Level 9 of the NFQ, and clear responsiveness to the needs of learners, employers, and the wider HR profession.

The panel engaged in an extensive review of documentation supplied by Dublin Business School (DBS), including the *Programme Review Report*, *Programme Document*, and *Module and Assessment Specifications*. The review focused on the structure and balance of the curriculum, the coherence of learning outcomes across all three awards, and the effectiveness of teaching, learning, and assessment approaches. The quality and consistency of programme management and governance were also considered.

Consultation with stakeholders formed a significant part of the review. Learners, alumni, academic staff, and management shared valuable insights on the accessibility of content, clarity of assessment, workload, and the overall learning experience. Industry representatives and CIPD advisors provided perspective on current and emerging HRM priorities, including analytics, inclusion, wellbeing, and responsible leadership. Collectively, this dialogue affirmed the programme's reputation as a rigorous and relevant pathway for both early-career and experienced HR professionals.

The panel also explored how DBS is future-proofing the MSc HRM suite in response to digital transformation, changing work practices, and the growing influence of artificial intelligence on HR decision-making and assessment design. The structure and progression between the Certificate, Postgraduate Diploma, and MSc were reviewed to ensure transparent learner pathways and coherence in design.

Benchmarking against equivalent national and international HRM programmes confirmed the programme's continued relevance and competitiveness, particularly in relation to CIPD-aligned professional standards and graduate employability outcomes. The panel recognises DBS's commitment to modernising and streamlining the MSc in HRM while maintaining its applied, learner-centred focus.

Overall, the panel found the review process to be thorough, inclusive, and reflective, providing a balanced view of strengths and areas for ongoing enhancement. The outcomes affirm DBS's capacity to sustain a high-quality, accessible, and professionally accredited programme that prepares graduates to contribute confidently to contemporary and evolving HR practice.

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.

The following reflects the panel's commentary and recommendations on the programme review report for the MSc Human Resources Management and embedded awards.

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

Commentary:

The panel acknowledges that Dublin Business School (DBS) adopted a robust, structured, and evidence-informed review process in accordance with its *Programme Review Report* and institutional *Quality Assurance Framework*. The review encompassed the Master of Science in Human Resource Management (MSc in Human Resource Management) and its embedded exit awards and was guided by the Terms of Reference (ToR) approved for this process.

The ToR provided a clear framework for the scope and purpose of the review, ensuring that the process addressed the continued relevance, quality, and coherence of the programme suite. The ToR also directed the review towards DBS's strategic priorities, including inclusive and flexible programme delivery, authentic and transparent assessment, digital transformation in learning and teaching, and the maintenance of CIPD professional accreditation.

In line with the ToR, DBS conducted a systematic and reflective consultation process that included:

- Comprehensive programme analysis and benchmarking against national and international HRM postgraduate programmes and the *CIPD Professional Map (2023)*;
- Focus groups and interviews with programme directors, lecturers, and academic management to evaluate academic integrity, research integration, and professional relevance;
- Stakeholder feedback from learners, graduates, and industry representatives to assess the learner experience, employability outcomes, and alignment with HRM practice; and
- Cross-referencing with national policy frameworks, including the *National Skills Strategy* and DBS's *SLATE2 Teaching and Learning Strategy*, to ensure alignment with wider educational and workforce development priorities.

The panel notes DBS's sustained commitment to accessibility, flexibility, and learner support, particularly through blended and multimodal delivery approaches that promote inclusive engagement. The provider's adherence to the QQI Code of Practice for International Learners and its CIPD accreditation processes reflect a strong institutional culture of quality and professional accountability.

Overall, the panel found the review process to be rigorous, transparent, and methodologically sound, demonstrating clear alignment with the Terms of Reference. The process reflects DBS's ongoing commitment to quality assurance, continuous enhancement, and the provision of a professionally relevant, learner-centred programme that remains responsive to contemporary HRM practice.

Recommendations: None

Section B. Provider Information and Programme Context

Commentary:

DBS is a private higher education institution operating within a clearly defined academic and governance framework that aligns with the statutory requirements of Quality and Qualifications Ireland (QQI). The school maintains a well-established Academic Board responsible for academic oversight, supported by a network of subcommittees, programme boards, and quality assurance mechanisms. These structures are central to safeguarding academic standards and ensuring that programmes such as the Master of Science in Human Resource Management (MSc in Human Resource Management) and its embedded exit awards remain relevant, coherent, and responsive to the needs of learners, employers, and the wider HRM profession.

DBS articulates its mission as preparing learners for meaningful employment and professional advancement through quality-assured, skills-focused, and flexible programmes. This mission is realised through a robust academic infrastructure that includes Programme-Level Managers (PLMs), Assistant Academic Directors, and faculty-based support services that contribute to institutional QA systems. Academic governance is operationalised through ongoing curriculum review, academic policy development, and stakeholder engagement, each of which was clearly evidenced during this programme review and revalidation process.

The MSc Human Resource Management and its embedded exit awards are situated within the School of Business and Law, one of six academic schools within DBS, each led by an Academic Director. Within this School, the programme is delivered through the Department of Business and Management, which also oversees postgraduate programmes in management, leadership, and business strategy. The School's strategic focus is to produce graduates who are reflective, agile, and professionally capable, with a strong grounding in people-centred leadership and organisational development. The MSc Human Resource Management suite directly supports DBS's institutional commitment to lifelong learning, upskilling, and workforce development by preparing learners to apply advanced HRM principles in strategic, ethical, and evidence-informed contexts.

Programme delivery is offered in both full-time (one year) and part-time (two year) modes at the Aungier Street, Castle House and Bow Lane campus's, supported by blended and multimodal delivery that integrates face-to-face learning, synchronous online sessions, and self-directed study. This approach facilitates access for a diverse learner cohort, including international students and working professionals. Delivery is underpinned by extensive digital and physical resources, including the Moodle learning environment, Zoom, and Turnitin, alongside comprehensive learner supports in academic writing, employability, wellbeing, and student engagement.

The panel recognises that DBS operates within a mature and transparent governance framework, underpinned by a culture of continuous enhancement, inclusivity, and professional alignment. These institutional strengths provide a strong foundation for the ongoing delivery and enhancement of the MSc Human Resource Management and its embedded awards, ensuring continued alignment with QQI quality standards, the CIPD Professional Map (2023), and national priorities for accessible, high-quality postgraduate education.

Recommendations: None

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:

This section summarises the panel's observations based on the provider's review report (Section 3.1) regarding enrolments, progression, awards, and graduate outcomes for the MSc in Human Resource Management and its embedded exit awards.

- **Applications and Enrolments:**

Applications to the MSc in Human Resource Management suite have remained consistently strong, reflecting the programme's professional relevance and sustained demand for CIPD-accredited postgraduate qualifications. Over the current review cycle, total applications increased from 162 (2020/21) to 609 (2024/25). Conversion rates have remained relatively stable, averaging 10 percent, while full-time enrolments have grown in line with international demand.

- **Learner Profile:**

The MSc Human Resource Management attracts a mature, career-focused learner cohort. Approximately 70% of learners are aged under 30 years, alongside a relatively steady trend of 24%-32% within the 31-40 age group across the last three intakes. The gender profile reflects the HR profession more broadly, with an average 60% female to 40% male distribution. Approximately 76% of learners have been of Asian nationality, contributing to a culturally diverse and professionally rich classroom environment.

Learners are typically employed in HR, people management, or business support roles and seek progression into strategic or leadership positions. DBS continues to emphasise inclusivity and equal access through targeted induction, academic skills support, and reflective practice activities embedded across modules. Feedback from the provider's learner focus groups highlights the value of flexible learning options and lecturer accessibility as key strengths of the programme.

- **Progression and Completion:**

Across the current review cycle, the MSc Human Resource Management suite has achieved consistent academic performance and completion outcomes. The overall pass rates are high at 93.75% in 2021/22, compared with 88.64% in the 2023/24 cycle. The exit-award rate remains reasonably steady through 2022/23 (5.13%) and 2023/24 (4.55%).

External examiner reports confirm that assessment processes are fair, transparent, and well-moderated, with consistent application of grading criteria across full-time and part-time cohorts. The slight increase in exit awards aligns with DBS's flexible learner-centred ethos, offering recognition of achievement for those exiting early due to professional or personal commitments.

Overall, the data indicate that the programme continues to meet its learning outcomes and maintains academic integrity across delivery modes.

- **Graduate Destinations:**

Graduate employability remains a key strength of the MSc in Human Resource Management and its embedded awards. Outcomes from the DBS Graduate Outcomes Surveys (2023, 2024, 2025) confirm positive progression patterns and strong alignment with programme objectives.

- 2021/2022 Graduates (Survey 2023): All 4 respondents (100 percent) were in either full- or part-time employment within nine months of graduation.
- 2022/2023 Graduates (Survey 2024): Of 8 respondents, 100 percent were either full- or part-time employment within nine months of graduation.
- 2023/2024 Graduates (Survey 2025, interim data): 5 of the 7 respondents 71 percent were either full- or part-time employment within nine months of graduation. One participant had continued with education and one participant was not employed.

Graduates have progressed into roles such as Medical Secretary, Human Resources Administrator, HR Associate, People and Culture Advisor, Administration assistant, Customer Assistant, Social Care Worker, HR & Training Assistant. .

These outcomes demonstrate sustained employability across diverse sectors and geographies, supported by the professional credibility of the CIPD accreditation and the applied, practice-oriented focus of the MSc Human Resource Management curriculum. The panel notes that graduate feedback highlights enhanced confidence, career progression, and the value of reflective professional practice developed through the programme's research and assessment components.

Overall Panel Commentary

The panel found the programme data to be detailed, transparent, and reflective of a mature, professionally aligned postgraduate offering. While fluctuations in part-time enrolments and graduate employment mirror broader economic conditions, the stability of academic performance, high progression rates, and sustained graduate employability demonstrate that the MSc Human Resource Management and its embedded awards are effectively meeting their objectives. The panel commends DBS for maintaining strong outcomes across diverse learner cohorts and delivery modes, supported by a culture of continuous enhancement and responsive programme management within the School of Business and Law. These outcomes confirm that the MSc Human Resource Management suite remains academically robust, professionally relevant, and consistent with QQI Level 9 standards and CIPD professional expectations.

Recommendations: None

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 panel reviewed documentation and data presented in the provider's Programme Review Report, which outlines the infrastructure, staffing, delivery modes, and educational strategies underpinning the Master of Science in Human Resource Management (MSc HRM) and its embedded exit awards.

- **Facilities and Resources:** DBS continues to deliver the programme from its city-centre campus with strong physical and digital infrastructure. The programme benefits from access to dedicated computing labs, virtualised environments (via Citrix), and 24/7 cloud-based software access to support both on-campus and remote learners. The consistency and accessibility of IT resources are viewed as a strength of delivery.
- **Timetabling and Workload:** The programme is structured to support both full-time and part-time learners with timetabling responsive to learner needs. Workload is appropriately mapped against credit values at both programme and module levels.
- **Teacher-Learner Ratios and Staffing:** Teaching staff within the MSc Human Resource Management suite are appropriately qualified and professionally experienced. All lecturers hold relevant postgraduate qualifications at NFQ Level 9 or above, with several also holding doctoral qualifications and professional membership of the Chartered Institute of Personnel and Development (CIPD). Staff bring substantial industry experience, enabling learners to engage with current HRM practice and its application within complex organisational contexts.

As part of this revalidation, the programme team has proposed to increase the teacher-learner ratio from 1:50 to 1:75 to strengthen learner engagement and ensure appropriate support within the HRM postgraduate context. This revision applies specifically to the MSc Human Resource Management suite and reflects the pedagogical and professional requirements of the programme rather than a school-wide policy change. Teaching allocation and delivery continuity are coordinated through the Programme-Level Manager (PLM) structure, supported by the Assistant Academic Director and Academic Director for the School of Business and Law. Module leaders oversee alignment of content, assessment, and moderation across cohorts.

The panel noted that staffing levels, deployment, and learner communication are clearly defined within the provider's QA framework and that the proposed adjustment to the ratio represents a measured and appropriate response to programme-specific needs.

- **Teaching and Learning Strategies:** Teaching and learning approaches are informed by the DBS SLATE2 Teaching and Learning Strategy, which emphasises Student Learning, Assessment, Teaching Enhancement, and Employability. The MSc Human Resource Management adopts a learner-centred blended model that integrates lectures, seminars, workshops, case-study analysis, peer collaboration, and applied research activities.

Learning activities encourage learners to apply theory to practice through analysis of current HRM challenges, critical debate, and reflection. Delivery combines classroom interaction with online

engagement to accommodate diverse learner needs and to promote continuous participation. The module *Strategic People Analytics and Workforce Insights* makes use of simulation exercises and scenario-based learning to bridge academic and professional contexts.

These strategies are designed to support the development of analytical, strategic, and interpersonal skills consistent with the expectations of the CIPD Professional Map (2023) and the programme's intended learning outcomes.

- **Assessment Strategies:** Assessment within the MSc Human Resource Management suite follows a coherent framework that supports authentic, applied, and inclusive practice. Assessment methods include case-study analyses, project-based assignments, reflective journals, group presentations, professional reports, and a major dissertation

Continuous and modular assessments are weighted in accordance with module credit value, and grading criteria are clearly communicated through marking tools and rubrics.

All assessments are reviewed through internal moderation and external examination processes. Feedback is provided through Moodle, with timelines and quality standards governed by institutional policy. The panel noted that academic integrity is supported through systematic use of Turnitin and clear referencing guidance.

- **Learning Community and Collaboration:** The MSc Human Resource Management promotes an active learning community that combines academic study with professional engagement. Learners benefit from opportunities to interact with guest speakers, participate in CIPD-related events, and network with peers from diverse professional backgrounds.

Support for learner development is embedded through the Graduate Work Readiness (GWR) initiative, the Academic Writing Centre, Library Services, and the Student Experience Team. Learners report accessible academic support and clear communication channels with teaching staff and programme management.

Overall Panel Commentary

The panel found the teaching, learning, and assessment strategies underpinning the MSc Human Resource Management suite to be coherent, learner-centred, and professionally grounded. The blended delivery model and focus on authentic, reflective, and applied learning are well aligned with QQI Level 9 standards and the CIPD Professional Map (2023).

The panel commends DBS for embedding inclusive practice, academic integrity, and flexible delivery across all modules, enabling learners to engage meaningfully regardless of mode of study. The panel concludes that the programme's teaching and assessment approaches are innovative, sustainable, and demonstrably effective in supporting learner achievement and employability.

Recommendations: None

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

The Programme Review Report presents feedback from current learners as mostly positive regarding the programme and learner experience. Results from the June 2025 learner survey indicate that the majority of respondents (78%) agree or strongly agree that the programme structure is balanced. Overall module satisfaction is strong, with most modules rated “above expectations” or “in line with” expectations. However, the review records a small number of lower ratings in specific areas, including Employment Law and Research Methods. Qualitative comments highlight a desire for Employment Law to be more explicitly “job oriented” or practical in its application to HR practice, and for Research Methods to be simplified and broken down into more accessible sections.

In relation to the capstone, the Programme Review Report shows a consistent pattern across cohorts: 100% of learners selected the Dissertation and 0% selected the Applied Research Project throughout the validation cycle. Learner feedback also indicated interest in an HRM simulation option; however, the review confirms that the simulation is being incorporated within a taught module (Strategic People Analytics and Workforce Insights) rather than introduced as a capstone elective.

With regard to delivery, the Programme Review Report notes that learner preference favours a blended approach going forward. The report also clarifies that the part-time option has not run during the period under review; therefore, learner feedback on part-time delivery has not been captured. The review does record one grievance raised through the class representative process in 2024/25, relating to the need for structured breaks within three-hour lectures, and indicates that this was addressed through programme-level follow-up with lecturers.

The Programme Review Report further identifies a number of themes arising from survey analysis relating to skills development and the learner experience. Learners reported that the programme supports development in areas including leadership, decision-making, HR analytics, performance management, organisational behaviour, Irish legislation, strategic management, and diversity, equity and inclusion. Alongside these strengths, learners identified opportunities to strengthen applied and practice-based learning, including greater emphasis on real-life workplace scenarios, HRIS systems, employee relations, and deeper business-related application of HR knowledge. The report also notes a recommendation to improve consistency by aligning teaching delivery more closely with Moodle structures.

Learning resources were generally rated as sufficient and accessible, although the review highlights that academic guidance, wellbeing and career supports were viewed as moderate and could be made more visible and proactive. The Programme Review Report also identifies a specific issue for this programme in relation to professional engagement: awareness of CIPD student membership among learners was limited, with only one respondent indicating that they had joined or planned to join. This is identified as an area for improvement, with proposed interventions including targeted promotion and the proposal to make membership mandatory.

Overall, the Programme Review Report evidences strong learner satisfaction with the programme’s structure and core content, while also identifying clear, actionable areas for enhancement, particularly in relation to applied workplace relevance in specific modules, research methods scaffolding, consistent organisation of learning resources, and stronger promotion of CIPD student membership.

Recommendations: None

Evaluation of the programme by Staff

Commentary:

As documented in the Programme Review Report, faculty engagement with the revalidation process was consistently strong and took place through a sequence of formal online meetings, supported by follow-up one-to-one discussions. Staff feedback focused on the appropriateness of the programme learning outcomes, the relevance and sequencing of modules, and the practical implications of cross-listing modules with cognate awards. Lecturers noted the efficiency benefits of cross-listing, including reduced redevelopment workload and the use of pre-approved content, while also highlighting constraints where cross-listed modules limit the scope to amend content and assessment design. A key consideration raised during the review was the need to maintain clear differentiation between the MSc in Human Resource Management and the MBA, with particular emphasis on retaining the programme's applied HR focus.

The Programme Review Report also records that staff identified assessment design and academic integrity as priorities for revision. Discussions and survey responses highlighted the need to rebalance assessment approaches across modules, including targeted changes to address Generative AI risks, and the consistent use of shared marking tools and rubrics to support coherence across cohorts and delivery modes. While the potential value of HR simulation as a teaching tool was acknowledged, staff survey results indicated that it was not favoured as a capstone elective; where simulation was supported, staff generally preferred its inclusion as an embedded taught element rather than as an optional capstone.

In relation to delivery, the Programme Review Report indicates that staff expressed a clear preference for flexibility, with views divided between fully on-campus delivery and a blended model. Opinions on the use of supplementary pre-recorded content were mixed, suggesting that any on-demand resources should be positioned as optional supports rather than core delivery mechanisms. Overall, staff feedback reflects satisfaction with the effectiveness of the programme, alongside a shared commitment to targeted modernisation, assessment consistency, and delivery flexibility.

At the time of the programme review, academic staff engaged constructively with the proposed revisions and contributed actively to identifying areas requiring refinement and further development. Drawing on the evidence presented in the Programme Review Report, the panel considers that continued institutional support during the implementation phase, including structured briefing sessions, shared teaching resources, and alignment with DBS's SLATE2 Teaching and Learning Strategy, will be important in sustaining quality and consistency as the revised programme is embedded.

Recommendations: None

External Examiner Feedback

Commentary:

Over the review period from 2021/22 to 2024/25, External Examiner reports consistently affirm the quality of the MSc in Human Resource Management (HRM) and its embedded awards. Across all reports, academic standards were confirmed as being in line with QQI requirements and comparable to those of other Irish higher education institutions, with student achievement similarly deemed comparable.

External Examiners consistently commended the rigour and fairness of assessment processes, highlighting clear and consistent assessment criteria, well-designed marking schemes, and effective moderation practices as examples of good practice. The operation of the Exam Board was repeatedly described as efficient and effective, with Examiners confirming that they received all required documentation, had access to marked scripts, and were able to attend Exam Boards and meet with students.

Feedback also recognised the programme's strong integration of theory and practice, with the 2024/25 report specifically highlighting the effective use of real-world data within modules such as HR Analytics. Assessment techniques were described as challenging yet practical, supporting students' preparation for professional practice.

Across the review cycle, no significant institutional issues were identified. The only recommendation for enhancement was made in the 2024/25 report, which advised clarifying the programme's approach to AI detection and essay mills to further safeguard the authenticity of student work. Overall, External Examiner feedback affirms the programme's academic rigour, robust quality assurance processes, and continued alignment with sectoral and regulatory standards.

Recommendations: None

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The panel reviewed learner feedback and institutional records for the period since the programme's validation, as outlined in Section 5.1 of the Programme Review Report. Evidence confirms that there have been no formal complaints and no formal appeals recorded for the MSc in Human Resource Management (HRM) or its associated embedded awards during this period. One formal verification was recorded in 2023/24, relating to confirmation of assessment calculations, which was resolved promptly with no further action required.

Learner feedback is gathered through a range of formal mechanisms, including Class Representative Meetings, Moodle module surveys, Net Promoter Score (NPS) questionnaires, StudentSurvey.ie, and targeted focus groups conducted as part of the revalidation process. Informal feedback provided directly to lecturers or Programme-Level Managers is common and is typically addressed through early dialogue and resolution, though it is not routinely recorded unless escalated to a formal or minuted forum.

The evidence indicates that complaints and appeals processes are transparent, accessible, and consistently applied in line with DBS institutional policy. The absence of formal complaints and appeals, alongside the effective use of informal resolution mechanisms, reflects positively on the programme's teaching, communication practices, and learner support structures. No implications for the revised programme arise from this aspect of the review.

Recommendations: None

Quality Assurance Systems and Processes

Commentary:

The MSc in Human Resource Management suite operates in accordance with the DBS Quality Assurance Handbook (QAH), which aligns with QQI Statutory Quality Assurance Guidelines. Responsibility for the operation and oversight of quality assurance processes is clearly defined at programme level through the roles of the Academic Director, Assistant Academic Director, and Programme-Level Manager, working collaboratively with the lecturing team.

The Programme Review Report evidence active faculty engagement in quality assurance and enhancement activities, including contributions to programme review and revalidation processes, participation in the DBS Re-Engagement Process, input into the review of the QAH, and engagement with sectoral developments such as QQI Green Papers on Assessment and the IEM Code for Providers. Ownership of QA processes is described as shared and embedded within professional teaching practice, with a clear focus on supporting learner experience.

The review also demonstrates that DBS adopts a reflective and developmental approach to quality assurance. As part of this revalidation cycle, aspects of the QA system have been critically reviewed and strengthened. In particular, the complaints process has been streamlined to clarify the distinction between informal and formal mechanisms, and staff mentoring arrangements have been enhanced through the introduction of a teacher's manual and the more consistent use of peer observation to support new and part-time lecturers.

The panel notes that while continuity of staffing is recognised as an important factor in the effective operation of QA systems, responsibility for the ongoing review and implementation of quality processes

rests clearly with senior academic leadership. Overall, the QA systems underpinning the MSc in Human Resource Management are comprehensive, transparent, and fit for purpose, and no changes are required to the revised programme arising from this aspect of the review.

Recommendations: None.

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

Commentary:

The MSc Human Resource Management suite is supported by mature institutional QA processes governing both on-campus and blended delivery. The Quality Assurance Handbook sets out procedures for module delivery, assessment approval, academic integrity, and feedback timelines, ensuring parity of learner experience across delivery modes.

Since adopting blended delivery, DBS has enhanced QA oversight for online engagement and digital assessment. Standard procedures now include:

- pre-semester verification of Moodle course shells;
- use of Turnitin for submission management and originality reporting;
- moderation of digital group work and presentations via Zoom; and
- post-assessment internal and external moderation to ensure marking reliability.

DBS's Digital Learning Framework, developed as part of the *SLATE2* strategy, supports staff in designing inclusive and accessible digital learning materials and aligning online assessment practices with institutional policy. Staff feedback confirms that these QA measures are embedded and effective in maintaining academic integrity and equitable assessment opportunities for all learners.

Recommendations: None

Section F. Summary Analysis of the programme

Commentary:

The Programme Review Report presents the Master of Science in Human Resource Management (HRM) and its embedded exit awards as a well-established, professionally relevant programme with a strong foundation in teaching, learner support, and quality assurance. The programme is designed to support both early-career entrants and experienced professionals seeking to develop strategic, analytical, and applied capabilities appropriate to advanced practice in the HRM field.

The review confirms that the programme demonstrates strong internal coherence, clear progression pathways, and alignment with QQI Level 9 standards. Key strengths identified include sustainable student recruitment, the established reputation of Dublin Business School, the expertise and professional credentials of the lecturing team, and access to well-resourced learning supports, including the virtual learning environment, library facilities, and dedicated academic and student-experience supports. The programme's CIPD accreditation further enhances its professional standing and provides learners with access to industry-relevant resources and networks.

Assessment practices are described in the Programme Review Report and External Examiner feedback as rigorous, fair, and appropriate to postgraduate level. A range of assessment methods is employed, including case-based assignments, applied projects, research-informed coursework, and examinations, enabling learners to demonstrate theoretical understanding, critical analysis, and practical application. External Examiners consistently affirm the quality of assessment design, marking practices, and internal moderation processes.

The Programme Review also identifies areas for ongoing development and risk, consistent with a reflective and self-critical approach to quality enhancement. These include the need to strengthen learners' exposure to industry speakers and live workplace issues, to continue developing staff and learning materials, and to remain responsive to the changing expectations of learners and employers in a competitive and rapidly evolving professional landscape. External factors such as competition from other providers, changing delivery expectations, and the pace of change in HR practice are acknowledged as ongoing considerations.

Opportunities identified within the review include sustained market demand for HRM education, growing employer expectations for work-ready graduates, and the increasing importance of flexible delivery modes. The Programme Review explicitly recognises the proposed transition to fully online part-time delivery as a strategic response to learner demand and market conditions, alongside continued strong enrolment growth in the full-time mode.

Stakeholder engagement is a consistent feature of the Programme Review. Feedback from learners, graduates, academic staff, external examiners, and industry stakeholders is described as overwhelmingly positive overall, while also providing a clear basis for targeted enhancement. This feedback has informed the proposed revisions to curriculum content, assessment approaches, and delivery structures, with the stated aim of strengthening applied learning, industry relevance, and graduate work readiness.

The Programme Review confirms that the programme is supported by clear academic leadership and governance through the Programme-Level Manager, Assistant Academic Director, and Academic Director for the School of Business and Law, underpinned by established institutional quality assurance systems. The panel notes evidence of a reflective approach to continuous improvement and effective mechanisms for capturing and responding to learner feedback.

Overall, drawing directly on the evidence presented in the Programme Review Report, the panel concludes that the MSc in Human Resource Management and its embedded exit awards are academically sound, professionally relevant, and well governed. The evidence supports the continuation of the programme and indicates that it is well positioned for further development and expansion within the DBS portfolio.

Recommendations: None.

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 Programme Review Report proposes a comprehensive set of revisions to the Master of Science in Human Resource Management (MSc in Human Resource Management) and its embedded exit awards. The panel reviewed these proposals and found them to be underpinned by a structured, evidence-informed, and reflective review process.

The panel notes that the scope of the proposed revisions extends beyond minor adjustment and represents a substantive re-articulation of the programme. Key elements include the strategic updating of all Minimum Intended Programme Learning Outcomes (MIPLOs) to strengthen alignment with QQI Level 9 standards and to foreground ethical practice, global HRM perspectives, analytical capability, and advanced research competence. These changes are supported by corresponding revisions to module content and assessment to ensure coherent alignment between programme and module learning outcomes.

The proposed structural revisions respond directly to issues identified through the review process, including assessment duplication, workload balance, and the need to strengthen applied and work-relevant learning. In particular, the expansion of Research Methods into a two-semester sequence is intended to support a more developmental approach to research capability and dissertation preparation, while the removal of the Applied Research Project capstone reflects sustained lack of learner uptake.

The panel also notes proposals aimed at strengthening professional relevance and future-proofing the programme. These include updated module titles and content to reflect contemporary HRM practice, the incorporation of HRM simulation activity, and the integration of a non-credit Graduate Work Readiness programme to enhance employability and work-readiness. Proposed changes to delivery modes, including increased use of synchronous online provision and updated use of asynchronous materials, are presented as a strategic response to learner demand, competition, and changing patterns of engagement.

The panel is satisfied that the proposed revisions are clearly linked to the findings of the Programme Review Report, address identified weaknesses and risks, and capitalise on opportunities for development. The panel also notes the provider's stated commitment to maintaining academic standards, assessment integrity, transparency of workload and ECTS alignment, and effective governance oversight through the School of Business and Law.

Recommendations: None

Part 4. Overall Findings

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

Section A. Commentary on review process:

The panel commends the structured, reflective, and collegial nature of the review process undertaken by Dublin Business School (DBS). The provider demonstrated a clear and comprehensive engagement with QQI's revalidation requirements, aligning closely with the *QQI Programme Review Manual (HET, 2022)*.

The process was marked by strong leadership and a genuine commitment to reflection, quality enhancement, and stakeholder inclusion. Learners, graduates, staff, and employers were meaningfully consulted, and their feedback directly informed programme revisions. The panel noted the depth of internal review, supported by both qualitative and quantitative evidence, which demonstrated DBS's commitment to evidence-based enhancement and continuous improvement.

Documentation provided to the panel was detailed and professionally presented, evidencing a mature institutional culture of accountability and transparency. Panel discussions were open and constructive, with DBS staff engaging thoughtfully and honestly in response to queries and recommendations. The review also reflected alignment with national priorities, including Universal Design for Learning (UDL), digital transformation, and lifelong learning as core features of institutional strategy.

Section B. Recommendations on review process:

The panel commends the open and constructive manner in which the review was conducted. The process reflected a shared commitment to maintaining academic standards and to continuous improvement in programme design and delivery.

To support future reviews, the panel suggests that providers:

- Feedback: To employ mechanisms to increase stakeholder feedback.
- Alumni Involvement: Engage the Alumni Working Group (AWG) to support and expand the peer mentoring programme.

These observations are offered to promote effectiveness and efficiency in future programme review processes and to encourage sustained, evidence-based enhancement across the provider's provision.

Section C. Commentary on programme revisions:

The panel is satisfied that the proposed revisions to the MSc in Human Resource Management and its embedded awards represent a significant and well-considered advancement in programme design. The revised structure demonstrates strong internal coherence, clear progression pathways, and alignment with both CIPD professional standards (2023) and QQI Level 9 expectations.

The enhancements introduced through this review are grounded in stakeholder consultation and reflect the programme team's deep understanding of learner diversity, employability needs, and professional practice. The incorporation of authentic assessment approaches, reflective research projects, and contemporary HRM themes (such as diversity equity and inclusion and analytics) strengthens both the academic and applied dimensions of the programme.

The panel found DBS's engagement throughout the review to be professional, responsive, and critically reflective, and acknowledges the rigour of internal governance structures supporting the redesign. The panel is satisfied that the revised MSc in Human Resource Management and its embedded awards are of a high academic and professional standard and are fully ready for revalidation and continued delivery.

Section D. Recommendations on programme revisions:

The panel recognises that the revisions to the MSc in Human Resource Management and its embedded exit awards have been undertaken with care, consultation, and professional integrity. The revalidation process reflects a deep understanding of learner needs, stakeholder expectations, and the evolving HRM landscape.

The revised programme is academically robust, professionally aligned, and clearly positioned to meet contemporary standards in higher education and human resource practice. The panel welcomes the evidence of responsiveness and reflection demonstrated by the programme team and notes the institution's commitment to continuous enhancement.

To support ongoing development and ensure the programme remains current and coherent, the panel makes several enhancement recommendations. These focus on:

1. Feedback

To employ mechanisms to increase stakeholder feedback and quality of that feedback.

2. Curriculum Enhancement:

Show more prominence to dedicated topics such as *Employee Relations, Rewards Management, Global Governance and Collective Organizations and Climate Change* within the relevant module(s) to strengthen coverage of core HR principles.

3. AI Competency

Ensure that AI-related knowledge, skills, and competencies are reflected within the programme/module learning outcomes, assessments, and marking criteria to align with current and emerging industry expectations.

4. Elective Options:

Consider introducing elective modules to provide students with greater flexibility and choice, allowing them to tailor their learning to individual interests and career goals in view of increasing student numbers.

5. Industry Engagement:

Invite industry experts and practitioners to contribute guest lectures or workshops on HR-specific topics to enhance the practical relevance and application of the curriculum.

6. Alumni Involvement:

Engage the Alumni Working Group (AWG) to support and expand the Peer Mentor Programme.

7. Industry Engagement:

Develop Industry partnerships (Domestic and International) to identify authentic industry challenges that can be used in the Dissertation.

These recommendations are advisory in nature and are intended to build on the strong foundations already in place. They will be detailed further in the Independent Evaluation Report for Validation to guide the next stage of programme enhancement.

A handwritten signature in cursive script that reads "Paul Stynes". The signature is written in black ink on a light-colored background.

Signed:

Panel Chairperson: Prof. Paul Stynes

Date: 2nd March 2026



**Dearbhú Cáilíochta
agus Cáilíochtaí Éireann**
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	5 th November 2025
Date of report	7 th November 2025

Section E. Overall recommendations

Principal programme ¹	Title	Master of Science in Human Resource Management
	Award	Level 9
	Credit	90 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory

Embedded programme 1 ²	Title	Postgraduate Diploma in Science in Human Resource Management
	Award	Level 9
	Credit	60 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory
	Title	Certificate in Human Resource Management
	Award	Level 9

¹ Replace throughout with actual programme title.

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

Embedded programme 1 ³	Credit	30 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory

Section F.

1.1

Section G. Expert Panel

Name	Role	Affiliation
Prof. Paul Stynes	Chair	Dean of School of Computing, National College of Ireland (NCI)
Dr Heike Doering	International Academic Representative	Senior Reader in International Management, Cardiff University
Dr Huw Thomas	National Academic Representative	Assistant Professor, University College Dublin
Colm O'Shea	Industry Representative	Here2There Coaching
Rumbidzai Gandiwa	Student Representative	MTU Cork
Trudi Barnett	Report Writer	Independent Education Consultant, Tertiary Sector

Section H. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>FT</i>)	Maximum number of learners (<i>PT</i>)
Dublin Business School	450	450

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	September 2026	1 calendar year: 12 months	3	5*	150*
Part-Time	September 2026	2 calendar years: 24 months	3	5*	150*
Intake Schedule e.g. January September		September, January, April			

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

<p>Panel Commentary on proposed enrolment: The panel considers the proposed enrolment projections for the MSc in Human Resource Management (HRM) and its embedded exit awards to be appropriate, proportionate, and reflective of both learner</p>
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³ Replace throughout with actual programme title. Copy and paste this table for any additional embedded programmes.

demand and institutional capacity. The proposed overall intake of up to 150 learners per intake (full time and part time) across all delivery modes is supported by a revised staff–learner ratio of 1:75, specific to this programme. The proposed intake is consistent with the School of Business and Law’s staffing model, physical infrastructure, and the capacity of academic and learner-support services.

However, the panel emphasises the importance of ongoing monitoring of cohort sizes to ensure that teaching, assessment, and learner engagement standards are maintained as numbers scale. Regular review through programme boards, external examiner feedback, and learner surveys should continue to inform resourcing decisions and ensure that quality and student experience remain central as the programme evolves.

Overall, the panel is satisfied that the proposed enrolment projections and staffing ratio are realistic, achievable, and aligned with the programme’s pedagogical design and quality assurance framework.

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

The Master of Science in Human Resource Management programme (90 ECTS, NFQ level 9) has been offered at DBS since 2021. The programme is designed subject to the QQI Science Awards Standards. It is a one-year, full-time or two-year, part-time programme of 10 taught modules (65 ECTS) plus a Dissertation Capstone (25 ECTS) totalling 90 ECTS. If learners do not complete the full Master of Science in Human Resource Management, they may also exit with a Postgraduate Diploma in Human Resource Management after having successfully completed 60 ECTS or a Certificate in Human Resource Management after having successfully completed 30 ECTS. In addition, the programme is accredited by the Chartered Institute of Personnel and Development (CIPD). The programme aligns with the professional body's rigorous standards⁴ and ensures its content is current and industry-relevant. The CIPD is the leading professional body for HR and people development.

This programme is designed to cultivate strategic HR leaders ready for the complexities of the modern private and public sectors. As technology, data analytics, and evolving work structures continually redefine the workplace, HRM functions as a critical, multidisciplinary strategic partner. The programme builds deep expertise in essential areas including contemporary employment law, ethical decision making, embedding DEI principles, leveraging predictive people analytics, managing talent in hybrid environments, and understanding organisational behaviour, empowering graduates to drive strategy and navigate digital transformation effectively.

On the full-time delivery of the programme, semester one focuses on establishing a robust core understanding of HR principles. Students begin with essential topics such as *Applied Diversity, Equity, and Inclusion*, and *Employment Law*, which provide a critical understanding of the legal and ethical landscape of HR. The curriculum also introduces fundamental skills in strategic talent management and people analytics, which are crucial for data-driven decision-making in modern HR.

The inclusion of *Research Methods 1* ensures that learners learn the research skills needed for the programme and their future research.

Building on the groundwork from semester one, semester two shifts the focus to more specialised and strategic aspects of human resource management. Learners engage in strategic topics such as performance management, dynamic leadership development, and strategic planning. These modules take the core knowledge from the first semester and apply it to higher-level, organisational challenges.

⁴ Chartered Institute of Personnel and Development (CIPD) (2023). *The Profession Map: Standards for the People Profession*. London: CIPD. Available at: <https://www.cipd.org/en/the-people-profession/the-profession-map/explore-the-profession-map/>

Research Methods 2 builds upon the first research methods module, preparing learners for the capstone dissertation by honing their research skills.

Semester three serves as the capstone of the programme, where learners bring together all the knowledge and skills they have acquired. The final semester is dedicated to the *Dissertation*, a major project worth 25 ECTS credits. This capstone is the culmination of the learner's learning, providing an opportunity to conduct in-depth research on a specific HR topic. It demonstrates their ability to think critically, apply theoretical knowledge, complete research, collect and analyse primary data, and contribute original insights to the field of HR.

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

The part-time delivery of the Master of Science in Human Resource Management follows the same academic standards, learning outcomes, and module content as the full-time programme but is structured across four semesters to accommodate working professionals and learners with additional, external commitments. The delivery is organised through a combination of on-campus sessions and scheduled online classes to provide flexibility while maintaining academic engagement and interaction. Modules are sequenced to ensure a manageable workload, with assessments distributed across semesters to avoid overload and allow time for reflection. Feedback is provided in line with QAH timelines to support continuous improvement.

Contact hours for 5 ECTS and 10 ECTS modules are divided across scheduled teaching sessions, supported by additional independent study and directed learning resources available on Moodle. Learners are expected to engage in self-directed study, reading, and preparation outside of class time. This delivery format enables learners to apply HRM theory directly to their professional contexts throughout the programme, strengthening the integration of academic learning with workplace practice. Part-time programme content is sequenced to ensure manageable workload progression, allowing core topics such as DEI, strategic talent management, and employment law to be completed earlier, while more advanced strategic and analytical modules. *Research Methods 1* and *Research Methods 2* are delivered across two stages to ensure adequate preparation for the capstone *Dissertation*. This extended structure allows part-time learners to apply theoretical learning to their professional contexts in real time, reinforcing reflective practice, professional integration, and lifelong learning.

Additionally, as we strive to continually improve the Masters of Science in Human Resource Management programme to address the evolving needs of our students and the demands of the professional landscape, the Graduate Work Ready (GWR) programme is implemented as a series of non-credit modules integrated into the programme timetable. Its strategic inclusion will offer students valuable opportunities to develop essential skills, significantly enhancing their career readiness and overall employability.

Target learner groups

The Master of Science in Human Resource Management programme is aimed at learners who wish to specialise in the field of human resource management with a view to entering industry, advancing in the industry, or moving to a management level. It will also be of interest to learners who have completed their undergraduate degree in business and wish to specialise in this area.

Learners will achieve advanced strategic capabilities, enabling them to design and implement HR policies that align directly with organisational goals and respond effectively to dynamic business challenges. Learners will also develop advanced expertise in key HR domains, including talent management, employee relations, organisational development, ethical decision-making, and HR analytics, with a strong emphasis on using data to support evidence-based practice. Ultimately, learners

develop the leadership and critical thinking skills required to drive positive workplace culture, manage change effectively, and contribute significantly to sustainable business performance.

The level of interest on the full-time programme remains positive and steady. Dublin Business School has a strong tradition and popularity with international learners. This is due to multiple factors including but not limited to reputation in the industry, a practical skills focus of the Master of Science in Human Resource Management programme, and the opportunity to study at the city centre-based campuses. Given the nature of the programme and the entry requirements, the majority of the learners enrolled on the Master of Science in Human Resource Management are between 23-30 years old. Nationality data from the latest revalidation cycle indicates that the majority of learners were of Asian origin, rising from 75% in the 2021/22 cohort to 84% in the 2024/25 cohort.

Notably, part-time applications led to insufficient enrolment numbers to sustain a part-time delivery of this programme during the previous validation cycle. While this trend is common for programmes of this nature, it is hoped that these figures will increase from 2025 with the part-time delivery option offered mostly online to expand accessibility for prospective students beyond the Dublin area.

The Master of Science in Human Resource Management as a qualification in its own right is highly likely to maintain its popularity, particularly with the proposed revisions to the programme. According to HEA (2023),⁵ programmes in the areas of Business, Administration, and Law remain the most popular among higher education students in Ireland.

It can be expected that international learners, especially from Asia, will constitute the majority of learners on the Master of Science in Human Resource Management every year, and that DBS should continue to offer the qualification until evidence emerges to indicate a decision is required to discontinue the programme. It is also acknowledged that the programme relies heavily on its student intake from Asia, creating a potential vulnerability due to its dependence on a single region.

In terms of admission requirements, the Master of Science in Human Resource Management is aimed at learners with any of the following entry qualifications:

- A minimum second-class second-division (2.2) honours bachelor's degree or Higher Diploma in a cognate area. Cognate subjects include HR, marketing, law, management or another related business discipline.
- A minimum second-class second-division (2.2) honours undergraduate bachelor degree or Higher Diploma in a non-cognate area plus 3–5 years' professional experience in a related field.
- Applicants who do not have a Level 8 qualification and who have at least 3 years' work experience may also be considered through the College's normal RPL procedures. Relevant professional experience will be taken into account and individuals will be assessed on a case-by-case basis through DBS RPL procedures.

Other Requirements:

International applicants whose first language is not English and who have not previously undertaken a degree taught in English must provide evidence of proficiency in English language equivalent to B2+ or above on the Common European Framework of Reference for Languages (CEFR). This must be evidenced through a recognised English Language test such as IELTS, Cambridge Certificate, PTA or DBS English Assessment. Test certificates should be dated within the last two years to be considered valid.

⁵ HEA (2023) *Graduate Outcomes*. Available at: <https://hea.ie/statistics/graduate-outcomes/>

An interview and/or GMAT examination may be required for RPL applicants who do not hold a primary undergraduate honours bachelor degree (Level 8) with a minimum of second class second division classification, or equivalent qualification.

See Section 4.2.1 for further information on entry requirements.

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

The teaching and learning modalities

The programme is delivered in full-time (1 year) and part-time (2 years) modes, and uses blended learning formats that include:

- On-site face-to-face classes
- Synchronous online sessions
- Asynchronous learning (self-directed only – not included in hours)
- Independent learning

Summary of specifications for teaching staff

Role	Profile	WTE
Lecturer	Lecturing staff will have a minimum of a level 9 postgraduate diploma or Master's Degree in a relevant HR or other business discipline with relevant and significant industry experience and/or a PhD.	10
Lecturer	Employment Law module - Lecturing staff will have a minimum of a level 9 postgraduate diploma or master's degree in a relevant HR, Law or other business discipline with relevant and significant industry experience and/or PhD.	1

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:75
Classroom session (Strategic Performance Management)	1:60
Workshops	1:75
Practical sessions	1:75
Online Class (live)	1:75

Panel Commentary on programme outline and staffing:

The panel recognises the coherent and strategically aligned design of the Master of Science in Human Resource Management (HRM) and its embedded exit awards. The programme offers a well-sequenced and comprehensive structure that enables learners to develop both the theoretical foundations and applied skills necessary for effective human resource practice at senior and strategic levels.

The curriculum is developed upon contemporary HRM theory and informed by professional standards, notably the CIPD Profession Map (2023). It integrates key areas such as strategic talent management, strategic people analytics and strategic planning. The inclusion of a capstone dissertation ensures that learners synthesise and apply their learning through independent, evidence-based research.

The dual delivery modes (full-time and part-time) provide flexibility and widen participation among diverse learner cohorts, including recent graduates, career changers, and experienced professionals seeking to enhance their strategic HR capability. The programme’s design reflects current and emerging needs in the HR field, with a clear focus on inclusion, and digital transformation in the workplace.

The panel commends the teaching team for their academic expertise, professional credibility, and commitment to reflective practice. Staff bring a balanced combination of academic rigour and industry experience, ensuring that learners engage with relevant, practice-oriented content. The panel also notes the strength of collaborative culture within the team and the effectiveness of institutional mechanisms for quality assurance, peer review, and ongoing professional development.

Institutional supports are robust. DBS provides continuous opportunities for staff engagement with teaching and learning enhancement initiatives, including mentoring, peer observation, and the *SLATE2* framework for inclusive and digital pedagogy. The panel also acknowledges the school’s commitment to diversity, equity, and inclusion across its staffing and learner community, ensuring a representative and supportive learning environment.

The panel is satisfied that staffing levels are appropriate to support the proposed 1:75 staff–learner ratio, and that the academic and administrative infrastructure in place is sufficient to maintain quality as the programme expands. Continued monitoring of staff workload and learner feedback is encouraged to ensure that this balance is sustained as enrolment grows.

Advisory recommendations from this evaluation are outlined in Part 2 of this report.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24393	Master of Science in Human Resource Management	Aug 2026
PG24394	Postgraduate Diploma in Science in Human Resource Management	Aug 2026
PG24395	Certificate in Human Resource Management	Aug 2026

Section I. Other noteworthy features of the application

The panel finds that the MSc in Human Resource Management (HRM) and its embedded exit awards demonstrate clear alignment with professional, academic, and industry standards. The programme is fully accredited by the Chartered Institute of Personnel and Development (CIPD) and has been designed in accordance with the CIPD Profession Map (2023). This alignment ensures that learners graduate with both the theoretical insight and professional competencies required for strategic roles in human resource management and people leadership.

The panel commends the Academic Team for:

A robust and well-articulated defence of the MSc in Human Resource Management. The panel recognises the significant work undertaken by the DBS team and commends their expertise and professionalism in preparing comprehensive documentation.

Developing practical skills and decision-making in an innovative environment such as the inclusion of the HR simulation.

The use of group work and the balance of theory and practice.

The structured approach to broadening the research components across several semesters, ensuring progressive development of research skills.

Flexible delivery through full-time and part-time blended modes enhances accessibility and supports diverse learner pathways, including those returning to study or combining work and learning.

The panel commends the academic and professional expertise of the programme and teaching team and the school's commitment. Institutional emphasis on diversity, equity, and inclusion is evident in both programme delivery and staffing composition, contributing to a supportive and representative learning environment.

Overall, the panel concludes that the MSc in Human Resource Management and its embedded awards represent a robust, professionally relevant, and well-governed suite of programmes. The revalidated programme is approved for delivery, and the panel commends DBS for its transparent engagement, constructive reflection, and demonstrable commitment to continuous improvement in the design and facilitation of its postgraduate provision.

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**

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider’s chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criteria.</p> <p>Based on the evidence presented in the revalidation documentation and through comprehensive engagement with the provider during the evaluation process, the panel confirms that Dublin Business School (DBS) is eligible to apply for validation of the Master of Science in Human Resource Management (90 ECTS, NFQ Level 9) and its embedded exit awards; the Postgraduate Diploma in Science in Human Resource Management (60 ECTS, NFQ Level 9) and the Postgraduate Certificate in Human Resource Management (30 ECTS, NFQ Level 9).</p> <p>The provider has demonstrated ongoing compliance with QQI’s Core Statutory Quality Assurance Guidelines and maintains a robust internal quality assurance system that effectively supports programme governance, delivery, and continuous enhancement. DBS operates within a clearly defined academic governance structure, ensuring that institutional oversight, faculty expertise, and professional accreditation requirements are coherently integrated.</p> <p>Based on the evidence provided and the panel’s professional judgement, Criterion 1 has been met in full.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	YES	As above

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

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme.</p> <p style="padding-left: 20px;">(i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's Policy and Criteria for Making Awards.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>f) The programme title and any embedded programme titles are</p> <p style="padding-left: 20px;">(i) Consistent with the title of the QQI award sought.</p> <p style="padding-left: 20px;">(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>g) For each programme and embedded programme</p> <p style="padding-left: 20px;">(i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.</p> <p style="padding-left: 20px;">(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>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.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The panel is satisfied that the MSc in Human Resource Management (HRM) and its embedded exit awards; the Postgraduate Diploma in Science in Human Resource Management (60 ECTS) and the Postgraduate Certificate in Human Resource Management (30 ECTS), meet the requirements of Criterion 2 in full.</p> <p>The programme aims and objectives are clearly defined, logically structured, and consistent with the programme's QQI Level 9 award standards. The documentation presents a clear rationale for the award type and title, which accurately reflects the academic and professional scope of the programme and its embedded awards.</p> <p>Programme and module learning outcomes are expressed with precision and are explicitly mapped to the CIPD Profession Map (2023), ensuring coherence with both national qualifications standards and international</p>

		<p>professional benchmarks. This alignment guarantees that learners who successfully complete the programme achieve the intended academic outcomes while also meeting the professional competencies required for CIPD accreditation.</p> <p>The programme titles are accurate, transparent, and fit for purpose, effectively communicating the academic level and professional orientation to prospective learners, employers, and other stakeholders.</p> <p>The minimum intended learning outcomes (MIPLOs) for each stage and module are clearly articulated and demonstrate appropriate progression across the award structure, supporting the development of both theoretical understanding and applied HRM capability.</p> <p>The relationship between programme and module outcomes is coherent and systematically supported by assessment strategies that are authentic, inclusive, and aligned with intended outcomes.</p> <p>Based on the evidence provided, and given the strength of the programme's documentation and professional alignment, the panel confirms that Criterion 2 has been met in full and that no recommendations are required.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above.
Certificate in Human Resource Management	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
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The MSc in Human Resource Management (HRM) and its embedded exit awards demonstrate a sound, well-informed, and professionally grounded concept, underpinned by clear alignment with national and international human resource management practice. The programme design reflects an informed understanding of the social, cultural, and organisational contexts within which HR professionals operate, ensuring graduates are prepared to meet complex, real-world workforce challenges.</p> <p>The development and implementation of the revised programme were shaped by extensive stakeholder consultation, including input from learners, graduates, faculty, employers, and members of the DBS Industry Advisory Board. The panel commends the provider for its</p>

		<p>structured approach to engagement, which has ensured that the revalidated programme remains responsive to both sectoral developments and professional body expectations, notably through alignment with the CIPD Profession Map (2023).</p> <p>Furthermore, the evidence from the learner and graduate panel discussions further supports the panel’s assessment of Criterion 3. Learners and graduates report high levels of satisfaction with the overall structure and relevance of the programme, with the majority indicating that modules meet or exceed expectations. Panel discussions highlighted the value of applied learning approaches, including case-based assessment, scenario analysis, and opportunities to connect theory with real-world HR practice. Taken together, this evidence supports the panel’s conclusion that the programme meets genuine education and training needs and is appropriately aligned with employment and professional objectives.</p> <p>The rationale for the programme and its intended learning outcomes is clear, consistent, and well evidenced. Documentation demonstrates learner demand, strong graduate employability outcomes, and employer support for the continued delivery of the programme. The panel was satisfied that appropriate mechanisms are in place to ensure the programme’s ongoing review and enhancement through internal QA processes, the DBS Alumni Working Group, and annual feedback cycles.</p> <p>The panel notes that further strengthening the mechanisms for gathering, analysing, and closing the loop on stakeholder feedback would reinforce these processes and enhance the responsiveness of future programme reviews.</p> <ul style="list-style-type: none"> ○ Recommendation 1: To employ mechanisms to increase stakeholder feedback and quality of that feedback. <p>Accordingly, the panel affirms that Criterion 3 has been met in full.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	YES	As above

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

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR⁶) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Msc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The MSc in Human Resource Management (HRM) and its embedded exit awards clearly set out appropriate and transparent access, transfer, and progression arrangements, consistent with QQI's Policy and Criteria for Access, Transfer and Progression (2015).</p> <p>The programme documentation outlines in detail the knowledge, skills, and competences expected of applicants and describes the typical learner profile, which includes both recent graduates and experienced professionals seeking to advance their HRM expertise. Admissions criteria are appropriate for Level 9 entry, requiring a prior Level 8 qualification or equivalent professional experience.</p>

⁶ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

		<p>DBS has well-established procedures for the recognition of prior learning (RPL), enabling access for applicants with significant professional or experiential learning in related fields. This approach reflects the institution's commitment to inclusion and lifelong learning, ensuring that learners from diverse academic and professional backgrounds can participate.</p> <p>Programme information is available in accessible formats through the DBS website and prospectus, setting out clear expectations for both applicants and learners. English-language proficiency requirements are specified and aligned with institutional and QQI standards.</p> <p>The panel confirms that progression routes are clearly articulated, allowing graduates to advance within professional HRM practice or to further postgraduate research opportunities. The embedded exit awards provide additional flexibility and clear pathways for learners who may wish to complete their studies at an intermediate stage.</p> <p>Based on the evidence provided and the panel's professional judgement, Criterion 4 has been met in full.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	YES	As above

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

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The MSc in Human Resource Management (HRM) and its embedded exit awards present a coherent, well-structured curriculum that is demonstrably oriented toward achieving the stated programme learning outcomes. The written curriculum is comprehensive, logically sequenced, and clearly aligned to the QQI Level 9 award standards and the CIPD Profession Map (2023).</p> <p>Each stage and module is designed to promote progressive knowledge acquisition, skills development, and critical reflection, enabling learners to integrate theoretical and practical dimensions of HRM. The documentation provides clear descriptions of programme aims, module purposes, learning outcomes, and assessment weightings, ensuring transparency for learners and staff alike.</p> <p>The programme provides appropriate flexibility through full-time and part-time modes, and the inclusion of embedded awards allows multiple progression and completion routes. The panel noted that workload, credit</p>

		<p>allocation, and duration are realistic and based on sound educational principles.</p> <p>The panel finds the curriculum to be coherent and well aligned with programme outcomes and notes opportunities to further enhance its scope and responsiveness. In this context, the panel has made the following recommendations to strengthen curricular depth, contemporary relevance, and learner choice;</p> <ul style="list-style-type: none"> ○ Recommendation 2: Show more prominence to dedicated topics such as Employee Relations, Rewards Management, Global Governance and Collective Organizations, and Climate Change within the relevant module(s) to strengthen coverage of core HR principles. ○ Recommendation 3: Ensure that AI-related knowledge, skills, and competencies are reflected within the programme/module learning outcomes, assessments, and marking criteria to align with current and emerging industry expectations. ○ Recommendation 4: Consider introducing elective modules to provide students with greater flexibility and choice, allowing them to tailor their learning to individual interests and career goals in view of increasing student numbers. ○ Recommendation 5: Invite industry experts and practitioners to contribute guest lectures or workshops on HR-specific topics to enhance the practical relevance and application of the curriculum. <p>Accordingly, the panel affirms that Criterion 5 has been met in full.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above

Certificate in Human Resource Management	YES	As above
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Criterion 6. **There are sufficient qualified and capable programme staff available to implement the programme as planned**

- a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.
- d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Programme	Satisfactory? (yes, no, partially)	Comment
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The panel confirms that Dublin Business School (DBS) has a sufficient complement of qualified and capable academic and professional staff to deliver the MSc in Human Resource Management (HRM) and its embedded exit awards effectively and sustainably.</p> <p>The staffing structure is clearly defined, precise, and consistent with the programme’s scope and purpose.</p> <p>The documentation details the academic qualifications, professional experience, and areas of expertise of each faculty member, demonstrating a strong balance between academic rigour and professional practice. This ensures that learners are supported by staff with both theoretical grounding and real-world HRM experience.</p> <p>The programme is managed and delivered by a stable and experienced team within the School of Business and Law, supported by institutional structures that include Programme Leaders, Academic Directors, and a dedicated HRM teaching faculty. The staff-to-learner ratio is appropriate for the cohort size and delivery modes,</p>

		<p>and the panel noted that arrangements are in place to scale delivery in line with approved enrolment projections.</p> <p>DBS has established policies for staff recruitment, performance management, and professional development, ensuring that academic quality and teaching capability are continuously maintained. Opportunities for ongoing professional learning are provided through the institutional SLATE2 framework, peer observation, and engagement with professional bodies such as the CIPD.</p> <p>The panel was satisfied that the provider's arrangements for staffing management, review, and development are robust and consistent with QQI expectations.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	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
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The panel confirms that Dublin Business School (DBS) has in place sufficient, high-quality physical and digital resources to support the effective delivery of the <i>MSc in Human Resource Management</i> and its embedded exit awards.</p> <p>The documentation clearly specifies the programme’s resource requirements and demonstrates that they are consistent, sustainable, and fully aligned with learner numbers, delivery modes, and programme purpose. Teaching and learning are supported by modern, well-equipped campus facilities, including classrooms designed for interactive and group-based learning, and by dedicated study spaces that promote collaboration and independent learning.</p>

		<p>The programme's virtual learning environment (Moodle) provides a robust digital infrastructure that enables blended and flexible delivery, integrating access to Turnitin, Zoom, and an extensive suite of electronic library resources. Learners also benefit from access to CIPD-accredited digital content, journals, and case-study materials, ensuring alignment with international HRM standards.</p> <p>Technical and administrative supports are comprehensive, with clear mechanisms for resource maintenance, user support, and continuous improvement. The provider has confirmed access to all intellectual property, premises, and materials required for programme delivery.</p> <p>The five-year plan presented within the submission demonstrates sustainable capacity to maintain and, where necessary, expand these resources in line with projected enrolments.</p> <p>Based on the evidence presented, the panel is satisfied that the physical and digital infrastructure is fully adequate to support the programme's implementation and confirms that Criterion 7 has been met in full.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	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
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The panel confirms that the learning environment supporting the MSc in Human Resource Management and its embedded awards is well-designed, inclusive, and aligned with the intended programme learning outcomes. The physical, social, and digital learning environments together promote both academic excellence and professional readiness.</p> <p>The combination of classroom-based delivery, collaborative workshops, and virtual engagement through Moodle and Zoom provides a dynamic and flexible structure that supports active learning and professional dialogue. The programme culture encourages critical thinking, peer learning, and reflective practice, consistent with the ethos of HR as a people-centred discipline.</p> <p>Learners benefit from structured interaction with faculty, peers, and practitioners through tutorials, group projects, and the HR simulation exercise. The availability of academic and pastoral supports, including the peer-mentoring initiative, library and writing centre, ensures that learners are well supported throughout their studies.</p> <p>The panel recognises that the current environment already provides strong opportunities for interaction and applied learning. To further enhance this, the panel offers the following recommendation:</p> <ul style="list-style-type: none"> ○ Recommendation 6 – Alumni Involvement: Engage the Alumni Working Group (AWG) to support and expand the Peer Mentor Programme. <p>This recommendation will strengthen the authenticity, connectivity, and professional engagement of the learning</p>

		<p>environment, further aligning it with best practice in postgraduate HRM education.</p> <p>The panel concludes that Criterion 8 has been met.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	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
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QOI validation criterion.</p> <p>The panel confirms that the teaching and learning strategies of the MSc in Human Resource Management are robust, well-structured, and aligned with the intended programme and module learning outcomes. The teaching philosophy reflects a clear emphasis on applied, reflective, and research-informed learning, consistent with Level 9 expectations.</p> <p>Teaching methods are varied and inclusive, integrating lectures, seminars, workshops, peer learning, and guided research. This multimodal approach ensures that learners can engage with content in ways that reflect diverse learning preferences and professional contexts. The balance between individual and group assessments is well considered and promotes both independence and collaboration.</p> <p>The programme provides a structured framework of supervision and monitoring, ensuring learners are supported to achieve the minimum intended learning outcomes efficiently and effectively. Learners benefit from individualised academic supervision, formative feedback, and access to dedicated supports through the Student Experience Team, Learning Support Unit, and Library Services.</p> <p>The panel affirms that these strategies are pedagogically sound, promote reflective professional practice, and prepare graduates for complex HR leadership roles. Based on the evidence presented, the panel concludes that Criterion 9 has been met in full.</p>

Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	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
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The panel confirms that the assessment strategy for the MSc in Human Resource Management is comprehensive, transparent, and clearly aligned with the intended programme and module learning outcomes. The assessment framework supports valid, reliable, and equitable evaluation of learner achievement across all stages of the programme.</p> <p>The assessment strategy demonstrates a strong commitment to authentic learning, providing learners with opportunities to apply theory to practice through simulations, case studies, group work, and research-based assessments.</p> <p>Assessment instruments are well designed to measure both theoretical understanding and practical competence. The balance between individual and collaborative tasks supports both independent scholarship and professional teamwork. Formative assessment is used consistently to</p>

		<p>provide timely feedback and guide learner development, while summative assessment is moderated and reviewed in accordance with DBS's QOI-approved quality assurance procedures.</p> <p>The panel affirms that moderation practices, second marking, and the use of Turnitin for originality checking collectively uphold academic integrity and fairness. Assessment documentation is detailed, with marking criteria and feedback mechanisms clearly outlined for learners and assessors.</p> <p>To further enhance the programme's responsiveness to evolving practice, the panel makes the following recommendation:</p> <ul style="list-style-type: none"> ○ Recommendation 7: Develop Industry partnerships (Domestic and International) to identify authentic industry challenges that can be used in the Dissertation. <p>This recommendation will further strengthen the programme's assessment strategy, ensuring it remains contemporary, industry-aligned, and reflective of future HRM practice.</p> <p>The panel concludes that Criterion 10 has been met in full.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	YES	As above

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

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme’s learners will be well cared for and safe while participating in the programme, (e.g. while at the provider’s premises or those of any collaborators involved in provision, the programme’s locations of provision including any workplace locations or practice-placement locations).</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The panel confirms that the MSc in Human Resource Management provides comprehensive and accessible supports that ensure learners are well informed, guided, and cared for throughout their studies.</p> <p>Learners receive timely and transparent communication regarding the structure, schedule, and assessment expectations of the programme. Programme-specific information, including assessment timelines, appeals, and complaints procedures, is clearly outlined through programme handbooks, the Moodle virtual learning environment, and orientation sessions.</p> <p>The panel acknowledges DBS’s strong culture of learner support and its commitment to diversity, equity, and inclusion. Supports are well established for learners with additional educational needs, including reasonable accommodations for disabilities and access to tailored</p>

		<p>learning supports through the Student Experience Team and SESU Team. The institution's adherence to the Code of Practice for the Provision of Programmes to International Students ensures that international learners are provided with appropriate induction, English language, and cultural support to participate successfully in the programme.</p> <p>The programme also recognises the variability of learner experience and maturity, providing structured academic supervision, regular formative feedback, and peer mentoring opportunities. The panel particularly notes the emphasis on pastoral care, academic development, and supervised guidance in the dissertation process, ensuring that each learner is supported to succeed.</p> <p>The panel highlights the institution's ongoing efforts to foster a sense of belonging and professional identity among HRM learners through initiatives such as the Alumni Working Group and Peer Mentor Programme, which contribute to continuity of support and professional networking beyond graduation.</p> <p>The panel concludes that Criterion 11 has been met in full.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	YES	As above

Criterion 12. **The programme is well managed**

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.</p> <p>e) Quality assurance is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Human Resource Management (HRM)	YES	<p>The panel has thoroughly assessed the programme against the QQI validation criterion.</p> <p>The panel confirms that the MSc in Human Resource Management is well managed, coherently structured, and supported by effective quality assurance systems that interface seamlessly with DBS's institution-wide governance and QQI-approved QA procedures.</p> <p>Programme management structures are clearly defined and demonstrate effective oversight and accountability. The role of the Programme Director, Programme Level Manager (PLM), and Faculty Manager ensures that quality assurance, assessment integrity, and learner experience remain at the centre of programme delivery. Regular Programme Board meetings, External Examiner feedback, and annual monitoring reviews provide continuous oversight and inform quality enhancement activities.</p> <p>Quality assurance is embedded at every stage of the programme lifecycle, from admissions and assessment</p>

		<p>through to external moderation and review. The programme operates in accordance with the DBS Quality Assurance Handbook (QAH), which is fully aligned with QQI's Core Statutory QA Guidelines and Policy and Criteria for the Validation of Programmes of Education and Training.</p> <p>The panel is satisfied that programme-specific QA mechanisms, including procedures for staff recruitment, physical resource management, and assessment moderation, are robust and consistently applied.</p> <p>The provider's QA system demonstrates a commitment to continuous improvement through structured feedback loops involving learners, staff, and external stakeholders. Evidence from the revalidation process reflects a culture of reflective practice, collaboration, and responsiveness to stakeholder feedback, ensuring that the programme remains current, relevant, and of a high standard.</p> <p>The panel notes that completion and progression data are systematically monitored, providing valuable insight into learner outcomes and programme performance. Any issues identified are addressed through formal review processes to support ongoing enhancement.</p> <p>Based on the evidence presented, the panel concludes that Criterion 12 has been met in full, and that the programme is underpinned by sound management, transparent governance, and a mature QA culture that ensures continued compliance with QQI expectations.</p>
Postgraduate Diploma in Science in Human Resource Management	YES	As above
Certificate in Human Resource Management	YES	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

The panel recommends a finding of Satisfactory, confirming that QQI can be satisfied the MSc in Human Resource Management (HRM) and its embedded exit awards meet the requirements of Section 2.3 of the *Core Policies and Criteria for the Validation of Programmes of Education and Training*.

The panel is satisfied that the revalidated programme:

- Demonstrates strong alignment with QQI Level 9 standards and the CIPD Profession Map (2023);
- Reflects a robust, evidence-based review process informed by meaningful stakeholder engagement;
- Operates within a comprehensive institutional QA framework, ensuring consistent enhancement and compliance; and
- Is supported by a highly qualified academic team committed to inclusive, practice-oriented, and reflective teaching and learning.

The panel further notes that no conditions are attached to this recommendation, reflecting confidence in the programme's quality, coherence, and readiness for continued delivery and professional accreditation.

Commendations

The panel commends the Academic Team for:

1. **Robust Defence and Professionalism**

A robust and well-articulated defence of the MSc in Human Resource Management. The panel recognises the significant work undertaken by the DBS team and commends their expertise and professionalism in preparing comprehensive documentation.

2. **Innovation and Practical Skill Development**

Developing practical skills and decision-making in an innovative environment such as the inclusion of the HR simulation.

3. **Integration of Theory and Practice**

The use of group work and the balance of theory and practice.

4. Progressive Research Development

The structured approach to broadening the research components across several semesters, ensuring progressive development of research skills.

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

N/A

3.2 Embedded programmes:

Select one	
<input checked="" type="checkbox"/>	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;
<input type="checkbox"/>	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);
<input type="checkbox"/>	Not satisfactory.

Reasons for the overall recommendation

1. As Principal Programme

Commendations

Section J. As Principal Programme

Special Conditions of Validation (directive and with timescale for compliance) – N/A

3.3 Summary of recommendations to the provider (in order of presentation against Criteria)

Recommendations

The panel recommends the following:

1. **Feedback**
To employ mechanisms to increase stakeholder feedback and quality of that feedback.
2. **Curriculum Enhancement:**
Show more prominence to dedicated topics such as *Employee Relations, Rewards Management, Global Governance and Collective Organizations and Climate Change* within the relevant module(s) to strengthen coverage of core HR principles.
3. **AI Competency**
Ensure that AI-related knowledge, skills, and competencies are reflected within the programme/module learning outcomes, assessments, and marking criteria to align with current and emerging industry expectations.
4. **Elective Options:**
Consider introducing elective modules to provide students with greater flexibility and choice, allowing them to tailor their learning to individual interests and career goals in view of increasing student numbers.
5. **Industry Engagement:**
Invite industry experts and practitioners to contribute guest lectures or workshops on HR-specific topics to enhance the practical relevance and application of the curriculum.
6. **Alumni Involvement:**
Engage the Alumni Working Group (AWG) to support and expand the Peer Mentor Programme.
7. **Industry Engagement:**
Develop Industry partnerships (Domestic and International) to identify authentic industry challenges that can be used in the Dissertation.

3.4 Declarations of Evaluators' Interests

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

Panel chairperson: Prof. Paul Stynes

Date: 2nd March 2026

Signed:

A handwritten signature in black ink that reads "Paul Stynes". The signature is written in a cursive style and is positioned above the "Signed:" label.

3.5 Disclaimer

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

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

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

1B.5a Proposed Programme Schedule(s) - Full-Time															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Master of Science in Human Resource Management					QQI Award Title		Master of Science in Human Resource Management			ECTS		90	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)				Postgraduate Diploma in Science in Human Resource Management					Stage ECTS		60	
							Certificate in Human Resource Management							30	
Programme Delivery Mode - <i>✓ one as appropriate.</i>		On-site Face-to-Face			Blended			Online			Workplace Learning				
					✓										
Teaching and Learning Modalities - <i>✓ one or more as appropriate.</i>		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based			
		✓			✓		✓								
Assessment Techniques Utilised in Stage - <i>✓ one or more as appropriate.</i>		Continuous Assessment		*Invigilated Exam – in person Proctored Exam – online					Project		Practical Skills Demonstration		Work Based		
		✓		✓					✓						
Modules in this stage (add rows as required)															
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>						
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous***	Asynchronous	Independent Learning	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Applied Diversity, Equity, and Inclusion	1	M	5	125	24	0		101	100%						

Strategic Talent Management and Organisational Dynamics	1	M	10	250	24	24		202	100%					
Employment Law	1	M	5	125	24	0		101	30%	70%				
Strategic People Analytics and Workforce Insights	1	M	10	250	24	24		202	100%					
Research Methods 1	1	M	5	125	24	0		101	100%					
<i>Graduate Work Readiness - Bronze Award**</i>	1	M	N/A	N/A	N/A	N/A		9						
Reinventing Performance Management	2	M	10	250	24	24		202	100%					
Dynamic Leadership Development	2	M	5	125	24	0		101	100%					
Strategic Planning and Management	2	M	5	125	24	0		101	100%					
Contemporary Issues and Future Trends in HRM	2	M	5	125	24	0		101	100%					
Research Methods 2	2	M	5	125	24	0		101	100%					
<i>Graduate Work Readiness - Silver Award**</i>	2	M	N/A	N/A	N/A	N/A		9						
<i>Graduate Work Readiness - Gold Award**</i>	2	M	N/A	N/A	N/A	N/A		9						
Dissertation	3	M	25	625		6		619				100%		

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

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

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

Master of Science in Human Resource Management - Part-Time

1B.5b Proposed Programme Schedule(s) - Part-Time														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Master of Science in Human Resource Management				QQJ Award Title		Master of Science in Human Resource Management				ECTS		90
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Human Resource Management				Stage ECTS		60		
						Certificate in Human Resource Management						30		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning			
					✓									
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based		
		✓			✓		✓							
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		*Invigilated Exam – in person				Project		Practical Skills Demonstration		Work Based		
		✓		Proctored Exam – online				✓						
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***	Asynchronous	Independent Learning	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %

Applied Diversity, Equity, and Inclusion	1	M	5	125	6	12		107	100%					
Strategic Talent Management and Organisational Dynamics	1	M	10	250	12	24		214	100%					
Employment Law	1	M	5	125	6	12		107	30%	70%				
<i>Graduate Work Readiness - Bronze Award**</i>	<i>1</i>	<i>M</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>		<i>9</i>						
Strategic People Analytics and Workforce Insights	2	M	10	250	12	24		214	100%					
Research Methods 1	2	M	5	125	6	12		107	100%					
Reinventing Performance Management	2	M	10	250	12	24		214	100%					
<i>Graduate Work Readiness - Silver Award**</i>	<i>2</i>	<i>M</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>		<i>9</i>						
<i>Graduate Work Readiness - Gold Award**</i>	<i>2</i>	<i>M</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>		<i>9</i>						
Dynamic Leadership Development	3	M	5	125	6	12		107	100%					
Strategic Planning and Management	3	M	5	125	6	12		107	100%					
Contemporary Issues and Future Trends in HRM	3	M	5	125	4.5	13.5		107	100%					
Research Methods 2	3	M	5	125	4.5	13.5		107	100%					
Dissertation	4	M	25	625		6		619				100%		

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

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

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

Postgraduate Diploma in Human Resource Management - Full-Time

1B.5c Proposed Programme Schedule(s) - Full-Time															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Postgraduate Diploma in Human Resource Management				QQI Award Title		Postgraduate Diploma in Human Resource Management				ECTS		60	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Human Resource Management						Stage ECTS		60	
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning				
					✓										
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based			
		✓			✓		✓								
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment			*Invigilated Exam – in person Proctored Exam – online				Project		Practical Skills Demonstration		Work Based		
		✓			✓										
Modules in this stage (add rows as required)															
Total Student Effort Module (hours)									Assessment – Allocation of Marks (from the module assessment strategy)						
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous***	Asynchronous	Independent Learning	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Applied Diversity, Equity, and Inclusion	1	M	5	125	24	0		101	100%						

Strategic Talent Management and Organisational Dynamics	1	M	10	250	24	24		202	100%					
Employment Law	1	M	5	125	24	0		101	30%	70%				
Strategic People Analytics and Workforce Insights	1	M	10	250	24	24		202	100%					
Research Methods 1	1	M	5	125	24	0		101	100%					
<i>Graduate Work Readiness - Bronze Award**</i>	1	M	N/A	N/A	N/A	N/A		9						
Reinventing Performance Management	2	M	10	250	24	24		202	100%					
Dynamic Leadership Development	2	M	5	125	24	0		101	100%					
Strategic Planning and Management	2	M	5	125	24	0		101	100%					
Contemporary Issues and Future Trends in HRM	2	M	5	125	24	0		101	100%					
<i>Graduate Work Readiness - Silver Award**</i>	2	M	N/A	N/A	N/A	N/A		9						
<i>Graduate Work Readiness - Gold Award**</i>	2	M	N/A	N/A	N/A	N/A		9						

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

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

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

Postgraduate Diploma in Human Resource Management - Part-Time

1B.5d Proposed Programme Schedule(s) - Part-Time															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Postgraduate Diploma in Human Resource Management				QQI Award Title		Postgraduate Diploma in Human Resource Management				ECTS		60	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)				Postgraduate Diploma in Human Resource Management				Stage ECTS		60		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning				
					✓										
Teaching and Learning Modalities - ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based			
		✓			✓		✓								
Assessment Techniques Utilised in Stage - ✓ one or more as appropriate.		Continuous Assessment		*Invigilated Exam – in person				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***	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Applied Diversity, Equity, and Inclusion	1	M	5	125	6	12		100	100%						

Strategic Talent Management and Organisational Dynamics	1	M	10	250	12	24		214	100%					
Employment Law	1	M	5	125	6	12		107	30%	70%				
<i>Graduate Work Readiness - Bronze Award**</i>	1	M	N/A	N/A	N/A	N/A		9						
Strategic People Analytics and Workforce Insights	2	M	10	250	12	24		214	100%					
Research Methods 1	2	M	5	125	6	12		107	100%					
Reinventing Performance Management	2	M	10	250	12	24		214	100%					
<i>Graduate Work Readiness - Silver Award**</i>	2	M	N/A	N/A	N/A	N/A		9						
<i>Graduate Work Readiness - Gold Award**</i>	2	M	N/A	N/A	N/A	N/A		9						
Dynamic Leadership Development	3	M	5	125	6	12		107	100%					
Strategic Planning and Management	3	M	5	125	6	12		107	100%					
Contemporary Issues and Future Trends in HRM	3	M	5	125	4.5	13.5		107	100%					

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

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

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

Certificate in Human Resource Management - Full-Time

1B.5e Proposed Programme Schedule(s) - Full-Time															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Certificate in Human Resource Management				QQI Award Title		Certificate in Human Resource Management				ECTS		30	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Certificate in Human Resource Management						Stage ECTS		30	
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning				
					✓										
Teaching and Learning Modalities - ✓ one or more as appropriate.		On-site Face-to-Face		Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based				
		✓		✓		✓									
Assessment Techniques Utilised in Stage - ✓ one or more as appropriate.		Continuous Assessment		*Invigilated Exam – in person				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***	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Applied Diversity, Equity, and Inclusion	1	M	5	125	24	0		101	100%						

Strategic Talent Management and Organisational Dynamics	1	M	10	250	24	24		202	100%					
Employment Law	1	M	5	125	24	0		101	30%	70%				
Strategic People Analytics and Workforce Insights	1	M	10	250	24	24		202	100%					
<i>Graduate Work Readiness - Bronze Award**</i>	1	M	N/A	N/A	N/A	N/A		9						
<i>Graduate Work Readiness - Silver Award**</i>	1	M	N/A	N/A	N/A	N/A		9						
<i>Graduate Work Readiness - Gold Award**</i>	1	M	N/A	N/A	N/A	N/A		9						

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

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

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Certificate in Human Resource Management - Part-Time

1B.5e Proposed Programme Schedule(s) - Part-Time														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Certificate in Human Resource Management				QQI Award Title		Certificate in Human Resource Management				ECTS		30
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Certificate in Human Resource Management						Stage ECTS		30
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning			
					<input checked="" type="checkbox"/>									
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face		Synchronous Hybrid		Synchronous Online		Asynchronous		Work Based				
		✓		✓		✓								
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		*Invigilated Exam – in person Proctored Exam – online				Project		Practical Skills Demonstration		Work Based		
		✓		✓										
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks (from the module assessment strategy)					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous***	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Applied Diversity, Equity, and Inclusion	1	M	5	125	6	12		107	100%					
Strategic Talent Management and Organisational Dynamics	1	M	10	250	12	24		214	100%					
Employment Law	1	M	5	125	6	12		107	30%	70%				

<i>Graduate Work Readiness - Bronze Award**</i>	1	M	N/A	N/A	N/A	N/A		9						
Strategic People Analytics and Workforce Insights	2	M	10	250	12	24		214	100%					
<i>Graduate Work Readiness - Silver Award**</i>	2	M	N/A	N/A	N/A	N/A		9						
<i>Graduate Work Readiness - Gold Award**</i>	2	M	N/A	N/A	N/A	N/A		9						

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

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

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