

Independent Panel Report on a Provider's Programme Review

Provider	DBS
Programme(s) Reviewed	MSc in Marketing

Independent Panel Members

Name	Role on Panel	Affiliation
Dr Richard Hayes	Chair	VP Strategy, SESU, Waterford
Dr Stephen Murphy	Subject matter expert	Associate Professor Trinity College Business School; Associate Director MSc in Marketing Programme
Giovanni Bordone	Subject matter expert	Lecturer in Marketing and Management, London Metropolitan University
David Deeley	Industry Representative	Insights Manager, Kerry Taste & Nutrition
Rumbidzai Gandiwa	Learner Representative	Ph.D. candidate in marketing, MTU, Cork
Mary Jennings	Report Writer	Independent Consultant

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

Part 1. Introduction

The MSc in Marketing (Level 9) (90 ECTS) is being reviewed for revalidation with the embedded Postgraduate Diploma in Science in Marketing (Level 9) (60 ECTS) as required by QQI.

A Master of Science in Marketing has been offered by Dublin Business School since 2009, originally jointly validated by Liverpool John Moores University and the Higher Education and Training Awards (HETAC) Council and revalidated in 2013 under QQI, HETAC's Successor.

A multi-staged and multi-faceted review was undertaken for the programme. The Programme Team, at team meetings, initially gave insight into how individual team members saw the programme going forward. Over time, lecturers collaborated with the Academic Director, Assistant Academic Director and Programme Level Manager to forge a common approach reflecting the changes agreed in terms of refining the course offering. Internally, numerous meetings between various departments in DBS explored the issues associated with proposed changes in curriculum design. The ongoing use and development of asynchronous content was considered as was how the use of online delivery versus face-to-face delivery would be set.

In parallel, industry feedback was developed by creating a survey which was drawn up to encourage marketing practitioners to ask specific questions in relation to the relevance of proposed changes and how they perceived the developments being considered. The results added momentum to many of the changes being deliberated upon.

Feedback from learners was added as a central source from which conclusions were drawn on a range of issues, including delivery design, module design and curriculum and assessment design.

Finally, a thorough review of the existing programmes on offer in similar courses in Ireland and the UK was conducted in order to establish how DBS compares in terms of programme design.

The panel engaged with the DBS team at the review on the overall process and outcome in more detail as outlined in this section of the report.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Review	Programme Review Report (Appendix 11)
2.	Programme document	Programme Document
3.	Terms of Reference	Terms of Reference for Programme Review
4.	Fund arrangement	PEL Fund Arrangement
5.	Cover letter	DBS PEL Cover Letter
6.	Legal document	DBS Deed of Guarantee
7.	Legal document	PEL Fund Arrangements
8.	Supporting documentation	Learner feedback
9.	Supporting documentation	Report Format QQI
10.	Supporting documentation	External Examiner Reports
11.	Supporting documentation	Exam papers
12.	Supporting documentation	Enrolment progression graduate data
13.	Supporting documentation	Board of Studies
14.	Supporting documentation	Attendance data
15.	Supporting documentation	Programme Self-Evaluation
16.	Supporting documentation	Industry Forum Personnel
17.	Supporting documentation	Certificate of Validation
18.	Supporting documentation	Self-evaluation: DBS on MSc Marketing
19.	Supporting documentation	Appendix 1 IER MSc 2019
20.	Supporting documentation	Appendix 2 Programme Review
21.	Supporting documentation	Appendix 3 DBS Response to IER 2019
22.	Supporting documentation	Appendix 4 Panel Response to DBS Response 2019
23.	Supporting documentation	Appendix 5 Programme Team
24.	Supporting documentation	Appendix 6 Modules & Assessment
25.	Supporting documentation	Appendix 7 Industry Research
26.	Supporting documentation	Appendix 8 Teaching and Learning Strategy
27.	Supporting documentation	Appendix 10 Placement Handbook
28.	Supporting documentation	Appendix 12 Marketing Programme Handbook

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Andrew Conlan-Trant	outgoing DBS President
2.	Tim Bicknell	new DBS President
3.	Darragh Breathnach	Registrar and Director of Campus Operations
4.	Lori Johnston	Academic Dean
5.	Rita Day	Academic Director, Business, Marketing and Law programmes
6.	Declan Scully	Assistant Academic Director, Marketing programmes
7.	Emma Balfe	Head of Teaching Delivery & Content Production
8.	Francisca Knight	Head of Academic Operations
9.	Nicholas Kelly	Faculty Manager, Business, Marketing and law

10.	Sarah Sharkey	Senior Learner Support and Retention Officer
11.	Seamus Coogan	Content Development and Relationship Manager
12.	Shane Mooney	Head of Student Services
13.	Tanya Balfe	Admissions Manager
14.	Trevor Haugh	Head of Academic Information and Resource Hub (Library)
15.	Amy Cannon	Lecturer
16.	Andrew Browne	Dissertation Coordinator
17.	Brenda Muldowney	Programme Level Manager
18.	Jacklyn Tully	Lecturer
19.	John Noble	Lecturer
20.	Joy Mulkerrins	Lecturer
21.	Mary Nolan	Placement Coordinator
22.	Naomi Kendal	Lecturer
23.	Shakeel Siddiqui	Lecturer
24.	Shaun Hayden	Lecturer
25.	Amy Hayes	Academic Programmes Manager
26.	Grant Goodwin	Assistant Registrar
27.	Sweta Charterjee	Learner
28.	Yashank Mohandas Suvarna	Learner
29.	Aanas Chinnappan	Learner
30.	Muthuvel Kurananidhi	Learner
31.	Alessandro di Poce	Graduate

2.3 Description of evaluation process

The panel reviewed the documents provided by DBS in advance of the meeting with the DBS team. The panel discussed all the elements of the review process with the team at the meeting as outlined in this section of the report. The findings are outlined in Part 3 of the report.

Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence.

References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management.

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

Commentary:

The Terms of Reference (TOR) were set by QQI as follows:

These terms of reference apply to the Level 9 (90 ECTS) *Master of Science in Marketing*, and the embedded Exit award, the Level 9 (60 ECTS) *Postgraduate Diploma in Science in Marketing* programme offered by DBS, which are due for Programme Review in 2024.

Programme approval is required from 1st September 2024. This review is being brought forward early to facilitate the broader review schedule for the suite of programmes under review in 2024, and to enable updating the programme design in light of developments in content and teaching and learning strategies since the original validation.

The programme is due for review under the Quality and Qualifications Ireland (QQI) requirement for periodic monitoring and review, and also to conform with QQI policies published since the last validation of the programme, including QQI *Core Policies and Criteria for the Validation of Programmes of Education and Training* (QQI, 2016), *Core Statutory Quality Assurance (QA) Guidelines* (QQI, 2016) and in accordance with the QQI *Programme Review Manual 2018*.

As detailed in QQI's *Core Statutory Quality Assurance (QA) Guidelines* (pp 11–12) and the *Programme Review Manual 2022*, programme monitoring, and review is taken as an opportunity to:

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

The QQI *Programme Review Manual 2022* states that the specific objectives of a Programme Review are to evaluate the programme as implemented in light of the provider's experience of providing the programme over the previous five years with a view to determining:

1. What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
2. What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?

3. What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?
4. What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
5. Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses the explicit learning needs of target learners and society?
6. What other modifications need to be made to the programme and its awards to improve or reorient it?
7. Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
8. Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
9. What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?
10. What changes need to be made to related policies, criteria and procedures (including QA procedures)?

To establish the above, the programme will be reviewed against the validation criteria, which includes appraisal and analysis of:

- Programme aims and objectives;
- The quality systems and processes in place to successfully deliver and monitor the programmes;
- The views of teaching staff, past and current learners, administrative staff servicing the programme, views of other staff that have any association with the programme or those involved with/on the programme;
- An analysis of the strengths and weaknesses of the programmes;
- The identification of potential opportunities and threats, together with the possible actions to be taken;
- An analysis of the success of the programme to date, learner registrations, learner throughput, project cost savings, assessment results and completion rates;
- The current resources available for the delivery of the programmes;
- Feedback from all stakeholders including graduates, current learners, learners who have withdrawn from the programme, tutors, external examiners, administration staff and additional external stakeholders;
- Employment/advancement opportunities for learners;
- The teaching, assessment and learning strategy employed for the delivery of this suite of programmes;
- The assessment strategy for each individual programme;
- Research and relevant consultancy and project work undertaken by the programme team;
- Links with employers, industry, professions, the business and wider community;
- All programme content included in the programme(s).

The following will also be included in the Self-Evaluation Report:

- Draft programme schedules, incorporating the proposed changes;
- Detail of programme changes proposed and the rationale for same;
- Programme improvement plan.

The panel noted that the TOR had been followed in the review undertaken by DBS. Further discussion on the review process was held with the DBS team at the session held online on 29th February 2024.

Recommendations:

N/A

Section B. Provider Information and Programme Context

Commentary:

The MSc in Marketing (Level 9) (90 ECTS) is being reviewed for revalidation with the embedded Postgraduate Diploma in Science in Marketing (Level 9) (60 ECTS). This has proved to be a successful programme over recent years in terms of consistent enrolment numbers despite the onset of the Global Pandemic. This revalidation process has given DBS the opportunity to revisit the programme in its entirety and to question its currency in light of the multiple and complex changes taking place in the field of Marketing.

The Programme Review document provided comprehensive information on the provider and the context for the programme. This included the aims and objectives of the programme, details on the target audience, information on the roles and background of faculty involved and the range of facilities available in the Dublin campus. It also provided as information on how the programme is managed and the quality assurance system used.

It was clear to the panel that DBS had undertaken a thorough review of the programme as it operated over the past 5 years. The documentation provided to the panel was of a high standard and the team actively engaged with the panel at the review session.

Recommendations:

N/A

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:

DBS provided comprehensive baseline qualitative and quantitative data on the programme in relation to the above topics.

In discussion with the team at the review, it was stated that a comparative review of similar programmes had been undertaken in Ireland and further afield as well as an extensive review of the reports on skills gaps analysis undertaken by government agencies in Ireland. This review indicated that there continued to be a need for this type of programme at Level 9. The addition of a module on finance and the offer of a work placement provides a clear differentiation for the proposed programme from similar offers in institutes of higher education in Ireland.

DBS told the panel that the data showed that applications for enrolment continue to be strong, providing evidence for learner demand for the programme.

It was noted that statistics on exam rates are in line with sectoral averages. It was further stated that all academic outcomes are kept under review by DBS and reported on to the Academic Council and Governance Board in line with its QA procedures.

Recommendations:

N/A

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:

No specific commentary was made on this section. The panel is satisfied that the topics were robustly reviewed and fed into the revisions proposed.

Recommendations:

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

DBS had undertaken extensive consultation with learners, both those on the existing programme and graduates of the programme. This included surveys with learners and a review of graduate destinations which indicated that there are opportunities for employment across different sectors of the economy. It was stated that, in general, existing learners are satisfied with the current programme.

It was noted that the proposed Placement option for Module 10, instead of a Dissertation Research Project was considered to be attractive for many learners and has been incorporated into the proposed programme.

Recommendations:

N/A

Evaluation of the programme by Staff

Commentary:

It was clear to the panel that faculty and support staff had been extensively involved in the review of the programme over the past year or more. Regular meetings were held to review the outcome of consultations with industry, with learners, with internal staff as well as reviews of comparator research and data points. The team worked cohesively to prepare a common strategy with specific considerations to be facilitated in terms of curriculum design and planning, assessment strategy for specific modules.

This led to the proposed changes to the programme, including the addition of a new module on finance, the introduction of a placement option as well as changes and updating of other modules.

Recommendations:

N/A

External Examiner Feedback

Commentary:

External Examiners had been consulted as part of the review. External Examiners reports were provided as part of the documents supplied to the panel.

Recommendations:

N/A

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

N/A

Recommendations:

N/A

Quality Assurance Systems and Processes

Commentary:

DBS outlined the robust QA process in place for programme review. Proposals for change to a programme that have gone through an internal QA process involving faculty, academic operations and admissions offices. Once ready, proposals are presented to the Academic Council for review and agreement. The Executive Board, with delegated authority from the Governance Board, then receive and approve proposed programme revisions. The panel is satisfied that sufficient oversight had been provided for the programme under review.

Recommendations:

N/A

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

Commentary:

N/A

Recommendations

Section F. Summary Analysis of the programme

Commentary:

The panel is satisfied that the programme has been thoroughly reviewed. Sufficient consultation with stakeholders had been undertaken to inform the decision to continue the programme. It has clear objectives and learning outcomes. It continues to meet educational needs to produce graduates with the skills necessary to work as marketers in the sector. The revisions proposed are appropriate.

The addition of a module on finance is welcome as it enhances the skills of graduates. The placement option which learners may choose instead of a final dissertation provides greater options for learners and useful experience in the sector. These two options differentiate the programme offering a clear proposition to prospective learners.

Recommendations:

N/A

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:

From the review process, it was decided by the Academic team to introduce a 'Finance for Marketers' module to address a perceived deficiency in content delivered in many institutions in Ireland and the UK identified in looking at comparator third level institutions. Modules such as Consumer Behaviour and Neuromarketing and the Sustainable Marketing Practices modules are to be updated, so as to give a refreshed perspective on key developments pertaining to Marketing whilst continuing to focus on the theory associated with these modules. See Criterion 5 for further comment on the modules, including module titles.

The introduction of the Placement Capstone option as an alternative to the dissertation is a key change being proposed following review. It was stated that this option is available to learners on the MSc in Digital Marketing and Data Analytics and had proved to be successful. DBS has clear processes in place to manage this option. Further comment is provided in relation to this in Criterion 8 below.

In terms of assessment, a key change has been to emphasise the importance of distributing group versus individual output and also to incorporate interviews/oral defences/presentations as a way to verify authenticity in a number of modules. The level of assessment proposed for the revised programme was discussed by the panel in detail at the review and further comment is made on this in Criterion 10 below. The panel is satisfied that the proposed revisions are appropriate.

Recommendations:

N/A

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 is satisfied that a thorough review of the programme had been undertaken by DBS, with involvement of all key stakeholders, a review of the qualitative and quantitative data relating to the programme which led to appropriate revisions to the proposed programme.

Section B. Recommendations on review process:

N/A

Section C. Commentary on programme revisions:

The panel is satisfied that that the revisions reflect the work undertaken by DBS in the course of the review and are appropriate.

Section D. Recommendations on programme revisions:



Signed: _____

Panel Chairperson:

Date: _22 March 2024_____



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

Part 1. Provider details

Provider name	DBS
Date of site visit	29 th February 2024
Date of report	23 March 2024

Section A. Overall recommendations

MSc in Marketing	Title	Master of Science in Marketing
	Award	Master of Science
	Credit	90 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Postgraduate Diploma in Marketing	Title	Postgraduate Diploma in Science in Marketing
	Award	Postgraduate Diploma
	Credit	60 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Section B. Expert Panel

Name	Role on Panel	Affiliation
Dr Richard Hayes	Chair	VP Strategy, SESU, Waterford
Dr Stephen Murphy	Subject matter expert	Associate Professor Trinity College Business School; Associate Director MSc in Marketing Programme
Giovanni Bordone	Subject matter expert	Lecturer in Marketing and Management, London Metropolitan University
David Deeley	Industry Representative	Insights Manager, Kerry Taste & Nutrition
Rumbidzai Gandiwa	Learner Representative	Ph.D. candidate in marketing, MTU, Cork
Mary Jennings	Report Writer	Independent Consultant

Section C.i Master in Science in Marketing

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Dublin	500 per annum	10 per annum

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	September 2024	12 months, 36 weeks	3	10	100
Part-Time	September 2024	24 months, 48 weeks	2	10	100
Intake Schedule e.g. January September		September, January, April (FT only)			

Panel Commentary on proposed enrolment:
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)
<p>This programme aims to equip learners with a comprehensive understanding of the key foundations of the marketing discipline whilst facilitating a detailed understanding of the contemporary marketplace in a time of unprecedented change. It has been designed to reflect the increasingly challenging nature of business, as a result of a myriad of issues including climate change, the emergence of artificial intelligence as a key disruptor, and associated issues around sustainability, data protection and ethical marketing. A range of modules and topics are offered that have been designed to challenge the learner whilst providing a focus on the application of knowledge to the commercial imperatives in the marketplace. Learners will gain a critical understanding of the evolving impact of marketing on business and customers and learn how to effectively integrate their knowledge of the marketing channel into decision-making debates in an</p>

organisation. Learners will critically analyse and evaluate the marketing function in order to generate valuable business insights in an increasingly complex and disruptive digital environment. They will learn to question how these insights inform strategic business decisions to increase market share and customer reach. Learners will be tasked with engaging with how specific organisations and sectors are grappling with challenges around sustainable marketing and global developments. Learners will develop independent research and problem-solving skills which will be invaluable in a variety of contexts in the workplace going forward.

The programme focuses on theoretical and contextual knowledge in core areas such as Strategic Brand Management, Consumer Behaviour and Integrated Marketing Communications. The emergence and impact of artificial intelligence is addressed throughout and specifically by the introduction of neuromarketing as a key component of the 'Consumer Behaviour and Neuromarketing' module, reflecting the emergence of artificial intelligence tools within marketing. Additionally, the programme is being adapted to incorporate a module entitled 'Finance for Marketers' which seeks to give learners a critical insight into the finance function in relation to marketing. The programme offers the 'Web Marketing Management & Metrics' module to reflect the increasing centrality of this area of expertise. Learners who complete the full Master of Science in Marketing programme (including the 30 ECTS capstone) will also develop and enhance their research capability through critical enquiry and detailed analytical problem solving, evidenced in particular by the production of a dissertation or by engaging in the placement option. DBS sees the placement option as a strong addition to the Master of Science in Marketing, giving learners the opportunity to build upon and apply the skills acquired in semesters one and two in the workplace.

Overall, the programme aims to create in learners a critical understanding of core marketing issues and therefore develops learners' understanding of the demands of the changing consumer environment through up-to-date and in-depth knowledge of the core and subfields of marketing whilst also providing valuable and necessary practical skills in this field.

Target learner groups

This programme is aimed at learners with a second class second division (2.2) honours bachelor's degree who wish to specialise in the field of marketing with a view to entering industry. It will also be of interest to learners who have completed their undergraduate degree (in any discipline) and wish to specialise in this area. An equivalent professional qualification such as ACCA or CIMA will also be considered. Applicants who do not have a Level 8 qualification at a 2.2 award level and who have at least 3 years' work experience may also be considered through the college's normal RPL procedures.

On completion of this programme, learners will have the marketing skills necessary to move into various customer-focused industry roles where the presentation of services or products through a focused channel is a key function of the organisation. Learners will gain an understanding of the impact of marketing on a business and its customers so as they can take a more focussed and strategic view and effectively integrate their knowledge of the marketing channel into decision-making in an organisation. Learners will also have the competencies in general digital marketing practices, an understanding of the central role of finance in the marketing field, whilst developing knowledge and competence through the delivery of modules in the core areas of marketing theory. Equally, learners will be encouraged to engage meaningfully with a raft of issues associated with global business developments stemming from climate change and the consequent impact on sustainable practices and ethical behaviour. The adaptation of the Consumer Behaviour module to

incorporate neuromarketing reflects the critical need to address the impact of AI on the customer and the marketer.

Through the assignments and projects, as part of the assessment criteria, learners will develop independent research and problem-solving skills which will be invaluable in a variety of contexts in the workplace. The incorporation of the placement module gives learners the opportunity to combine the academic rigour afforded by the Master of Science in Marketing modules with 'hands on' insight into the day-to-day functioning within the industry. Participants who complete this course will be able to pursue opportunities within a marketing environment in many different business disciplines and settings.

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

The teaching and learning modalities	
Mode	Proportion (% of Total Directed Learning)*
Classroom / Face to Face	With Placement Capstone route – 57% (FT), 15% (PT) With Dissertation Capstone route – 86% (FT), 25% (PT)
Workplace	With Placement Capstone route – 34% (FT), 40% (PT) With Dissertation Capstone route – N/A
Online	With Placement Capstone route – 7% (FT), 42% (PT) With Dissertation Capstone route - 10% (FT), 70% (PT)
Other (Asynchronous/ OnDemand units)	With Placement Capstone route – 3% (FT and PT) With Dissertation Capstone route – 4% (FT), 5% (PT)

Summary of specifications for teaching staff		
Role e.g., Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs¹) of Staff on the programme with this role and profile
Lecturer	Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma/Masters and/or Level 10 PhD in any of the following areas: <ul style="list-style-type: none"> ● Marketing management, services marketing, consumer trends / analysis ● Big Data, web marketing, international marketing and branding ● Strategic marketing, entrepreneurship In modules where industry experience is desirable, holders of Level 8 honours bachelor degrees in the above disciplines, who are exceptionally qualified by virtue of significant	This programme will require a WTE of 1.2 staff with a whole-time equivalent contract.

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

	senior industry experience may also be considered.	
Administration and Support Staff	Such as Library, Admissions, Student Experience, Finance etc. Experience and qualifications relevant to the role.	0.64
Academic Director	The Academic Director for this programme will have a minimum of a NFQ Level 9 Postgraduate Diploma or Masters qualification in Business, Marketing, Digital Marketing, Technology, IT, or a related field or related areas along with programme management/ academic leadership experience.	0.1
Subject Matter Expert	The Subject Matter expert for this programme will have a minimum of an NFQ Level 9 Postgraduate Diploma or Masters qualification in a relevant business discipline with relevant and significant industry experience and/or PhD. Holders of level 8 honours business degrees in a relevant discipline, who are exceptionally qualified by virtue of significant industry experience will also be considered.	0.1
Dissertation/ Placement Coordinator	Staff coordinating the Capstone modules will have completed a Masters or PhD, and have previously supervised Masters dissertations in a relevant discipline, or will have a Master's degree and have supervised students in the preparation and delivery of research work.	0.01

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

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24206	MSc in Marketing	August 2024

Section C.ii Postgraduate Diploma in Science in Marketing

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Dublin	As per principal programme	As per principal programme

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	September 2024	9 months, 24 weeks	As per principal programme	As per principal programme	As per principal programme
Part-Time	September 2024	18 months, 36 weeks	As per principal programme	As per principal programme	As per principal programme
Intake Schedule e.g. January September		As per principal programme			
Panel Commentary on proposed enrolment					
<p>The Postgraduate Diploma in Science in Marketing is an exit award and is awarded to learners who, in exceptional cases, are unable to complete the final part of the programme. There is no separate entry onto the Postgraduate Diploma.</p>					
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)					
<p>The Postgraduate Diploma is an embedded award in the Master of Science in Marketing programme. It will not be offered separately but is an exit award at 60 ECTS for learners who are unable to or wish not to complete the full Masters programme. The Postgraduate Diploma in Marketing is an interdisciplinary programme that focuses on key marketing principles. It is designed to appeal to graduates seeking to enhance their career prospects in industries where a marketing function is critical to the business needs. This programme will equip learners with a comprehensive understanding of key foundations of the marketing discipline as well as providing them with a detailed understanding of the contemporary marketplace. In addition, students will learn how to apply the latest marketing theory and practice in an increasingly complex digital marketing environment. The duration of the postgraduate diploma is two twelve-week semesters full-time and four twelve-week semesters part-time.</p>					
Target learner groups					
As per principal programme, no separate intake, Exit award only.					
Approved countries for provision			Ireland		
Delivery mode: Full-time/Part-time			Full time and part time		

The teaching and learning modalities

As per principal programme

Summary of specifications for teaching staff

As per principal programme

Programmes being replaced (applicable to applications for revalidation)
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Code	Title	Last enrolment date
PG24207	Postgraduate Diploma in Science in Marketing	August 2024

Part 2. Evaluation against the validation criteria

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

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider’s chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.²</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

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

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

The panel is satisfied that the criterion has been met.

² This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

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

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme. (i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>f) The programme title and any embedded programme titles are (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>g) For each programme and embedded programme (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.³ (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.⁴</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

The panel is satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought. The MIPLOs and MIMLOs are set out clearly and consistently throughout.

It was stated that DBS choose the Master's in Science award for the programme. The panel noted that the programme is open to prospective applicants from a non-cognate background as well as those with a degree in a cognate subject. It is also open to applicants who have extensive marketing experience and others who may be relatively new to the subject. DBS indicated that consideration had been given to scaffolding the learning over semester 1 and 2 to ensure that all learners were progressing satisfactorily. This included, for instance, ensuring that learners had a theoretical understanding of the fundamentals of marketing before introducing a topic such as strategic branding. This approach is reflected in the sequence of MIMLOs followed.

³ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

⁴ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

The programme has been mapped to the science awards as had its previous iterations. The Programme Team indicated that the science award spoke to the technical skill, theoretical knowledge as well as practical skills that can be acquired through the programme. This included the rigorous research elements of the programme which is part of what differentiates it from other marketing degrees. The panel is satisfied that the award is appropriate. It noted that the Postgraduate Diploma in Science in Marketing is an exit award only, and is awarded in exceptional circumstances to those who have successfully completed modules 1-8.

The panel is satisfied that this criterion has been met.

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

<p>a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁵</p> <p>b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.</p> <p>(i) There is a satisfactory rationale for providing the programme.</p> <p>(ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.</p> <p>(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</p> <p>(iv) There is evidence⁶ of learner demand for the programme.</p> <p>(v) There is evidence of employment opportunities for graduates where relevant⁷.</p> <p>(vi) The programme meets genuine education and training needs.⁸</p> <p>c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.</p> <p>d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.</p> <p>e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

The panel is satisfied that the programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based.

DSB informed the panel that it had consulted with a wide range of stakeholders, including employers, graduates of the programme and current learners. A comparison study against other

⁵ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁶ This might be predictive or indirect.

⁷ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁸ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

providers of similar programmes had also been undertaken as part of the review process (See Part 1-3 of this document for further comment on the review process).

Enrolment continues to be strong for the programme and it the intention of DBS to grow this number. It is envisaged that addition of a placement option for the final project will be attractive for a cohort of learners, as is the case for DBS's MSc in Digital Marketing and Data Analytics.

The panel was informed about DBS's Business and Marketing Industry Advisory Board which is populated by senior industry leaders and managers drawn from discipline-specific industry areas.

The Advisory Board members bring expertise and sectoral-specific knowledge to programme development and delivery in the sectors they represent as well as insight on emerging trends. It was stated that this Board was actively consulted at key points during the review and development of the programme for which DBS is seeking revalidation.

It was reported that the addition of a module on finance for marketers was particularly welcomed by industry stakeholders, who had identified a deficit in the skill set of marketers in this regard. Research on graduate destinations and on current vacancies for marketing roles indicated that demand in this area remains buoyant.

In discussion at the review, it emerged that the Advisory Board may also, through its own networking and industry knowledge, be in a position to support efforts to find suitable companies for learners choosing the Placement option (Module 10). This option is where learners undertake a research-led project in external companies as their capstone project.

In the course of the review, and in discussion with the management and programme teams, the panel noted the many excellent examples of industry engagement across the organisation. These include the Advisory Board as outlined above, a network of partners for work placement developed by, among others, the Placement Coordinator, and others (See Criterion 8 below). Other engagement mechanisms mentioned included invitations to industry leaders and practitioners to be guest lecturers as well as a network established by the Careers Hub whereby companies signpost job opportunities for graduates. As many of the lecturers are themselves industry practitioners, this provides another network opportunity for the college. In discussion with learners at the review, while they welcomed the inclusion of guest speakers, they also expressed a wish to have more 'hands on' opportunities to engage with companies and practitioners and to pay visits to companies to have a better understanding of the workplace.

Given all these opportunities for engagement, networking and collaboration with industry, the panel considered that it would be worthwhile for DBS to consider a more structured and systematic approach to this whole area in order to bring more of an industry focus to the overall programme. The panel made the following recommendation:

Recommendation 1

It is recommended that DBS consider a more structured approach to industry engagement related to this programme, capitalising on the Industry Advisory Board, partners in placement network and other DBS networks to enhance the industry focus of the programme.

The panel is satisfied that that the criterion has been met.

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 satisfied⁹.</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 (CEFR¹⁰) 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>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

The panel is satisfied that the programme’s access, transfer and progression arrangements are satisfactory. The entry requirements, including arrangements for RPL, are set out clearly and are easily accessible for prospective learners.

On successful completion of the Master’s programme, graduates may progress to further studies, including a Ph.D. It was clarified at the review that learners who opt for the placement route, as opposed to the dissertation option, are equipped with sufficient research skills to be in a position to

⁹ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

¹⁰ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

consider continuing to a Level 10, or other studies, as Module 8, Conducting Research for Marketing is a compulsory one for all learners. It was noted that the Placement option is a research-led project.

The panel was informed that there is an exit award on the programme of a Postgraduate Diploma in Science in Marketing. This may be awarded to learners who, in exceptional circumstances, are unable to complete the Placement or Dissertation capstone to the programme. It was noted that learners may only enrol on the MSc in Marketing, as the Postgraduate Diploma is an exit award only. It is not a separate programme as such.

The panel is satisfied that the criterion has been met.

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 principles¹¹.</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.¹²</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

At the review sessions the panel held detailed discussions with module leaders and lecturers on the content of each module. The panel considered that each module was well constructed, and, taken together, made for an integrated curriculum. The panel has made some recommendations in relation to some of the modules as outlined below.

Module 1: Consumer Behaviour and Neuromarketing

It was stated that the module specifically aims to integrate the main changes in consumption and ties together emerging trends in buyer behaviour, neuromarketing and traditional marketing with existing traditional perspectives. In discussion at the review, the panel was informed that DBS does not currently have the resources such as virtual headsets or other tools for learners to experiment

¹¹ This applies recursively to each and every element of the programme from enrolment through to completion.

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

¹² If the duration is variable, for example, when advanced entry is available, this should be explained and justified

with some of the theories and practices around the discipline of neuromarketing. Learners do have the opportunity to view demonstration videos of neuromarketing in practice. The panel considered that as the title of the module included 'neuromarketing' there might be an undue expectation that learners would have access to a range of tools to get 'hands on' practice in the technique. The panel acknowledged that the topic was well covered in the actual content of the module. They made the following recommendation:

Recommendation 2

It is recommended that DBS consider retaining the title of Consumer Behaviour and include neuromarketing in the content but not in the title itself.

Module 2: Sustainable Marketing Practices

The panel noted that while the topic of ESG was implicit in the content of the module, it was not in the module descriptor. In discussion with module leaders, the panel was informed that, for instance, the topic of ESG reporting and the need for marketers to be able to present and/or interpret such reports, was covered over the course of the module in case studies. The panel considered that this was not sufficiently clear in the information provided on the module. The panel made the following recommendation:

Recommendation 3

It is recommended that the topic of ESG is brought more to the fore in the module descriptor of the Sustainable Marketing Practices.

Module 6: Finance for Marketers

DBS informed the panel that this new module is one of the key elements that differentiates the programme from comparative programmes on marketing. It was stated that the rationale for inclusion was to ensure that marketeers would be able to make the business argument that marketing expenditure was an investment and not an expense. To be effective, marketers must understand how to position marketing as a means for CFOs to achieve their own overall goals and KPI's. It would also be important for learners to understand how to create, present, defend, monitor and report on a marketing budget. These skills, it was said, would enhance the overall competence of marketeers and enable them to work more closely and effectively with the finance team in organisation.

The panel commended DBS for this addition to the programme and considered that it would enhance the overall learning experience and competence of the participants.

Commendation 1

The panel commends DBS for the inclusion of the new module, Finance for Marketers, which provides learners with a range of skills that enhance their overall competence as marketers.

Module 7: Integrated Marketing Communications

The panel is satisfied that that, overall, the module is well conceived, and the content and assessments (group report and individual report) are clear. In discussion, it was suggested that DBS might consider involving outside companies to prepare a campaign brief which the learners would take on as a group project. This would provide them with the opportunity to have real-world experience of preparing and running an integrated marketing campaign over the course of the module. The panel made the following recommendation:

Recommendation 4

It is recommended that DBS consider inviting companies to create a brief for campaigns on Integrated Marketing Communications as part of the approach to teaching, learning and assessment in the module.

Module 8: Conducting Research for Marketing

The panel noted that the module covered the exploration of qualitative and quantitative data analysis techniques aimed at equipping learners with the requisite knowledge to plan, investigate, analyse and present data using various qualitative and quantitative research methodologies. Research idea generation and research-refinement techniques form the basis of the process. The panel is of the view that, increasingly, companies are looking to employ marketing personnel with particular skills in storytelling and action-oriented insight generation as part of a preferred skill set. In the light of this, DBS might consider how these skills might be woven into the other research mix taught in the module.

Recommendation 5

It is recommended that DBS consider weaving in more storytelling and action-oriented insight generation into the Conducting Research for Marketing module.

Module 10: Placement

The panel engaged in extensive discussion on this new module on the programme. It provides learners with an alternative to a dissertation option. This module is similar to one that has already been running successfully on the DBS MSc in Digital Marketing and Data Analytics. It is designed to equip learners with the ability to explore learning from all the modules that have been previously completed at this level. Learners will be able to apply their skills and knowledge to a practical professional context (minimum of 150 hours which equates to a full-time position for four weeks at 37.5 hours a week) and explore an industry-focused solution or problem. The required research-led placement report of 10,000 words should provide the necessary data to support the recommendations proposed. The panel is satisfied that this option provides a viable option for learners and that the over process of managing the placement is effective. This is discussed in more detail in Criterion 8 below.

General points on the curriculum

It was noted by the panel that DBS give consideration to reviewing the content of the curriculum on an-going basis to ensure that it reflects current thinking and trends in what is a fast-moving sector. In this regard, the panel indicated that it would be important, for instance, that the topics of technology and AI are appropriately referenced throughout the current curriculum and in any subsequent reviews. In the context of any review, the panel also said that it would be important to

ensure that any subject is covered in sufficient depth for a Level 9 programme, not just in sufficient breadth.

Learners and the graduate that the panel met at the review expressed the general view that it would be beneficial to have more interaction with industry either through visits to companies or more interaction with guest lecturers. This might be considered by DBS as part of ongoing curriculum review. See also the recommendation in relation to utilising DBS's industry network under Criterion 3 above.

Recommendation 6

It is recommended that DBS reviews the content of the curriculum on an on-going basis to ensure that it is relevant and reflects current thinking, includes topics such as the use of technology and AI in marketing and that all topics are covered in sufficient depth for a Level 9 programme.

Module Assessments

The panel is satisfied that the module assessments as outlined in the documentation and discussed at the review session with DBS are clear and appropriate, with a mix of individual and group projects. The panel considers however, that the number of assessments was high and recommended that DBS give further consideration to this. See Criterion 10 for further comment on this point.

The panel is satisfied that this criterion has been met.

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

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff¹³ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹⁴ opportunities¹⁵.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

The panel is satisfied that there are sufficient qualified and capable programme staff available to implement the programme as planned . There is a clear pathway of support and mentoring of new lecturers, both formally through a probation period during which there are performance reviews and informally through regular drop-in meetings with other faculty members with opportunities to discuss and review any issues arising.

It was stated that DBS has a consistent pool of supervisors that it can draw on as needed.

¹³ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹⁴ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁵ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

Staff, including part-time staff, are encouraged to undertake continuous development in areas such as online delivery of teaching. DBS provide opportunities for staff in this area.

The panel is satisfied that the criterion has been met.

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

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

The panel is satisfied that there are sufficient physical resources to deliver the programme.

DBS advised the panel that the college had made considerable investment and improvement in the physical, ICT and learner support service environments at DBS. A number of physical environments have been transformed with the addition of new classroom layouts, such as two new café-style rooms to promote group work alongside upgraded ICT facilities, including fixed and mobile computer laboratories. The library now has three private study rooms for group work and an enhanced learner support area.

The panel is satisfied that the criterion has been met.

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>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

The panel is satisfied that the learning environment is consistent with the needs of the programme's learners. The panel found that there were adequate opportunities for learners to interact with peers, through, for example, group projects and opportunities for group study in the library and other facilities. In discussion with learners and graduate at the review, it was clear that learners have the opportunity to interact with lecturers, mentors and supervisors as appropriate.

The panel discussed the arrangements that are in place for the new Module 10: Placement. This option to the dissertation (Module 9) is a research-led project that, over 12 weeks, is undertaken with an external company. The panel found that, as a matter of principle, learners are responsible for finding their own placement. Where this proves difficult, particularly for international students who may not have the network to easily secure a placement support may be provided by a dedicated Placement Coordinator, who has built up a network of potential companies over the years in the course of coordinating similar placements on other DBS programmes. The Coordinator also works with the Careers Office to identify suitable placements.

It was stated that every effort is made to ensure that there is a good fit between the learner and the company and clear guidelines are in place for the company and the learner to ensure that roles and responsibilities are clear and that there are clear lines of communication between the company, the learners and the college appointed supervisor.

Progress is monitored carefully from the beginning and if issues arise, the learner is re-directed to the dissertation module in as timely a manner as possible. It was stated that learners who switch to this option do have the research skills to undertake a dissertation as they will have already completed the mandatory module on research skills (Module 8).

The panel was informed that, prior to placement, learners complete part of the DBS non-credit bearing programme, the Graduate Work Readiness Programme, to assist them to prepare for work.

This involves preparing of CVs, interview skills, to gain an understanding their own abilities and to have the opportunity to develop skills in communication, teamwork and other topics. This online, asynchronous course of twenty-one sessions, includes self-testing on skills, seminars with industry leaders and short courses on skill development. The panel commends DBS for this initiative.

Commendation 2

The panel commends DSB for the creation and implementation of the Work Readiness Programme designed to assist learners and graduates prepare for the workplace.

The panel was also informed that, during the 12-week placement, a dedicated supervisor supports the learner in the research-led project and monitors agreed milestones for submission of reports.

There is a dedicated Handbook for Placement which was supplied to the panel for review. This provides comprehensive information for the learner on key aspects of the placement. It was noted however that there was insufficient information on how learners might avail of grievance procedures or conflict resolution mechanisms should the need arise while on placement. The panel made the following recommendation:

Recommendation 7

It is recommended that information on grievance procedures and conflict resolution mechanisms in the workplace are included in the Handbook for Placement for learners.

The panel is satisfied that the criterion has been met.

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, support¹⁶ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

The panel is satisfied that there are sound teaching and learning strategies in place for the programme.

The Programme Team advised the panel that a variety of teaching and learning methods are used. These include practical in-class and online workshops using, for instance, case studies to provide scenario-based problems in different aspects of marketing such as global marketing, integrated communication and branding to ensure that learners understand the core foundational principles of marketing. It was said that providing teaching and learning about core principles was key – while areas such as digital marketing were covered, there was an emphasis in this course on the foundations of marketing. Instruction on newer areas, such as neuromarketing, were included as appropriate.

Extensive use was made of group projects as a way to develop skills in teamwork, presentation and problem solving. As noted in Criterion 5 above, the new module on finance for marketeers was designed to enhance skills such as the creation of a marketing budget.

Research methods for marketers is a mandatory module, covering qualitative and quantitative methodologies and is taken by learners who choose either the placement or dissertation capstone project.

Extensive use of Moodle was cited, as a way to include asynchronous material in addition to class notes. It provides facility for learners to upload assignments easily.

The panel is satisfied that the criterion has been met.

¹⁶ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10. **There are sound assessment strategies**

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁷</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.¹⁸</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.¹⁹</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.²⁰</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

In general, the panel is satisfied that there are sound assessment strategies in place. In discussion with faculty and module leaders (See Criterion 5 above), the panel discussed the number and type of assessments associated with each module. Generally, there is a mix of group and individual assignments associated with each module. It is clear that each assignment, taken on its own, seems well aligned with the MIMLOs for that module. For modules 1-8 (all taken prior to placement/dissertation), that means there are 16 assignments in total that are required to be completed.

The panel considered that this number seems out of step with norms in other similar programmes and perhaps constitutes over-assessment, and with this in mind suggests that DBS review this schedule. In discussion with the faculty, some ideas about the possibility of cross-modular assessments emerged. These might be an effective way to adequately assess learning, while

¹⁷ See the section on transitional arrangements.

¹⁸ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁹ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²⁰ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

facilitating deeper integration of learning across the curriculum and reducing the student workload. The panel made the following recommendation:

Recommendation 8

It is recommended that DBS consider reviewing the overall assessment schedule including cross assessments to ensure that deeper integration of learning across the curriculum and to guard against over-assessment.

Group projects form an integral part of the assessment strategy and encourages learners to gain experience in a range of skills needed in the workplace, including teamwork, communication and presentation of work. In conversation with the learners at the review, it was stated that there can be an inconsistency in the way group projects are marked. In some cases, it was said, lecturers assign an individual mark to each member of the group based on their contribution to the project, whereas in other cases, only a group mark is assigned by the lecturer. That means, in the example provided to the panel, that if a team member leaves the programme during a group project and his/her portion of the project has not been done, each member of the group risks not being able to pass that assignment, which might jeopardise their overall mark. The panel considered that there should be consistency across the board in the way group assignments are marked and that this is made clear to both faculty and learners. The following recommendation is made:

Recommendation 9

It is recommended that DBS ensure that there is consistency in how group assignments are marked.

The panel is satisfied that the criterion has been met.

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 disabilities²¹.</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>²² and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

The panel is satisfied that learners enrolled on the programme are well informed, guided and cared for.

The panel was informed of the many services available to support learners from pre-enrolment to induction to ongoing support and information on career opportunities, including support when preparing for a work placement. See Criterion 8 for further comment on this.

A designated Programme Coordinator provides the first point of contact, usually on a face-to-face basis, for learners who may have queries on a wide range of topics.

²¹ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²² See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

DBS uses a variety of communication methods to ensure that learners know about the range of services available, including channels provided by the Student Council, class reps, mentors, lectures, social media, email, website and noticeboards.

Any learner with special educational needs can register with the Disability Officer who is tasked with providing as much supports as possible. An external company providing counselling services has been retained by DBS with the stipulation that a learner needing support receive contact from the service within 72 hours of a referral.

DBS also supports learners to actively participate in various clubs and societies, from sporting clubs to musical societies, to enable learners to mix and socialise during their time in the college.

DBS organises a system of trained Class Reps so that learners have the opportunity to provide feedback to the college on any aspect of their experience as learners. The college uses surveys, as well regular meetings with representatives for this purpose.

The panel is satisfied that this criterion has been met.

Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance²³ is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	Satisfactory? (yes, no, partially)	Comment
MSc in Marketing	Yes	
Postgraduate Diploma in Science in Marketing	Yes	

The panel is satisfied that there are effective structures in place for the governance and management of the programme under review. These are clearly outlined in DBS’s Quality Assurance Manual which has QA approval from QQI. The academic management of the programme is the responsibility of the Programme Level Manager, supported by an Assistant Academic Director and the Academic Director, the discipline lead. Structures include a Programme Team and a Programme Board, the latter with representatives from both faculty and learners.

Further programme oversight is provided through an independent Board of Studies which reviews programme changes, for instance.

DBS have an Executive Board and a Governance Board which has ultimate responsibility for ensuring robust QA structure and implementation procedures.

²³ See also QQI’s Policy on Monitoring (QQI, 2014)

The panel found that the quality of the documentation provided to the panel for the review was very comprehensive and of a high quality and commends DBS on this effort.

Commendation 3

The panel commends DBS on the quality and detail of the documentation provided for the revalidation process and for their collegiate and generous engagement with the panel.

The panel is satisfied that this criterion has been met.

Part 3. Overall recommendation to QQI

3.1 Master in Science in Marketing:

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

Reasons for the overall recommendation

1. The programme meets all the criteria satisfactorily.

Commendations

1. The panel commends DBS for the inclusion of the new module, Finance for Marketers on Finance which provides learners with a range of skills that enhance their overall competence as marketers.
2. The panel commends DSB for the creation and implementation of the Work Readiness Programme designed to assist learners and graduates prepare for the workplace.
3. The panel commends DBS on the quality and detail of the documentation provided for the revalidation process and for their collegiate and generous engagement with the panel.

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

1. N/A

3.2 Postgraduate Diploma in Science in Marketing

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

Reasons for the overall recommendation

The programme meets all the criteria satisfactorily.

Commendations

1. The panel commends DBS for the inclusion of the new module, Finance for Marketers on Finance which provides learners with a range of skills that enhance their overall competence as marketers.

2. The panel commends DSB for the creation and implementation of the Work Readiness Programme designed to assist learners and graduates prepare for the workplace.
3. The panel commends DBS on the quality and detail of the documentation provided for the revalidation process and for their collegiate and generous engagement with the panel.

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

N/A

Summary of recommended special conditions of validation

N/A

Summary of recommendations to the provider

1. It is recommended that DBS consider a more structured approach to industry engagement related to this programme, capitalising on the Industry Advisory Board, partners in placement network and other DBS networks to enhance the industry focus of the programme.
2. It is recommended that DBS consider retaining the title of Consumer Behaviour and include neuromarketing in the content but not in the title itself.
3. It is recommended that the topic of ESG is brought more to the fore in the module descriptor of the Sustainable Marketing Practices.
4. It is recommended that DBS consider inviting companies to create a brief for campaigns on Integrated Marketing Communications as part of the approach to teaching, learning and assessment in the module.
5. It is recommended that DBS consider weaving in more storytelling and action-oriented insight generation into the Conducting Research for Marketing module.
6. It is recommended that DBS review content of the curriculum on an on-going basis to ensure that it is relevant and reflects current thinking, includes topics such as the use of technology and AI in marketing and that all topics are covered in sufficient depth for a Level 9 programme.
7. It is recommended that information on grievance procedures and conflict resolution mechanisms in the workplace are included in the Handbook for Placement for learners.
8. It is recommended that DBS consider reviewing the overall assessment schedule including cross assessments to ensure that deeper integration of learning across the curriculum and to guard against over-assessment.
9. It is recommended that DBS ensure that there is consistency in how group assignments are marked.

Declarations of Evaluators' Interests

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

Panel chairperson: Dr Richard Hayes

Date: 22 March 2024

Signed:

A handwritten signature in blue ink, appearing to read 'Richard Hayes', written over a light blue horizontal line.

3.3 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

Name of Provider:		Dublin Business School													
Programme Title		Master of Science in Marketing													
Award Title		Master of Science													
Stage Exit Award Title³		Postgraduate Diploma in Science in Marketing													
Modes of Delivery (FT/PT):		Full-time*													
Teaching and learning modalities		As per module descriptors													
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code							
Major	9	7	Award	9	7	90	September 2024	0414							
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
			Status	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning***	Hours of learning effort	Work-based learning effort	C.A. %	Supervised Project %	% demonstration	Proctored practical
Consumer Behaviour Trends		1	M		10	250	48	50	152		100				
Sustainable Marketing Practices		1	M		10	250	48	50	152		100				
Web Marketing Management and Metrics		1	M		5	125	24	50	51		100				
Global Marketing		1	M	9	5	125	24	50	51		100				
Strategic Brand Management		2	M	9	5	125	24	50	51		100				
Finance for Marketers		2	M	9	5	125	24	50	51		100				
Integrated Marketing Communications		2	M	9	10	250	48	50	152		100				
Conducting Research for Marketing		2	M	9	10	250	48	50	152		100				-
Dissertation		3	E	9	30	750	6		744			100			-
Placement		3	E	9	30	750	6		594	150		100			
Special Regulations (Up to 280 characters)		*FT Learners take 30 ECTS per semester. ** Students will not progress to Dissertation or Placement unless all taught modules have been passed i.e. 60 ECTS. *** Learners engage in significant independent learning, including preparation of case studies, online engagement and reading and use of class notes in preparation for assignments													

Name of Provider:		Dublin Business School													
Programme Title		Master of Science in Marketing													
Award Title		Master of Science													
Stage Exit Award Title³		Postgraduate Diploma in Science in Marketing													
Modes of Delivery (FT/PT):		Part-time*													
Teaching and learning modalities		As per module descriptors													
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):			Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)		Date Effective	ISCED Subject code				
Major	9	7	Award			9	7	90		September 2024	0414				
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
			Status	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning***	Work-based learning effort	C.A. %	Supervised Project %	% practical demonstration	Proctored practical	Proctored written exam %
HET Credits															
Consumer Behaviour Trends		1	M	9	10	250	36	50	164		100				
Sustainable Marketing Practices		1	M	9	10	250	36	50	164		100				
Web Marketing Management and Metrics		2	M	9	5	125	18	50	57		100				
Global Marketing		2	M	9	5	125	18	50	57		100				
Strategic Brand Management		2	M	9	5	125	18	50	57		100				
Finance for Marketers		2	M	9	5	125	18	50	57		100				
Integrated Marketing Communications		3	M	9	10	250	36	50	164		100				
Conducting Research for Marketing		3	M	9	10	250	36	50	164		100			-	
Dissertation		4	E	9	30	750	6		744			100		-	
Placement		4	E	9	30	750	6		594	150		100			
Special Regulations (Up to 280 characters)		*PT Learners take 20 ECTS per semester, apart from the final semester Capstone Elective (30 ECTS). ** Students will not progress to Dissertation or Placement unless all taught modules have been passed i.e. 60 ECTS. *** Learners engage in significant independent learning, including preparation of case studies, online engagement and reading and use of class notes in preparation for assignments													

Name of Provider:		Dublin Business School												
Programme Title		Postgraduate Diploma in Science in Marketing												
Award Title		Postgraduate Diploma												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Full-time*												
Teaching and learning modalities		As per module descriptors												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):			Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)			Date Effective	ISCED Subject code		
Major	9	7	Award			9	7	90			September 2024	0414		
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning^{**}	Work-based learning effort	C.A. %	Supervised Project %	% practical demonstration	Proctored practical
Consumer Behaviour Trends		1	M	9	10	250	48	50	152		100			
Sustainable Marketing Practices		1	M	9	10	250	48	50	152		100			
Web Marketing Management and Metrics		1	M	9	5	125	24	50	51		100			
Global Marketing		1	M	9	5	125	24	50	51		100			
Strategic Brand Management		2	M	9	5	125	24	50	51		100			
Finance for Marketers		2	M	9	5	125	24	50	51		100			
Integrated Marketing Communications		2	M	9	10	250	48	50	152		100			
Conducting Research for Marketing		2	M	9	10	250	48	50	152		100			-
Special Regulations (Up to 280 characters)		*FT Learners take 30 ECTS per semester. ** Learners engage in significant independent learning, including preparation of case studies, online engagement and reading and use of class notes in preparation for assignments												

Name of Provider:		Dublin Business School													
Programme Title		Postgraduate Diploma in Science in Marketing													
Award Title		Postgraduate Diploma													
Stage Exit Award Title³		N/A													
Modes of Delivery (FT/PT):		Part-time*													
Teaching and learning modalities		As per module descriptors													
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):			Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)			Date Effective	ISCED Subject code			
Major	9	7	Award			9	7	90			September 2024	0414			
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
			Status	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning**	Hours of learning effort	Work-based learning effort	C.A. %	Supervised Project %	% practical demonstration	Proctored practical
Consumer Behaviour Trends		1	M	9	10	250	36	50	164		100				
Sustainable Marketing Practices		1	M	9	10	250	36	50	164		100				
Web Marketing Management and Metrics		2	M	9	5	125	18	50	57		100				
Global Marketing		2	M	9	5	125	18	50	57		100				
Strategic Brand Management		2	M	9	5	125	18	50	57		100				
Finance for Marketers		2	M	9	5	125	18	50	57		100				
Integrated Marketing Communications		3	M	9	10	250	36	50	164		100				
Conducting Research for Marketing		3	M	9	10	250	36	50	164		100			-	
Special Regulations (Up to 280 characters)		** Learners engage in significant independent learning, including preparation of case studies, online engagement and reading and use of class notes in preparation for assignments													