



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

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	MSc in Management Practice (embedded exit award Postgraduate Diploma in Science in Management Practice)

Independent Panel Members

Name	Role on Panel	Affiliation
Dr Josephine Browne	Chair	Former Head of Faculty of Enterprise and Humanities, IADT
Trudi Barnett	Report Writer	Independent Consultant
Professor Robert Galavan	Academic Perspective (Irish context)	Maynooth University
Dr Nehal Mahtab	Academic Perspective (International context)	Nottingham Trent University
Rumbidzai Gandiwa	Learner Representative	MTU Cork
Gillian Saieva	Industry Perspective	Bennet and Bell Associates

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

Part 1. Introduction

The Master of Science (MSc) in Management Practice, along with the embedded Postgraduate Diploma in Science in Management Practice, is one of Dublin Business School's (DBS) flagship programmes at Level 9 on the National Framework of Qualifications (NFQ). Designed to develop advanced management skills and foster strategic thinking, the programme blends academic rigour with practical application, enabling students to meet the challenges of leadership in today's fast-changing business environment. Initially validated in 2013 and revalidated in 2019, the MSc has continued to evolve, reflecting DBS's commitment to quality, innovation, and relevance in business education.

DBS, with nearly 50 years of experience, has a reputation for delivering learner-focused education that aligns with industry needs. The MSc in Management Practice programme supports DBS's broader mission of providing accessible, industry-informed education that aims to balance academic theory with practical, real-world applications. DBS has a broad portfolio with over 9,000 students and significant infrastructure, including 70,000 square feet of classroom space and dedicated IT labs, demonstrating the institution's capacity to support programme delivery.

As part of its 2024 revalidation process, the MSc in Management Practice underwent a thorough review. The purpose of this review was to ensure the programme remains responsive to the demands of students, employers, and the wider business landscape. The review's main objectives included:

- **Ensuring compliance** with QQI standards and best practices in higher education.
- **Modernising the curriculum** to incorporate new topics such as digital transformation, sustainability, and global leadership.
- **Strengthening links with industry** by refining modules, enhancing opportunities for practical application, and embedding industry-relevant skills.
- **Responding to stakeholder feedback** from students, alumni, and faculty to improve teaching approaches, assessment strategies, and learner supports.

The MSc and Postgraduate Diploma in Science in Management Practice are central to DBS's vision of producing confident, capable graduates ready to lead in a competitive business environment. This review highlights key areas of programme strength and identifies opportunities for enhancement, ensuring that the MSc remains a benchmark of academic excellence and practical relevance in management education.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Programme Review Report	Programme Review Report – MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
2.	Programme Document	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
3.	Module Document	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS

4.	Sample Assessment Materials	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
5.	Programme Team CVs	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
6.	Placement Handbook	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
7.	Dissertation Handbook	Postgraduate Business Dissertation Guidebook
8.	Programme Handbook	MSc in Management Practice NFQ Level 9, 90 ECTS
9.	DBS ERRATA Note	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
10.	Terms of Reference	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
11.	DBS Cover Letter Declaration	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
12.	DBS Deed of Guarantee	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
13.	DBS Fee Cover Note	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
14.	PEL Refund Arrangements Document	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
15.	Confirmation of Approved Positive Self-Evaluation by Provider	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Rita Day	Academic Director
2.	Tanya Zubrzycki	Assistant Academic Director
3.	Niamh Cullen	Assistant Academic Director
4.	Amy Hayes	Academic Programmes Manager/ Programme Level Manager
5.	Nicholas Kelly	Faculty Manager
6.	Shane Mooney	Head of Student Experience
7.	Darragh Breathnach	Registrar & Director of Campus Operations
8.	Grant Goodwin	Assistant Registrar
9.	Anita Dwyer	Faculty Manager, incoming Assistant Registrar (Observing)
10.	Sinead Price	Document Administration (Observing)
11.	Ray Whelan	Programme Level Manager
12.	Mary Nolan	Student Engagement Officer

13	David Rhinehart	Research Librarian
14	Tanya Balfe	Admissions Manager
15	Martin Churchill	Sales Manager (Marketing Team)
16	Francisa Knight	Head of Academic Operations
17	Seamus Coogan	Content Production and Relationship Manager
18	Alana Loison	Lecturer
19	Andrew Browne	Lecturer
20	Barnaby Taylor	Lecturer
21	Juan Fravega	Lecturer
22	Keelin Lee	Lecturer
23	Mark Delaney	Lecturer
24	Mary Nolan	Lecturer
25	Ray Whelan	Lecturer
26	Philip Hickey	Lecturer
27	Vincent Hunt	Lecturer
28	Ashley Sands	Lecturer
29	Shakeel Siddiqui	Lecturer
30	Others	Students/Graduates

2.3 Description of evaluation process

The panel's evaluation process for the MSc in Management Practice was thorough and focused on assessing the quality, relevance, and compliance of the programme with QQI standards. This process involved a detailed review of the programme's documentation, stakeholder feedback, and alignment with industry needs.

The review included an analysis of the key documents provided. The panel evaluated the structure of the curriculum, the clarity and coherence of learning outcomes, and the suitability of assessment methods to ensure they supported the overall objectives of the programme.

Stakeholder input was a crucial part of the evaluation process. Dublin Business School (DBS) engaged current students, alumni, faculty, and industry representatives through interviews, surveys, and discussions to gather diverse perspectives as part of the review. Additionally, students, alumni, and faculty actively contributed to the process by participating directly in the panel, ensuring their voices informed the evaluation comprehensively. Students shared their experiences with the programme, highlighting areas such as workload and assessment fairness, while alumni offered insights into how the programme prepared them for the workplace.

The panel also considered how the programme incorporated assessment diversity to ensure it met the needs of a wide range of students and provided authentic, meaningful opportunities to demonstrate learning. This included a review of the consistency of marking rubrics and the alignment of module-level learning outcomes with broader programme goals.

Finally, DBS benchmarked the programme against similar offerings, ensuring it met high standards of quality and relevance. The panel paid particular attention to how the programme responded to developments in areas such as supply chain management, sustainability, and leadership.

This structured and collaborative process ensured the MSc in Management Practice was reviewed from multiple perspectives, providing a clear understanding of its strengths, challenges, and opportunities for improvement.

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 review of the MSc in Management Practice programme was conducted as part of its scheduled revalidation process in line with QQI's requirements. The terms of reference were defined to ensure the programme's alignment with institutional goals, regulatory standards, and evolving learner and industry needs. The evaluation also addressed the implications of technological advancements, sustainability, and global management challenges for the programme.

Recommendations:

1. Ensure future reviews explicitly align with DBS's strategic plan and broader quality assurance frameworks.
2. Maintain a robust mechanism for capturing and integrating feedback from all stakeholders during programme evaluations.

Section B. Provider Information and Programme Context

Commentary:

Dublin Business School (DBS) has a well-established reputation for delivering accessible and industry-relevant higher education. The MSc in Management Practice aligns with DBS's commitment to providing innovative, learner-centred education, which addresses industry and societal needs. The programme's combination of full-time and part-time blended learning options reflects the institution's flexibility and responsiveness to diverse learner profiles.

The panel queried the programme's unique selling points (USP) and its positioning within DBS's broader portfolio. Efforts to strengthen the programme's value proposition were discussed, including aligning marketing efforts with the desired learner profile and enhancing the placement experience.

Recommendations:

1. Clearly define delivery modes for full-time and part-time students, ensuring consistent communication about attendance expectations and available resources.

Section C. Baseline qualitative and quantitative information

Programme Data Overview

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

Commentary:

The MSc in Management Practice programme demonstrates strong academic and operational performance, with high learner satisfaction and robust academic outcomes. According to the review, full-time programme enrolments have been consistently strong, increasing since 2020 with a steady demand from international students. However, part-time enrolment figures have been lower, necessitating strategic intervention to enhance accessibility and attract this cohort.

The programme has a high reliance on international learners, particularly from Asia. Concerns were raised about language proficiency and performance in assessments. DBS has introduced targeted supports, including captioned lecture recordings and cultural awareness workshops, to address these challenges.

Progression and completion rates have been commendable, indicating effective learner support systems and the programme's alignment with the educational needs of its target audience. Attrition rates have been identified as within acceptable limits for postgraduate programmes. The review highlights that students achieve consistently strong results, reflecting the programme's rigorous yet supportive teaching and learning environment. Graduate destination data indicates that the programme produces professionals equipped with skills that meet current industry demands, with most graduates securing roles in management, leadership, or consultancy.

Recommendations:

1. Develop targeted marketing strategies to highlight the benefits of flexible delivery and professional development opportunities for part-time students.

Programme Delivery and Teaching & Learning Strategies

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

Commentary:

The MSc in Management Practice reflects a robust teaching and learning strategy that combines theoretical rigor with practical application. The programme is delivered through a mix of interactive lectures, case studies, group work, and workshops, designed to foster critical thinking and develop strategic management skills. The inclusion of a blended learning approach has enhanced accessibility for both full-time and part-time students. Furthermore,

the review noted the positive impact of the programme's industry-informed content, which aligns with the current needs of employers and enhances graduate employability.

The teaching and learning approach benefits from a highly qualified and experienced faculty, who bring both academic and practical expertise into the classroom. This ensures a dynamic learning environment where students are encouraged to engage in reflective practice, collaborative problem-solving, and independent research. The programme's assessment strategy, including individual and group assignments, case analysis, and the capstone project, supports the development of both academic and professional competencies. Faculty have introduced innovative teaching and learning approaches, including authentic assessments and reflective tasks, to mitigate challenges associated with generative AI. Workshops on AI usage and academic integrity have been implemented, and "verbal defences" and presentations ensure students develop critical thinking and autonomy.

The Capstone Project and Work Placement module are key features of the programme. However, concerns were raised about the management of placements, particularly the reliance on students to source their own opportunities and the need for greater institutional support. A Placement Coordinator and an Industry Advisory Board support placement opportunities, but the panel noted challenges for international students due to visa restrictions and financial pressures. Embedded workshops in Semester 1 aim to prepare students for placements, but this preparation could be expanded further.

Additional challenges identified by the panel include a need for more equitable distribution of workload across modules. Additionally, the panel recommends greater emphasis on emerging management themes, such as sustainability, digital transformation (A.I), and supply chain management, to ensure the programme remains competitive and relevant.

Recommendations:

1. Incorporate topics such as sustainability, global leadership, digital transformation, and supply chain management more explicitly within the curriculum.
2. Continue to develop the blended learning model, balancing face-to-face and online components to support flexible, high-quality learning experiences.
3. Provide ongoing professional development for teaching staff to strengthen their capacity to deliver industry-relevant, research-informed, and learner-centred education.

Section D. Evaluation of the programme by stakeholders

Evaluation by current students and graduates of the programme

Commentary:

Learner and graduate feedback reflects a strong level of satisfaction with the programme's delivery, particularly in relation to the clarity of assessments, the relevance of module content, and the overall quality of teaching. Students appreciate the opportunity to engage in practical, industry-aligned projects and report that the capstone project has provided a valuable platform for applying theoretical knowledge in real-world contexts. However, recurring concerns were raised about the fairness of group assessments, specifically in how individual contributions are evaluated.

Since the review, significant improvements have been made to address the feedback concerning group assessments and module workloads, ensuring a more balanced and equitable learning experience for all students. Clear and detailed guidelines for group assessments have been introduced, providing both students and educators with explicit expectations regarding the organisation and assessment of group work. To enhance fairness and recognise individual contributions, mechanisms such as peer evaluations and reflective journals have been implemented. These methods allow students to document their input and receive personalised feedback, fostering accountability and ensuring that individual efforts are appropriately acknowledged. Additionally, faculty now conduct regular progress reviews with groups, addressing any issues in real-time to promote equitable participation and output.

A comprehensive review of module workloads has also been conducted, resulting in a more even distribution of effort across the programme. Modules previously identified as overly demanding have been streamlined, eliminating redundant assessments and aligning tasks more closely with module and programme learning outcomes. This approach has reduced learner workload while preserving the programme's academic rigour. To maintain these improvements, a system of continuous monitoring has been established, with regular feedback from students and faculty ensuring that workloads remain balanced and effective. These enhancements reflect a strong commitment to responding to stakeholder feedback and delivering a high-quality, learner-focused programme.

Recommendations:

1. Continue to evaluate module workloads to ensure equity across the programme, avoiding overburdening students in specific areas.
2. Continue to streamline assessments to reduce redundancy while maintaining rigor and alignment with programme learning outcomes.

Evaluation of the programme by Staff

Commentary:

The programme review highlighted several key insights and recommendations from staff, lecturers, and faculty involved in the MSc in Management Practice. Their feedback reflected both the strengths of the programme and areas for development, offering valuable guidance for its ongoing enhancement.

Faculty commended the programme for its strong focus on industry relevance, noting that the curriculum effectively prepares students for leadership and management roles through a blend of theoretical knowledge and practical application.

In terms of development, faculty recommended greater integration of contemporary themes with challenges in group assessments another area of focus, with staff recognising issues in the distribution of work and recognition of individual contributions. Structured guidelines and mechanisms such as peer evaluations were proposed to improve fairness and transparency in these assessments.

Overall, staff, lecturers, and faculty provided a balanced view of the programme, recognising its strengths while offering constructive recommendations for improvement. Their insights have been instrumental in guiding the programme's ongoing development, ensuring it remains relevant and responsive to the needs of students and the demands of the management profession.

Recommendations:

1. Continue to involve staff in the review of modules and assessments to integrate practical insights and ensure alignment with emerging themes.

External Examiner Feedback

Commentary:

The external examiners feedback reinforces the programme's strengths in academic rigour, practical application, and alignment with professional expectations. They noted that the curriculum aligns well with Level 9 standards on the National Framework of Qualifications (NFQ) and prepares graduates effectively for professional roles in management and leadership. The structure of the programme, particularly its integration of theoretical and applied learning, was highlighted as a key strength.

However, the external examiners did identify a number of areas for enhancement; consistency in assessment rubrics, quality of assessment feedback to students, integration of emerging and contemporary topics and the strengthening of practical applications, as key examples. By addressing these areas, the programme has the opportunity to further strengthen its alignment with industry expectations and academic standards, ensuring a continued high-quality learning experience for all students.

The report not only validates the external examiner's recommendations but also integrates them into actionable proposals for programme enhancement. This alignment ensures that the

MSc in Management Practice continues to deliver a high-quality, relevant, and student-focused educational experience.

Recommendations: There are no specific recommendations.

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The complaints and appeals process for the MSc in Management Practice is clearly articulated within the programme documentation and adheres to DBS's institutional policies. Learners have access to a well-defined framework for raising concerns, ensuring transparency and fairness in addressing issues. The review highlights that the complaints and appeals mechanisms are effective, with minimal cases reported during the review period. This indicates a high level of learner satisfaction and trust in the programme's operations.

Recommendations: There are no specific recommendations.

Quality Assurance Systems and Processes

Commentary:

The quality assurance systems and processes for the MSc in Management Practice align with both QQI requirements and DBS's institutional policies. The programme benefits from oversight by an Industry Advisory Board, a well-established mechanism for monitoring academic standards, learner feedback, and assessment quality, while also ensuring ongoing alignment with professional needs. Improvements since the 2019 revalidation have addressed previous shortcomings, particularly in programme delivery and strategic focus. These reviews ensure the curriculum remains relevant and aligned with industry needs, while External Examiner feedback is effectively integrated into continuous improvement processes.

The review highlighted strengths in the institution's commitment to maintaining high-quality teaching and learning standards. Mechanisms for capturing learner and staff feedback, further enhance the quality assurance framework.

Recommendations:

The conditions and recommendations detailed in the independent Evaluation Report for Validation aim to build on the existing strengths of DBS's quality assurance framework while addressing identified areas for enhancement, ensuring the MSc in Management Practice maintains its high standards of academic integrity and relevance.

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

Commentary:

The existing approved quality assurance systems provide a solid foundation for managing traditional and blended learning delivery modes. However, the increasing emphasis on online delivery and assessment necessitates additional systems and processes to ensure consistency, fairness, and alignment with QQI standards. The programme highlights that current systems lack sufficient provisions for the unique challenges posed by a transition to fully online learning environments, such as ensuring robust learner engagement, equitable access to resources, and the integrity of online assessments.

The review highlighted a need to develop clear policies and procedures for online delivery, including explicit guidelines for learner attendance, interaction, and participation in virtual environments. Similarly, processes for designing and validating online assessments require enhancement to ensure their alignment with programme-level outcomes and fairness for all learners.

The panel has confirmed that the revalidation applies exclusively to the full-time and part-time blended learning delivery modes as outlined during the review. For detailed clarification on the programme's delivery modes and the associated requirements, please refer to **Special Condition 1**, which outlines the scope of revalidation. Any considerations for delegation of authority by QQI to online learning must also be clarified before moving forward.

Recommendations: There are no recommendations.

Section F. Summary Analysis of the programme

Commentary:

The MSc in Management Practice demonstrates a strong foundation in delivering a high-quality, industry-aligned programme that balances academic rigour with practical application. The programme's focus on contemporary management challenges, leadership development, and applied learning has positioned it as a relevant offering at Level 9 on the National Framework of Qualifications (NFQ). Feedback from learners, alumni, staff, and industry representatives highlights the programme's strengths, including its teaching quality, industry relevance, and graduate employability.

However, the review has identified areas for enhancement. Additionally, the review recommended strengthening the clarity of delivery modes and further aligning practical applications with industry needs. The programme's robust quality assurance framework provides a strong basis for addressing these recommendations and ensuring continuous improvement. Collectively these recommendations aim to build on the programme's existing strengths while addressing identified gaps, ensuring the MSc in Management Practice remains a leading offering in postgraduate management education.

Recommendations:

There are no further recommendations; however, please refer to the Independent Evaluation Report for Validation for detailed information on the conditions and ancillary recommendations associated with this programme.

Section G. Revision of the programme

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

Commentary:

The panel reviewed the proposed revisions to the MSc in Management Practice as presented by the provider in response to the programme review. The revisions reflect a clear and proactive commitment to enhancing the programme's alignment with evolving industry demands and stakeholder feedback. Key changes and updates ensure the programme remains relevant to the changing landscape of global business and management practices.

In addition, the provider demonstrates commendable efforts to streamline assessments and rebalance module workloads. These changes aim to provide a more equitable and engaging learning experience for students while maintaining the academic rigour expected at Level 9. The panel recognises the provider's responsiveness to stakeholder feedback and its emphasis on delivering a high-quality educational experience.

Readiness for the proposed 2025 intake is contingent on the successful implementation of these revisions. Monitoring the effectiveness of the revisions through learner feedback and assessment outcomes will be critical in ensuring the programme achieves its intended impact.

The panel is confident that with the successful implementation of these revisions, the MSc in Management Practice will continue to set a high standard in postgraduate management education, meeting both academic and professional expectations.

Recommendations:

Further details on the revised programme's readiness for validation are outlined in the Independent Evaluation Report for Validation.

Part 4. Overall Findings

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

Section A. Commentary on review process:

The panel commends the provider on the conduct of the review process, which was comprehensive, transparent, and collaborative. The review demonstrated a strong commitment to engaging with stakeholders, including learners, alumni, staff, and industry representatives, ensuring a broad range of perspectives were considered. The documentation provided was thorough and well-structured, allowing the panel to conduct a detailed evaluation of the programme's quality, relevance, and alignment with academic and professional standards. The panel particularly noted the provider's responsiveness to feedback and its proactive approach to addressing areas for enhancement, including curriculum updates and quality assurance mechanisms.

Section B. Recommendations on review process:

The DBS programme review has demonstrated a robust approach to stakeholder engagement, effectively capturing diverse perspectives, systematically analysing feedback, and using it to inform meaningful programme developments. This commitment to thorough analysis, benchmarking against national and international standards, and engaging stakeholders in a prepared and informed manner should continue as a cornerstone of all future reviews to ensure the programme evolves in alignment with academic excellence and industry needs.

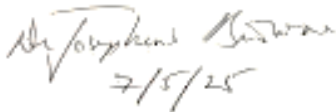
Section C. Commentary on programme revisions:

The panel is satisfied with the proposed revisions to the MSc in Management Practice, which reflect a thoughtful response to the findings of the review process.

The panel recognises the significant progress made but emphasises the importance of robust implementation and monitoring mechanisms to ensure the effectiveness of these revisions. Faculty development and the provision of adequate resources will be crucial to support the successful delivery of the updated curriculum.

Section D. Recommendations on programme revisions:

The panel recommends that the revised MSc in Management Practice, including the embedded Postgraduate Diploma, be revalidated subject to the proposed conditions. Overall, the panel has put forward further key recommendations to support the programme's ongoing development and future success. Detailed recommendations and their justifications are outlined in the Independent Evaluation Report for Validation.



Signed:

Panel Chairperson: Dr. Josephine Browne

7th May 2025

Date: _____



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

Part 1. Provider details

Provider name	Dublin Business School
Date of site visit	Friday 22 nd November 2024
Date of report	Thursday 5 th December 2024

Section E. Overall recommendations

Principal programme¹	Title	Master of Science in Management Practice
	Award	Level 9
	Credit	90 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

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

¹ Replace throughout with actual programme title.

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

Section F. Expert Panel

Name	Role	Affiliation
Dr Josephine Browne	Chair	Former Head of Faculty of Enterprise and Humanities, IADT
Trudi Barnett	Report Writer	Independent Consultant
Professor Robert Galavan	Academic Perspective (Irish context)	Maynooth University
Dr Nehal Mahtab	Academic Perspective (International context)	Nottingham Trent University
Rumbidzai Gandiwa	Learner Representative	MTU Cork
Gillian Saieva	Industry Perspective	Bennet and Bell Associates

Section G. Principal Programme

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

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. students per Intake	
			Maximum	Minimum	Maximum
Full-Time	September 2025	12 months	3	5	100
Part-Time	September 2025	24 months	2	5	100
Intake Schedule e.g. January September		September, January, April			

Embedded Programme

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

Panel Commentary on proposed enrolment:

The panel acknowledges the proposed enrolment strategy outlined for the MSc in Management Practice programme, which details a minimum intake of 5 learners per cohort (full-time and part-time) across the proposed intakes in September, January, and April. The maximum intake is projected at 100 learners per cohort, ensuring scalability to accommodate demand while maintaining programme viability. While there were no specific questions or concerns raised by the panel regarding these enrolment numbers, the alignment with DBS's strategic intent to diversify and grow its learner base is evident. The emphasis on ensuring minimum cohort sizes to sustain optimal learning environments through strategies like flipped semester structures is commendable and reflects strong planning for programme delivery.

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

The Master of Science in Management Practice (90 ECTS) has operated in DBS since its validation in 2013 with an embedded exit award of a Postgraduate Diploma in Science in Management Practice (60 ECTS) included during the programme revalidation in 2019. It has been successfully delivered to domestic and international students.

The Master of Science in Management Practice has been an important programme in the suite of business programmes offered by Dublin Business School for many years. The programme is designed subject to the QQI Science Awards Standards. Designed as an interdisciplinary programme, it focuses on business management and appeals to graduates seeking to gain exposure to the knowledge, skills, and techniques that will allow them to successfully manage in any applied professional business context.

The programme also addresses cross-sectoral skills for more sustainable employment and responds to the evolution of the role and scope of sustainability focus across

The Dissertation elective (30 ECTS) provides an opportunity for independent research and the production of a research dissertation. Learners who complete the full programme with this elective will also develop and enhance their research capability through critical enquiry and detailed analytical problem-solving from an industry perspective.

The Placement elective (30 ECTS) module will appeal to those who wish to immerse themselves in industry and explore a research-focused issue or industry problem of benefit to an employer. This Capstone option will apply management concepts in a professional setting, with students evaluating their experience in a project report and reflecting on the skills they gained during their placement. Learners will develop critical, real-world problem-solving and decision-making skills, while engaging in authentic tasks that prepare them for complex challenges in their professional careers.

The **Postgraduate Diploma in Science in Management Practice programme (60 ECTS, NFQ Level 9)** is an embedded exit award from the Master of Science in Management Practice (90 ECTS, NFQ Level 9). The programme comprises 60 ECTS, which is all the ten taught modules without the Capstone electives (Dissertation or Placement). It is offered to learners who do not progress to, or do not wish to complete, the elective in the full Masters programme.

The Postgraduate Diploma in Science in Management Practice can be completed in one academic year by full-time learners and eighteen months by part-time learners. The overall aim of the programme is to provide graduates with the opportunity to attain a Level 9 award if they cannot complete the Capstone Elective of this programme for personal or professional reasons. Therefore, the Postgraduate Diploma in Science in Management Practice (60 ECTS, NFQ Level 9) is offered only as an exit award from the Masters programme.

On completion of this programme, learners will have the management skills necessary to move into various management roles in industry. They will gain an understanding of key management issues, how to apply innovative management processes and techniques, and how to critically evaluate and deploy a range of management tools and models in strategic decision-making in an organisation. Learners will also gain competencies in general management practices with an emphasis on business ethics and sustainability. Through the assignments and projects as part of the assessment criteria, learners will develop independent research and problem-solving skills which will be valuable in a variety of contexts in the workplace.

Target learner groups

This programme is aimed at learners with a second class second division (2.2) honours bachelor degree in any subject area who wish to specialise in the field of management with a view to entering industry or moving to a management level. It will also be of interest to learners who have completed their undergraduate degree in business and wish to specialise in this area. An equivalent vocational qualification like ACCA or CIMA will also be considered for entry. The programme is intended to appeal to both a domestic and international learner, with knowledge and skills which will be applicable and relevant in a global business environment.

On completion of this programme, learners will have the management skills necessary to move into various management roles in industry. They will gain an understanding of key management issues, how to apply innovative management processes and techniques, and how to critically evaluate and deploy a range of management tools and models in strategic decision-making in an organisation. Learners will also gain competencies in general management practices with an emphasis on business ethics and sustainability. Through the assignments and projects as part of the assessment criteria, learners will develop independent research and problem-solving skills which will be valuable in a variety of contexts in the workplace.

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

The teaching and learning modalities

The teaching and learning modalities include:

1. **Classroom-Based Lectures:** Delivered online or on-campus.
2. **Workshops:** Face to face on-site.
3. **Practical Sessions:** On-site sessions.
4. **Presentations:** Supporting the development of communication skills.
5. **Online Lectures and Tutorials:** Broadcast live – non/interactive transmission.
6. **Asynchronous:** On demand content.
7. **Work-Based Learning:** Learners engage in monitored workplace activities.

These modalities reflect a blended learning approach, combining face-to-face and online elements to suit diverse learner needs.

Summary of specifications for teaching staff

Role	Profile	WTE
Lecturer	<p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters in the following areas:</p> <ul style="list-style-type: none"> • Marketing • Accounting • Economics • Finance • Business • IT 	0.53

	Individuals with Level 8 honours bachelor degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered.	
Academic Director	The Academic Director will be responsible for the overall management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme. The Academic Director has an important role in mentoring learners and providing them with guidance and support on both academic and non-academic matters related to learner life.	1
Assistant Academic Director	The Assistant Academic Director has responsibility of working with the Academic Directors across all elements of programme development and delivery. They are responsible for overseeing Programme Team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard.	1
Programme Level Manager	The Programme Level Manager (PLM) provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise, keeping up to date with teaching and learning developments and being alert to best practice, providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries and requests for accommodations from learners.	1
Faculty Manager	The Faculty Managers (FM) are key members of the academic management team in DBS who assist the Head of Teaching Delivery and Content Production in the management of the academic full-time and part-time staff. Each Faculty Manager has direct line-management responsibility for a large number of staff, ensuring that programmes are staffed correctly, staff performance is measured and reviewed, annual budgets are prepared, costs are controlled, and reporting is done on academic performance to internal governance and quality boards. While FMs have overall responsibility for academic staff management, operational responsibility for academic management and support of students at programme level is the responsibility of Academic	1
Programme Coordinators	Programme Coordinators provide administrative support to learners and ensure all students are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning. Programme Coordinators are responsible for day-to-day management of student information and data.	1

Learning Activity	Ratio of students to teaching staff
Classroom Sessions (10 ECTS modules, some 5 ECTS)	1/75
Classroom Sessions (some 5 ECTS modules)	1/50
Classroom Sessions (10 ECTS modules, some 5 ECTS)	1/75
Classroom Sessions (some 5 ECTS)	1/75
Workshops	1/50

Practical Sessions	1/25
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Panel Commentary on programme outline and staffing:

The panel acknowledges the robust design of the MSc in Management Practice. The programme's structure ensures that learners are equipped with advanced management skills and real-world problem-solving abilities. The panel also acknowledges the strength of the teaching team, with a good mix of academic and industry expertise.

Overall, the programme outline and staffing provide a strong foundation for delivering a high-quality learning experience.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24225	Master of Science in Management Practice	August 2025
PG24226	Postgraduate Diploma in Science in Management Practice	August 2025

Section H. Other noteworthy features of the application

The MSc in Management Practice is a forward-thinking programme offering flexibility through its Capstone Project, which includes options for a dissertation or work placement, supported by dedicated workshops and a Placement Coordinator. The programme aims to cultivate analytical rigour and incorporate authentic assessments, while implementing strategies to address generative AI and promote learner independence. Strong learner supports, such as captioned lectures and cultural awareness workshops, ensure the needs of a diverse international cohort are met. These features reflect its evolution into a progressive and forward-thinking management programme.

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision

(where applicable). Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

N/A

Part 2. Evaluation against the validation criteria

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

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

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

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

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	YES	<p>The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 1 and its sub-criteria (a-c).</p> <p>The application for validation is appropriately signed by the provider's chief executive officer, declaring compliance with all statutory, regulatory, and professional body requirements.</p> <p>The panel is satisfied that the provider's quality assurance procedures are robust and align with the requirements for the revalidation of the MSc in Management Practice and its embedded Postgraduate Diploma.</p> <p>The panel is satisfied that Dublin Business School, as the provider, is eligible to seek revalidation for the mentioned programme.</p> <p>However, the panel has identified a need for greater clarity regarding the scope of revalidation. Therefore, the panel has set a special condition to address specific aspects of delivery modes and infrastructure.;</p> <p>Special Condition 1: Scope of Revalidation The panel confirms the revalidation applies exclusively to the full-time and part-time blended learning delivery modes, as presented. Online delivery is not included in this revalidation. Further clarity is required regarding the distinctions between full-time, part-time, and online delivery modes, particularly with respect to the attendance requirements. The panel cannot validate an 'intention' to deliver without explicit evidence of resources and infrastructure, such as examples of the Virtual Learning Environment (VLE) or Learning Management System (LMS). Page 27 references an 'intent' for online delivery, but this is not part of the validation. Furthermore, any considerations for QQI delegation must be clarified.</p>
Postgraduate Diploma in Science in Management Practice	YES	As above

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

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme. (i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's Policy and Criteria for Making Awards.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>f) The programme title and any embedded programme titles are (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective students 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. (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>j) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	Partially	<p>The panel has thoroughly assessed the programme based on the criteria and finds that the objectives and learning outcomes of both the MSc and the embedded Postgraduate Diploma are clearly defined and aligned with the QQI Level 9 awards sought, meeting Criterion 2, sub-criterion (a-f, i and j).</p> <p>The programme demonstrates a high level of alignment with QQI validation standards through its clear and accessible articulation of objectives and outcomes. The programme aims and objectives are expressed plainly, ensuring they are comprehensible to all stakeholders, including prospective students, teaching staff, and industry partners. The specified QQI Level 9 award is clearly outlined, with the embedded Postgraduate Diploma providing an additional, well-defined exit pathway for students. This structure supports flexibility and progression, underpinned by a robust and satisfactory rationale for the choice of awards.</p> <p>The award titles are consistent with QQI's <i>Policy and Criteria for Making Awards</i> (unit 3.1) and comply with all statutory, regulatory, and professional body requirements, ensuring their legitimacy. Additionally, the programme titles, including the embedded awards, are clear, accurate, and succinct, effectively conveying their purpose to prospective students and other stakeholders.</p>

		<p>However, the panel considers that to further enhance adherence to sub-criteria f and g, a remapping of MIPLOS is required, thus the panel has set a special condition:</p> <p>Special Condition 2: Remapping MIPLOs and Constructive Alignment</p> <p>A comprehensive remapping of the Module Intended Programme Learning Outcomes (MIPLOs) is required to ensure constructive alignment across all programme modules. This will enhance coherence and alignment with institutional and programme-level goals.</p>
Postgraduate Diploma in Science in Management Practice	Partially	As above.

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

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

Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	YES	<p>The panel has thoroughly assessed the programme based on the criteria and notes that the curriculum was developed in consultation with a wide range of stakeholders, including learners, alumni, employers, and industry. The panel can confidently affirm that the programme meets Criterion 3 along with its sub-criteria (a-e).</p> <p>The programme has been further developed in consultation with a broad spectrum of stakeholders, including current learners, alumni, employers, and industry representatives, ensuring it is reflective of both academic rigour and professional relevance. This collaborative approach ensures the programme's structure and content address real-world demands, fostering its alignment with the evolving needs of students and the marketplace.</p> <p>The panel is satisfied that the interpretation of QQI standards is robust and well-informed, adhering to the principles outlined in the framework. The programme demonstrates a favourable comparison with similar offerings both nationally and internationally, positioning itself competitively.</p> <p>Evidence of strong learner demand, reflected in both application trends and feedback, underscores the relevance</p>

		<p>and value of the programme. Employer support, evidenced through engagement in the programme design process and ongoing collaboration, further validates the programme's rationale and ensures its outcomes align with industry expectations. This alignment not only supports graduate employability but also enhances the programme's contribution to the professional field of management practice.</p> <p>In conclusion, the panel confidently affirms that the programme fully meets Criterion 3 and its sub-criteria, with a strong foundation in stakeholder collaboration, sound interpretation of QQI standards, and demonstrated evidence of demand and relevance.</p>
Postgraduate Diploma in Science in Management Practice	YES	As above.

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

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to students for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.</p> <p>b) Programme information for students is provided in plain language. This details what the programme expects of students and what students can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR³) in order to enable students to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that target students are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled students (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 students; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 4 and its sub-criteria (a-g).</p> <p>The programme's access, transfer, and progression arrangements are robust and fully aligned with QQI's policy and criteria. Programme information is presented in plain language, ensuring clarity and accessibility for prospective and current learners, with details on expectations and supports readily available. The programme requires a minimum English proficiency of B2+ on the CEFR scale, supporting international learners in meeting academic standards.</p> <p>Entry requirements are clearly defined, outlining the knowledge, skills, and competencies expected of students. The recognition of prior learning (RPL) process is thorough, allowing for flexible access, advanced entry, or exemptions where appropriate. The programme title reflects its core learning outcomes, aligns with QQI standards, and complies with all regulatory</p>

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

		<p>requirements, ensuring it is meaningful, learner-focused, and holds long-term relevance.</p> <p>Overall, the arrangements provide clear, inclusive, and supportive pathways for learners, ensuring the programme remains accessible and fit for purpose.</p>
Postgraduate Diploma in Science in Management Practice	YES	As above.

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

- a) The programme is suitably structured and coherently oriented towards the achievement by students of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
- b) In so far as it is feasible the programme provides choice to enrolled students so that they may align their learning opportunities towards their individual educational and training needs.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by students of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme’s elements are clear to students and to the provider’s staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.
- j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.

Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	Partially	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently confirm the programme's compliance with Criterion 5, sub-criteria (a, b, c, e, g, h, j).</p> <p>The programme’s written curriculum is well-structured and fit for purpose, ensuring coherence and alignment with the intended programme learning outcomes. Each stage and module is comprehensively designed to integrate seamlessly into the programme, supporting learners in achieving their educational and training goals. The curriculum provides appropriate choices for students, enabling them to align learning opportunities with their individual needs and aspirations.</p> <p>The structure and scheduling of the programme are realistic and grounded in sound educational principles, balancing rigour and accessibility.</p> <p>The allocation of credits aligns appropriately with the standards of entry and the intended outcomes, ensuring the programme duration and contact hours are consistent with QQI requirements.</p> <p>Overall, the curriculum reflects thoughtful design and effective alignment with learner and institutional goals.</p> <p>However, the panel considers that to further enhance adherence to sub-criteria d, f and i, and to strengthen the</p>

	<p>structure and clarity of the curriculum, two special conditions must be met:</p> <p>Special Condition 3: Work Placement Pathway Requirements</p> <p>For students opting for the work placement pathway, the following conditions must be met:</p> <ul style="list-style-type: none"> • Work placements must be agreed upon, and the research brief must be signed off by the employer before the Semester 2 "Conducting Research" module begins. • Students must conduct their research directly on/with their placement organisation, ensuring alignment between their academic studies and practical work. • A rework of the work placement module is required to address: <ul style="list-style-type: none"> a. Constructive alignment and the use of authentic assessment for placement project submissions. b. Development of standard operating procedures (SOPs) to formalise the process, ensuring no work placement pathway is approved without confirmed placement agreements <p>Special Condition 4: Correction of Module and Handbook Inconsistencies</p> <p>The panel identified inconsistencies across modules, relevant descriptors, and student handbooks. These must be corrected to ensure accuracy, transparency, and alignment across all programme documentation.</p> <p>Furthermore, the panel recommends the following:</p> <p>Recommendation 1: Incorporation of Emerging Themes</p> <p>Update module documents to explicitly address topics such as Artificial Intelligence, sustainability, and supply chain management. These elements should be coherently integrated into the curriculum to reflect contemporary and future challenges, ensuring graduates are well-prepared for industry demands.</p> <p>Recommendation 2: Enhancement of Industry Engagement</p> <p>Strengthen industry engagement to better reflect in-module content and align the student experience with curriculum expectations. Feedback from student discussions highlights discrepancies between intended and delivered experiences. Develop mechanisms to ensure that what is outlined in module objectives is consistently realised in practice.</p>
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Postgraduate Diploma in Science in Management Practice	Partially	As above.
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Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

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

Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 6 and its sub-criteria (a-f).</p> <p>The programme has a strong and capable team of qualified staff to deliver it effectively. Staff members possess advanced qualifications and relevant industry experience, ensuring teaching is both academically rigorous and practically relevant. Regular team collaboration and resource sharing further enhance their ability to deliver the programme effectively.</p> <p>The recruitment process ensures staff meet all academic and professional requirements, with measures in place to guarantee sufficient staffing before enrolment begins.</p> <p>Overall, the programme benefits from a well-supported and highly competent team, ensuring its successful delivery and alignment with learner expectations.</p>
Postgraduate Diploma in Science in Management Practice	YES	As above.

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 students (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 7 and its sub-criteria (a-e).</p> <p>The programme has robust physical resources in place to ensure effective delivery and a high-quality student experience. Suitable premises and accommodations support student comfort and safety, while information technology, virtual learning environments, and printed/electronic materials meet academic needs. Specialist equipment and strong technical and administrative support further enhance delivery.</p> <p>Work placements and internships, where applicable, are well-integrated, and a detailed five-year plan ensures resource sustainability, addressing planned intake and financial considerations. Controls over property, materials, and equipment ensure consistent access, and all locations offering the programme meet the necessary validation criteria.</p> <p>Overall, the programme’s physical resources are well-planned, comprehensive, and aligned with its objectives, ensuring consistency and quality across all aspects of delivery.</p>

Postgraduate Diploma in Science in Management Practice	YES	As above.
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Criterion 8. The learning environment is consistent with the needs of the programme's students

<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) Students can interact with, and are supported by, others in the programme's learning environments including peer students, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	Partially	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the program's compliance with Criterion 8 and its sub-criteria (a-b).</p> <p>The programme provides a learning environment that effectively meets the needs of its students, blending physical, virtual, and workplace settings. Resources such as virtual learning environments, academic materials, and support systems are well-integrated, ensuring consistency with the intended learning outcomes. Students benefit from meaningful interactions with peers, educators, and, where applicable, workplace coordinators and supervisors.</p> <p>However, the panel considers that to further enhance adherence to sub-criteria c, and to strengthen the structure and clarity of the programme related workplace arrangements, Special Condition 2, as detailed against Criterion 5 (i) must be met. For reference purposes;</p> <p>Special Condition 2: Work Placement Pathway Requirements For students opting for the work placement pathway, the following conditions must be met:</p> <ul style="list-style-type: none"> • Work placements must be agreed upon, and the research brief must be signed off by the employer before the Semester 2 "Conducting Research" module begins. • Students must conduct their research directly on/with their placement organisation, ensuring alignment between their academic studies and practical work. • A rework of the work placement module is required to address: <ol style="list-style-type: none"> a. Constructive alignment and the use of authentic assessment for placement project submissions. b. Development of standard operating procedures (SOPs) to formalise the process, ensuring no work placement pathway is approved without confirmed placement agreements

Postgraduate Diploma in Science in Management Practice	Partially	As above.
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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 students to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled students to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled students as they progress within the programme.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 9 and its sub-criteria (a-e).</p> <p>The programme employs effective teaching and learning strategies that successfully support students in achieving the intended learning outcomes. These strategies align with both programme and module goals, offering authentic learning opportunities such as real-world applications and industry engagement. The programme ensures a balanced workload, enabling students to meet learning outcomes efficiently and without undue stress.</p> <p>Student progress is monitored, and students benefit from regular, individualised guidance and timely formative feedback. This personalised support fosters academic growth, keeps students engaged, and ensures they remain on track.</p> <p>Overall, the teaching and learning strategies appear to be well-structured, student-centred, and designed to provide a high-quality educational experience.</p>
Postgraduate Diploma in Science in Management Practice	YES	As above.

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently</p> <p>b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled students to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	Partially	<p>The panel has thoroughly assessed the programme based on the criteria and QQI can confidently affirm the programme's compliance with Criterion 10 and its sub-criteria (b, d, e, g, h).</p> <p>The programme employs assessment strategies that align with QQI-approved quality assurance procedures, ensuring consistency and reliability. Formative assessment is integrated effectively to support ongoing learning and provide students with timely, constructive feedback. The programme also includes a well-documented assessment strategy at both the programme and module levels, ensuring clarity and coherence in expectations and standards.</p> <p>Procedures for the moderation of summative assessment results are sound, ensuring fairness and accuracy in grading. Furthermore, only learners who have been assessed against the validated standards for the award are put forward for certification. These strategies collectively ensure that assessments are rigorous, transparent, and aligned with both institutional and QQI requirements, supporting the achievement of learning outcomes and maintaining the integrity of the programme.</p> <p>However, the panel considers that to further enhance adherence to sub-criteria a, c and f, and to strengthen the structure and clarity of the assessment process, one special condition must be met:</p> <p>Special Condition 5: Re-alignment of Assessment Rubrics To ensure consistency and enhance student outcomes, assessment rubrics must be standardised across all modules. Specific attention is needed to:</p> <ul style="list-style-type: none"> • Ensure parity in marking criteria.

		<ul style="list-style-type: none"> Clearly differentiate marking bands (e.g., between a 2:1 and 2:2). Provide clear definitions of excellence to guide student performance and faculty marking. Align rubrics to programme-level learning and institutional objectives for assessment and feedback. <p>Furthermore, the panel recommends the following:</p> <p>Recommendation 3: Diversification of Assessment Strategies Review and refine the programme assessment strategy to incorporate a wider range of assessment methods. This diversification should consider the future challenges and opportunities presented by Artificial Intelligence (AI), placing a stronger emphasis on analytical skills and triangulation of assessment evidence. Explicit guidance on the integration of AI-related competencies would be beneficial for preparing students for evolving professional landscapes.</p> <p>Recommendation 4: Consistency in Word Count and Reassessment Policies Address inconsistencies in word counts and reassessment policies across modules:</p> <ul style="list-style-type: none"> The dissertation’s cover page specifies 15–20k words, whereas the body content states 15k ± 10%. Ensure alignment across all documents. For the Placement module, the report accounts for 70% of the grade (10k words), while CA2 (30%) has no word count guidance—consider specifying a 5k word count. Reassessment policies need clarification: currently, the dissertation allows for resubmission against feedback, but the Placement module must be retaken. Placement handbooks mention resubmission of reports, creating confusion. Ensure fairness and consistency, providing clear timelines for reassessments. <p>Recommendation 5: Improvement of Group Assessment Practices Review the student experience of group assessments to better align with programme expectations, DBS’s strategic values, and its overall vision. This review should focus on:</p> <ul style="list-style-type: none"> Cultural pedagogy and team formation strategies. Fostering a learning culture that enhances collaboration and teamwork. Addressing discrepancies between intended learning outcomes and the lived experience of group projects to ensure coherence and alignment.
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		<p>Recommendation 6: Institutional Annual Review</p> <p>Implement an annual review process as an institution-wide approach to enhance assessment strategies. This review should focus on ensuring alignment with student-centric perspectives, fostering continuous improvement in learning. The process should address mismatches between documentation and dialogue, particularly regarding the currency and relevance of content. If syllabi are indicative, their content should be broadened to remain flexible and responsive to emerging needs.</p>
Postgraduate Diploma in Science in Management Practice	Partially	As above.

Criterion 11. Students 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 students enrolled on the programme.</p> <p>c) Specific information is provided to students 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 students on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled students, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that students 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 students who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for students with disabilities.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international students and enable such students to successfully participate in the programme.</p> <p>j) The programme's students will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice	YES	<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 11 and its sub-criteria (a-j).</p> <p>The programme demonstrates a strong commitment to ensuring students are well-informed, guided, and cared for throughout their learning journey. Students are provided with detailed information about the programme, including schedules for activities and assessments, enabling them to manage their workload. Comprehensive guidance on available learner supports ensures that students have access to academic, personal, and pastoral resources when needed.</p> <p>Clear information about programme-specific appeals and complaints procedures is also provided, ensuring transparency and trust. The programme recognises and accommodates the diverse needs of its learners, offering targeted support and individualised care for those requiring additional assistance.</p> <p>The programme also complies with the Code of Practice for Provision of Programmes to International Students, offering dedicated support in areas such as language development, IT skills, and study skills.</p>

		Overall, the programme creates an inclusive, supportive, and secure learning environment, ensuring all students are equipped to succeed academically and personally.
Postgraduate Diploma in Science in Management Practice	YES	As above.

Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc Management Practice		<p>The panel has thoroughly assessed the programme based on the criteria and can confidently affirm the programme's compliance with Criterion 12 and its sub-criteria (a-h).</p> <p>The programme is well managed, with robust governance, quality assurance, and operational procedures that align effectively with institutional and QQI requirements.</p> <p>The programme interfaces seamlessly with the provider’s QQI-approved quality assurance framework, and any programme-specific adjustments are developed in accordance with QQI statutory guidelines.</p> <p>Maintenance arrangements are aligned with validation criteria, using data such as completion rates to continuously evaluate and enhance quality. Operational and management processes are coherently documented.</p> <p>Overall, the programme’s management reflects a strong commitment to quality, sustainability, and learner success.</p>
Postgraduate Diploma in Science in Management Practice		As above.

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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

Reasons for the overall recommendation

- 1. Comprehensive Programme Documentation**
The documentation provided was detailed, well-organised, and clearly outlined the structure and content of the programme, supporting an effective review process.
- 2. Stakeholder Engagement**
The programme demonstrated strong engagement with students, staff, and external contributors, showcasing its relevance to industry and learner needs.
- 3. Commitment of the Academic Team**
Lecturers displayed passion, enthusiasm, and a thoughtful defence of the programme, reflecting their dedication to academic excellence and student success.
- 4. Alignment with QQI Validation Criteria**
The programme meets the key QQI criteria for validation, with only minor refinements needed to enhance its overall quality and coherence.

Commendations

- 1. Quality of Programme Materials**
The panel commends Dublin Business School for the high-quality documentation provided. The materials were comprehensive, well-organised, and effectively highlighted the key elements of the MSc in Management Practice programme. This ensured clarity and supported the panel's review process.
- 2. Engagement with Stakeholders**
The panel recognises the valuable dialogue facilitated by DBS with both students and staff. The insights shared during these discussions, coupled with the engaging presentation, effectively spoke to the unique strengths and outcomes of the programme.
- 3. Contribution of Academic Team**
The panel commends the individual lecturers for their exceptional contributions to the programme. Their passion and enthusiasm for, as well as the thoughtful defence of the

programme demonstrated their deep commitment to academic excellence and student success.

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

1. **Scope of Revalidation**

The panel confirms the revalidation applies exclusively to the full-time and part-time blended learning delivery modes, as presented. Online delivery is not included in this revalidation. Further clarity is required, prior to final approval, regarding the distinctions between full-time, part-time, and online delivery modes, particularly with respect to the attendance requirements. The panel cannot validate an 'intention' to deliver without explicit evidence of resources and infrastructure, such as examples of the Virtual Learning Environment (VLE) or Learning Management System (LMS). Page 27 references an 'intent' for online delivery, but this is not part of the validation. The provider must clarify any QQI derogations/delegations being considered in relation to blended or online delivery.

2. **Remapping MIPLOs and Constructive Alignment**

A comprehensive remapping of the Module Intended Programme Learning Outcomes (MIPLOs) is required, prior to final approval, to ensure constructive alignment across all programme modules. This will enhance coherence and alignment with institutional and programme-level goals.

3. **Work Placement Pathway Requirements**

For students opting for the work placement pathway, the following conditions must be met:

- Work placements must be agreed upon, and the research brief must be signed off by the employer before the Semester 2 "Conducting Research" module begins.
- Students must conduct their research directly on/with their placement organisation, ensuring alignment between their academic studies and practical work.
- A rework of the work placement module is required to address:
 - a. Constructive alignment and the use of authentic assessment for placement project submissions.
 - b. Development of standard operating procedures (SOPs) to formalise the process, ensuring no work placement pathway is approved without confirmed placement agreements.

This requires immediate implementation for the next student intake.

4. **Correction of Module and Handbook Inconsistencies**

The panel identified inconsistencies across modules, relevant descriptors, and student handbooks. These must be corrected, within 3 months post-validation to ensure accuracy, transparency, and alignment across all programme documentation.

5. **Re-alignment of Assessment Rubrics**

To ensure consistency and enhance student outcomes, assessment rubrics must be standardised across all modules. Specific attention is needed to:

- Ensure parity in marking criteria.
- Clearly differentiate marking bands (e.g., between a 2:1 and 2:2).

- Provide clear definitions of excellence to guide student performance and faculty marking.
- Align rubrics to programme-level learning and institutional objectives for assessment and feedback.

Implementation within 3 months post-validation to ensure accurate and transparent documentation for students and faculty.

Embedded programme:

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

Reasons for the overall recommendation

The Postgraduate Diploma in Science in Management Practice programme is recommended for validation, subject to the following special conditions (as per the MSc in Management Practice). These conditions ensure alignment with QQI validation criteria, enhancing programme coherence and quality.

Commendations

1. Quality of Programme Materials

The panel commends Dublin Business School for the high-quality documentation provided. The materials were comprehensive, well-organised, and effectively highlighted the key elements of the MSc in Management Practice programme. This ensured clarity and supported the panel's review process.

2. Engagement with Stakeholders

The panel recognises the valuable dialogue facilitated by DBS with both students and staff. The insights shared during these discussions, coupled with the engaging presentation, effectively spoke to the unique strengths and outcomes of the programme.

3. Contribution of Academic Team

The panel commends the individual lecturers for their exceptional contributions to the programme. Their passion and enthusiasm for, as well as the thoughtful defence of the programme demonstrated their deep commitment to academic excellence and student success.

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

1. **Scope of Revalidation**

The panel confirms the revalidation applies exclusively to the full-time and part-time blended learning delivery modes, as presented. Online delivery is not included in this revalidation. Further clarity is required, prior to final approval, regarding the distinctions between full-time, part-time, and online delivery modes, particularly with respect to the attendance requirements. The panel cannot validate an 'intention' to deliver without explicit evidence of resources and infrastructure, such as examples of the Virtual Learning Environment (VLE) or Learning Management System (LMS). Page 27 references an 'intent' for online delivery, but this is not part of the validation. The provider must clarify any QQI derogations/delegations being considered in relation to blended or online delivery.

2. **Remapping MIPLOs and Constructive Alignment**

A comprehensive remapping of the Module Intended Programme Learning Outcomes (MIPLOs) is required, prior to final approval, to ensure constructive alignment across all programme modules. This will enhance coherence and alignment with institutional and programme-level goals.

3. **Work Placement Pathway Requirements**

For students opting for the work placement pathway, the following conditions must be met:

- Work placements must be agreed upon, and the research brief must be signed off by the employer before the Semester 2 "Conducting Research" module begins.
- Students must conduct their research directly on/with their placement organisation, ensuring alignment between their academic studies and practical work.
- A rework of the work placement module is required to address:
 - a. Constructive alignment and the use of authentic assessment for placement project submissions.
 - b. Development of standard operating procedures (SOPs) to formalise the process, ensuring no work placement pathway is approved without confirmed placement agreements.

This requires immediate implementation for the next student intake.

4. **Correction of Module and Handbook Inconsistencies**

The panel identified inconsistencies across modules, relevant descriptors, and student handbooks. These must be corrected, within 3 months post-validation to ensure accuracy, transparency, and alignment across all programme documentation.

5. **Re-alignment of Assessment Rubrics**

To ensure consistency and enhance student outcomes, assessment rubrics must be standardised across all modules. Specific attention is needed to:

- Ensure parity in marking criteria.
- Clearly differentiate marking bands (e.g., between a 2:1 and 2:2).
- Provide clear definitions of excellence to guide student performance and faculty marking.

6. Align rubrics to programme-level learning and institutional objectives for assessment and feedback.

Implementation within 3 months post-validation to ensure accurate and transparent documentation for students and faculty.

Summary of recommended special conditions of validation

The MSc in Management Practice programme is recommended for validation with special conditions to enhance its quality and alignment with QQI criteria. Validation is limited to full-time and part-time blended delivery, excluding online delivery. Work placement pathways must be formalised, with placements and research briefs confirmed before Semester 2. A comprehensive remapping of Module Intended Programme Learning Outcomes (MIPLOs) and standardisation of assessment rubrics are required to ensure consistency and alignment with programme goals. Additionally, inconsistencies in module descriptors and handbooks must be resolved to improve transparency and coherence. These conditions aim to strengthen the programme's overall integrity and effectiveness.

Summary of recommendations to the provider

1. **Incorporation of Emerging Themes**

Update module documents to explicitly address topics such as Artificial Intelligence, sustainability, and supply chain management. These elements should be coherently integrated into the curriculum to reflect contemporary and future challenges, ensuring graduates are well-prepared for industry demands.

2. **Enhancement of Industry Engagement**

Strengthen industry engagement to better reflect in-module content and align the student experience with curriculum expectations. Feedback from student discussions highlights discrepancies between intended and delivered experiences. Develop mechanisms to ensure that what is outlined in module objectives is consistently realised in practice.

3. **Diversification of Assessment Strategies**

Review and refine the programme assessment strategy to incorporate a wider range of assessment methods. This diversification should consider the future challenges and opportunities presented by Artificial Intelligence (AI), placing a stronger emphasis on analytical skills and triangulation of assessment evidence. Explicit guidance on the integration of AI-related competencies would be beneficial for preparing students for evolving professional landscapes.

4. **Consistency in Word Count and Reassessment Policies**

Address inconsistencies in word counts and reassessment policies across modules:

- The dissertation's cover page specifies 15–20k words, whereas the body content states 15k ± 10%. Ensure alignment across all documents.
- For the Placement module, the report accounts for 70% of the grade (10k words), while CA2 (30%) has no word count guidance—consider specifying a 5k word count.
- Reassessment policies need clarification: currently, the dissertation allows for resubmission against feedback, but the Placement module must be retaken. Placement handbooks mention resubmission of reports, creating confusion. Ensure fairness and consistency, providing clear timelines for reassessments.

5. Improvement of Group Assessment Practices

Review the student experience of group assessments to better align with programme expectations, DBS's strategic values, and its overall vision. This review should focus on:

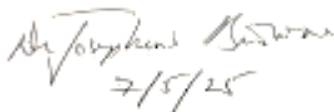
- Cultural pedagogy and team formation strategies.
- Fostering a learning culture that enhances collaboration and teamwork.
- Addressing discrepancies between intended learning outcomes and the lived experience of group projects to ensure coherence and alignment.

6. Institutional Annual Review

Implement an annual review process as an institution-wide approach to enhance assessment strategies. This review should focus on ensuring alignment with student-centric perspectives, fostering continuous improvement in learning. The process should address mismatches between documentation and dialogue, particularly regarding the currency and relevance of content. If syllabi are indicative, their content should be broadened to remain flexible and responsive to emerging needs.

Declarations of Evaluators' Interests

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



Panel chairperson:

Date: 7th May 2025

Dr. Josephine Browne

Signed:

3.2 Disclaimer

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

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

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

Master of Science in Management Practice (Full-Time) – intake group 1

1B.3a Proposed Programme Schedule – MSc Full-time (intake group 1)														
Name of Provider:	Dublin Business School													
Programme Title (Principal)	Master of Science in Management Practice				QQI Award Title	Master of Science in Management Practice				ECTS	90			
Stage (1,2,3, Award etc)	Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Management Practice					Stage ECTS	90			
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face			Blended			Online			Workplace Learning				
				✓										
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based			
	✓			✓		✓					[✓]			
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project			Practical Skills Demonstration		Work Based		
	✓				✓		✓					[✓]		
Modules in this stage														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous **	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %
Risk and Change for Global Issues	1	M	5	125	24		101		100%					
Managerial Financial Analysis	1	M	5	125	24		101				100%			
Strategic Marketing Analysis	1	M	5	125	24		101		100%					
Strategic Planning and Management	1	M	5	125	24		101		100%					
Dynamic Leadership Development	1	M	5	125	24		101		100%					
Sustainable Operations Management	1	M	5	125	24		101		100%					
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A		9		N/A					

Leading Change for Social and Sustainable Impact	2	M	5	125	24		101		100%					
Innovation and Disruptive Technologies	2	M	5	125	24		101		100%					
Strategic Human Capital Management and Organisational Behaviour	2	M	10	250	24	24	202		100%					
Conducting Research for Management	2	M	10	250	24	24	202		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	9		N/A					
<i>Graduate Work Readiness - Gold Award</i>	3	M	N/A	N/A	N/A	N/A	9		N/A					
Dissertation	3	E	30	750		6	744					100%		
Placement	3	E	30	750		6	594	150				70%		30%
Special Regulations:	Students will not progress to the capstone electives unless all taught modules have been passed i.e. 60 ECTS. The capstone electives offer only two opportunities to be successfully completed. Learners who are unsuccessful in completing the capstone will be exited from the programme with the Postgraduate Diploma award.													

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

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

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

NOTE: to facilitate learners from different intakes mixing and forming communities of practice, the delivery of semester 1 and semester 2 modules (with particular exceptions for programme construct) may flip between overlapping intakes, for example the September-intake learners in semester 2 may be joined in some classes by January-intake learners taking those corresponding modules in their semester 1.

Master of Science in Management Practice (Full-Time) – intake group 2

1B.3a Proposed Programme Schedule – MSc Full-time (intake group 2)															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Master of Science in Management Practice				QQI Award Title		Master of Science in Management Practice				ECTS		90	
Stage (1,2,3, Award etc)		Award		Exit Award Title (if relevant)		Postgraduate Diploma in Science in Management Practice				Stage ECTS		90			
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face				Blended		Online				Workplace Learning			
						✓									
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face				Synchronous Hybrid		Synchronous Online		Asynchronous				Work Based	
		✓				✓		✓						[✓]	
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project				Practical Skills Demonstration		Work Based	
		✓				✓		✓						[✓]	
Modules in this stage															
Total Student Effort Module (hours)										Assessment – Allocation of Marks (from the module assessment strategy)					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous*	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam* – in person %	Proctored Exam* – online %	Project %	Practical Skills Demonstration %	Work Based %	
Risk and Change for Global Issues	1	M	5	125	24		101		100%						
Managerial Financial Analysis	2	M	5	125	24		101			100%					
Strategic Marketing Analysis	2	M	5	125	24		101		100%						
Strategic Planning and Management	2	M	5	125	24		101		100%						
Dynamic Leadership Development	1	M	5	125	24		101		100%						
Sustainable Operations Management	2	M	5	125	24		101		100%						
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A		9		N/A						

Leading Change for Social and Sustainable Impact	1	M	5	125	24		101		100%					
Innovation and Disruptive Technologies	1	M	5	125	24		101		100%					
Strategic Human Capital Management and Organisational Behaviour	1	M	10	250	24	24	202		100%					
Conducting Research for Management	2	M	10	250	24	24	202		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	<i>M</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	9		<i>N/A</i>					
<i>Graduate Work Readiness - Gold Award</i>	3	<i>M</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	9		<i>N/A</i>					
Dissertation	3	E	30	750		6	744					100%		
Placement	3	E	30	750		6	594	150				70%		30%
Special Regulations:	Students will not progress to the capstone electives unless all taught modules have been passed i.e. 60 ECTS. The capstone electives offer only two opportunities to be successfully completed. Learners who are unsuccessful in completing the capstone will be exited from the programme with the Postgraduate Diploma award.													

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

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

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

NOTE: to facilitate learners from different intakes mixing and forming communities of practice, the delivery of semester 1 and semester 2 modules (with particular exceptions for programme construct) may flip between overlapping intakes, for example the September-intake learners in semester 2 may be joined in some classes by January-intake learners taking those corresponding modules in their semester 1.

Master of Science in Management Practice (Part-Time - Blended)

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

Conducting Research for Management	1	2	M	10	250	12	24	214		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	1	M	N/A	N/A		N/A	9		N/A					
<i>Graduate Work Readiness - Gold Award</i>	1	2	M	N/A	N/A		N/A	9		N/A					
Dissertation	2	2	E	30	750		6	744					100%		
Placement	2	2	E	30	750		6	594	150				70%		30%
Special Regulations:	Students will not progress to the capstone electives unless all taught modules have been passed i.e. 60 ECTS. The capstone electives offer only two opportunities to be successfully completed. Learners who are unsuccessful in completing the capstone will be exited from the programme with the Postgraduate Diploma award.														

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

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

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

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

Postgraduate Diploma in Science in Management Practice (Full-time) 1 intake group 1

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

Leading Change for Social and Sustainable Impact	2	M	5	125	24		101		100%					
Innovation and Disruptive Technologies	2	M	5	125	24		101		100%					
Strategic Human Capital Management and Organisational Behaviour	2	M	10	250	24	24	202		100%					
Conducting Research for Management	2	M	10	250	24	24	202		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	9		N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	9		N/A					
Special Regulations:	<i>The capstone electives offer only two opportunities to be successfully completed. Learners who are unsuccessful in completing the capstone will be exited from the programme with the Postgraduate Diploma award.</i>													

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

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

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

NOTE: to facilitate learners from different intakes mixing and forming communities of practice, the delivery of semester 1 and semester 2 modules (with particular exceptions for programme construct) may flip between overlapping intakes, for example the September-intake learners in semester 2 may be joined in some classes by January-intake learners taking those corresponding modules in their semester 1.

Postgraduate Diploma in Science in Management Practice (Full-time) 1 intake group 2

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

Leading Change for Social and Sustainable Impact	1	M	5	125	24		101		100%					
Innovation and Disruptive Technologies	1	M	5	125	24		101		100%					
Strategic Human Capital Management and Organisational Behaviour	1	M	10	250	24	24	202		100%					
Conducting Research for Management	2	M	10	250	24	24	202		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	9		N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	9		N/A					
Special Regulations:	<i>The capstone electives offer only two opportunities to be successfully completed. Learners who are unsuccessful in completing the capstone will be exited from the programme with the Postgraduate Diploma award.</i>													

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

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

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

NOTE: to facilitate learners from different intakes mixing and forming communities of practice, the delivery of semester 1 and semester 2 modules (with particular exceptions for programme construct) may flip between overlapping intakes, for example the September-intake learners in semester 2 may be joined in some classes by January-intake learners taking those corresponding modules in their semester 1.

Postgraduate Diploma in Management Practice (Part-time Blended)

1B.3g Proposed Programme Schedule(s) - Part-time Blended																
Name of Provider:		Dublin Business School														
Programme Title (Principal)		Postgraduate Diploma in Science in Management Practice				QQI Award Title		Postgraduate Diploma in Science in Management Practice				ECTS		60		
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)				N/A				Stage ECTS		60			
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face				Blended			Online			Workplace Learning				
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face				Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based			
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project			Practical Skills Demonstration		Work Based			
		✓				✓										
Modules in this stage																
Total Student Effort Module (hours)										Assessment – Allocation of Marks						
Module Title	Se m e s t e r	Y e a r	Man d a t o r y (M) or Elect i v e (E)	Cr e d i t s (E C T S)	Tot a l H o u r s	I n p e r s o n	Sy n c h r o n o u s	I n d e p e n d e n t L e a r n i n g (D i r e c t e d E - l e a r n i n g, O t h e r)	W o r k B a s e d	Con t i n u o u s A s s e s s m e n t %	Pr o c t o r e d E x a m * – i n p e r s o n %	Pr o c t o r e d E x a m * – o n l i n e %	Pr o j e c t %	Pr a c t i c a l S k i l l s D e m o n s t r a t i o n %	W o r k B a s e d %	
Risk and Change for Global Issues	1	1	M	5	125	6	12	107		100%						
Managerial Financial Analysis	1	1	M	5	125	6	12	107			100%					
Strategic Marketing Analysis	1	1	M	5	125	6	12	107		100%						
Strategic Planning and Management	1	1	M	5	125	6	12	107		100%						
Dynamic Leadership Development	2	1	M	5	125	6	12	107		100%						
Sustainable Operations Management	2	1	M	5	125	6	12	107		100%						
Graduate Work Readiness - Bronze Award	1	1	M	N/A	N/A		N/A	9		N/A						

Leading Change for Social and Sustainable Impact	2	1	M	5	12 5	6	12	107		100%					
Innovation and Disruptive Technologies	2	1	M	5	12 5	6	12	107		100%					
Strategic Human Capital Management and Organisational Behaviour	1	2	M	10	250	12	24	214		100%					
Conducting Research for Management	1	2	M	10	250	12	24	214		100%					
Graduate Work Readiness - Silver Award	2	1	M	N/A	N/A		N/A	9		N/A					
Graduate Work Readiness - Gold Award	1	2	M	N/A	N/A		N/A	9		N/A					
Special Regulations:	Students unable to complete the research capstone electives will be Exited with the Postgraduate Diploma award.														

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

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

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

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