



Programme Validation Report

M.Sc. in Management

Version of Report	Author	Date
1	Dr. David Irwin	16/12/2024
		Click or tap to enter a date.
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Approval	Date
Programme Proposal approved by Faculty Board	Click or tap to enter a date.
Programme Proposal approved by University Programmes Board	Click or tap to enter a date.
Programme approved by Faculty Board	Click or tap to enter a date.
Programme approved by University Programmes Board	Click or tap to enter a date.

Section A - Programme Details

Title	M.Sc. in Management
NFQ Level	9
ECTS Credits	90
Mode of delivery	Part-time Full-time X
Duration	Part-time: Full-time:
Mode of provision	Face-to-Face X Blended X Online X
Classification of award	Major Award
Discipline Programmes Board	Business
Faculty Board	Faculty of Business
Schools involved in delivery	Management, People and Organisations, and the Graduate Business School.
Delivery location	Aungier Street
Collaborative Partner (where applicable)	n/a
Date of Commencement	September 2025

Section B - Awards

Award Title	M.Sc. Management		
NFQ Level	9		
Award Class	See table below.		
ECTS Credits	90		
Classification of award	Award Classification	GPA	Grade
	First Class Honours/Distinction	4	>70
	Second Class Honours Grade 1/Merit Grade 1	3	60-69%
	Second Class Honours Grade 2/ Merit Grade 2	2.5	50-59%
	Pass	1.5	40-49%
Award (1) Title	Post Graduate Diploma in Management		
Exit/Embedded	Ext Embedded •		

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board	
Is a derogation required if there is an imbalance outside the norm of 30 credits per semester.	
Date of University Programmes Board Approval	Click or tap to enter a date.

Section D Validation Process

Please tick the process that was followed:

<input checked="" type="checkbox"/> Validation Panel •	<input type="checkbox"/> AQEC Meeting	<input type="checkbox"/> AQEC Sub-Group
Date: 16.12 2024	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr. Maggie Farrell	HoLT Faculty of Business (Chair)	TU Dublin
Dr. Etain Kidney	Internal Member	TU Dublin
Prof. Denis Harrington	External Member	SETU
Dr. Garry McCabe	External Member	Mater Hospital (Private)
Dr. Barry Ryan	Internal Member	TU Dublin
Dr. Cormac McMahon	Internal Member	TU Dublin
Dr. David Irwin	Academic Affairs	TU Dublin (in attendance)

Section E - Programme Evaluation

Governance & Management		
Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?	Yes <input checked="" type="checkbox"/> X	No
<p>Comment:</p> <p>The Programme Team is commended on their attempt to maximise the use of the faculty module portfolio through the inclusion of spine modules, aligning Fundamental 1 of the University Education Model (UEM). The Programme Team is also commended on their inclusion of a module with clear learning outcomes related to sustainability (UEM Fundamental 7) and interdisciplinarity (UEM Fundamental 6). To ensure a wider embedding of the UEM, the School should consider how appropriate elements of the framework of learning experiences (UEM Fundamental 5), with particular regards to inclusivity and Universal Design for Learning, have been integrated into each module that comprises the programme.</p>		
Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?	Yes <input checked="" type="checkbox"/> X	No <input type="checkbox"/>
<p>Comment:</p> <p>General Assessment Regulations provide for this.</p>		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes <input checked="" type="checkbox"/> X	No <input type="checkbox"/>
<p>Comment:</p> <p>The Evaluation Panel commends the genuine attempt to ensure constructive alignment across PLOs, MLOs, and Graduate Attributes.</p>		
Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?	Yes <input checked="" type="checkbox"/> X	No
<p>Comment:</p>		
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes <input checked="" type="checkbox"/> X	No
<p>Comment:</p> <p>The panel is to consider the development of an appropriate assessment matrix as discussed by the Evaluation Panel with the programme team wherein component aspects of module learning outcomes can be assessed in a thematic manner with other cognate modules.</p> <p>The provision of rubrics for a consultancy project should be produced in a programme handbook.</p>		
Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes <input checked="" type="checkbox"/> X	No
<p>Comment:</p>		

Has the programme been benchmarked against similar programmes nationally and internationally?	Yes <input checked="" type="checkbox"/> X	No
<p>Comment:</p> <p>The Review Panel commends the programme development team and notes the position of the proposed programme in line with other level 9 programmes and commends the design that permits, through the spine approach, access to modules to other schools and faculties.</p> <p>Is there a particular type of management education (emerging through the modules on the programme) and include same as a narrative piece in programme documentation.</p>		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>N/A</p>		

Programme Design		
Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?	Yes <input checked="" type="checkbox"/> X	No
<p>Comment:</p> <p>This has been explicitly stated in the presentation and needs to be articulated in programme documentation. The evaluation panel were very impressed on the team presentation.</p>		
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes X <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>This is facilitated through the university's QA/QE processes.</p>		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes X	No <input type="checkbox"/>
<p>Comment:</p> <p>This is facilitated through the universitys QA/QE processes.</p>		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes <input checked="" type="checkbox"/> X	No
<p>Comment:</p> <p>See the schedule of student workload distribution comment in the Recommendations section.</p>		
Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes X	No <input type="checkbox"/>
<p>Comment:</p>		

Yes, this is an exemplary and differentiating feature of the programme.		
If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: The School to deliver this as part of orientation.		
Is the required programme and module information provided in the correct format?	Yes X	No <input type="checkbox"/>
Comment: The School to review: <ul style="list-style-type: none"> • how modules are taught (where it is suggested that learners take modules across NFQ levels) e.g. level 8 and level 9 co-taught. • the programme and module information as it appears on PMC to ensure consistent presentation and content. 		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes X	No <input type="checkbox"/>
Comment: 		
Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?	Yes X	No <input type="checkbox"/>
Response: The School to demonstrate this in the Student Handbook.		
Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?	Yes X	No <input type="checkbox"/>
Comment: All students who gain access to the university VLE have to agree to undertake Epigeum training on Academic Integrity.		
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes X	No
Comment: The School is to make this more explicit in terms of how attainment of individual MLOs will be evidenced and this should be linked to the recommended assessment matrix.		
Are there opportunities in the module to provide students with timely and constructive feedback on their learning and development?	Yes X	No <input type="checkbox"/>
Comment: This information is to be included in the Student Handbook.		
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes X	No

This needs to be explicitly stated in the programme documentation.

Student Supports & Learning Environment		
Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?	Yes X	No <input type="checkbox"/>
<p>Comment:</p> <p>In the delivery of the programme, are all existing staff fully engaged or capable of being deployed to the programme? If so, the School need to manage the extra load where no additional resources are available.</p>		
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes X	No <input type="checkbox"/>
<p>Comment:</p> <p>The School should state how many modules will be shared with other programmes within the Faculty. In responding to this how many modules will be taken by the students on the programme as an individual class?</p>		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes X	No <input type="checkbox"/>
<p>Comment:</p> <p>This is facilitated through the universitys QA/QE processes.</p>		
Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes X	No <input type="checkbox"/>
Does the student support and learning environment cater for equality, diversity and inclusivity of students?	Yes X	No <input type="checkbox"/>
<p>Comment:</p> <p>This information is to be provided in the Student Handbook.</p>		
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes X	No <input type="checkbox"/>
<p>Comment:</p> <p>This information is to be provided in the Student Handbook.</p>		
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes X	No <input type="checkbox"/>
<p>N/A. Though the evaluation panel commends the proposed induction programme for students.</p>		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: N/A		
In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: TU Dublin is the awarding body for this programme.		

Section F - Overall Recommendation

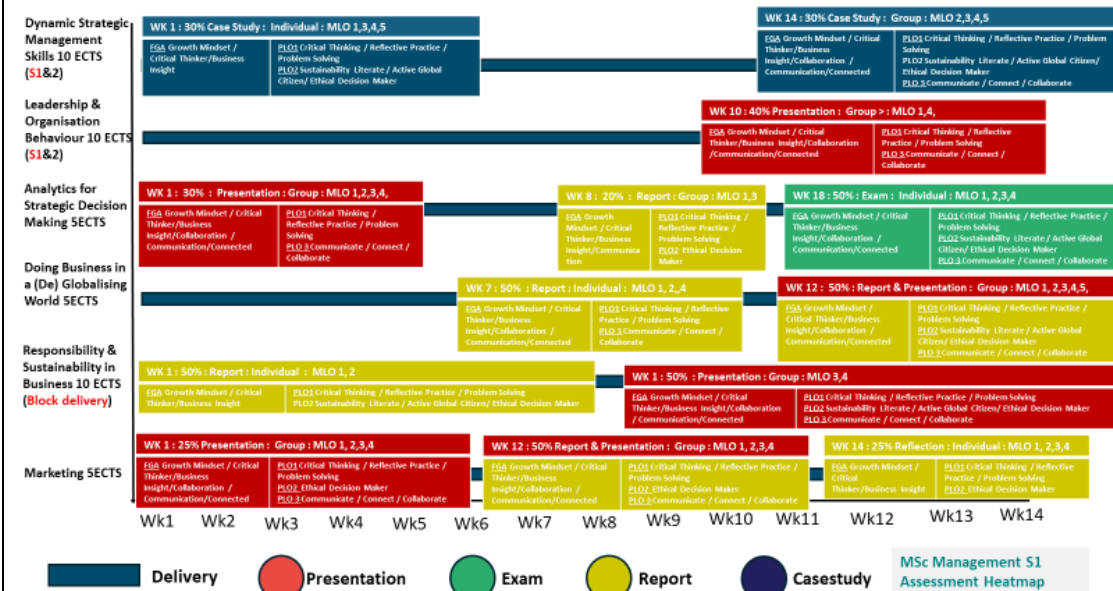
1.	Recommend approval of programme as submitted, without amendment	<input type="checkbox"/>
2.	<p>Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.</p> <p>Note: recommendations are attached where it is considered that the programme would benefit from changes, or from a review of certain aspects of the programme over a period, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.</p>	X
3.	<p>Recommend approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.</p> <p>Note: conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required to meet the conditions.</p> <p>A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.</p>	<input type="checkbox"/>
4.	Do not recommend approval of programme.	<input type="checkbox"/>

Areas for commendation	
1.	The Evaluation Panel comments the enthusiasm of staff for this programme.
2.	The Evaluation Panel was impressed with the degree of programme development team cohesion in terms of knowledge across modules, and exemplars used to illustrate responses to various questions posed by the Evaluation Panel.
3.	
4.	

Recommendations	
1.	<p>The School to review the PLOs and MLOs to demonstrate how they are accommodated within the assessment strategy.</p> <p>The School should also clarify if the delivery of the programmes is blocked or not. Also, the School should clarify how multi-modal works in terms of the programme delivery model.</p> <p>Furthermore, the School to review unquantifiable features of the teaching and learning approach such as “best in class”, and “innovative delivery”.</p> <p>Response: The team has produced a table which clearly links assessments with MLOs and PLOs. See attached. The School is also finalising a heatmap visual (an idea passed on by Dr Barry Ryan at the Validation event) on PLO/MLO/Activity mapping, which will be shared across the Faculty/ University.</p> <p>Programme Delivery:</p> <ul style="list-style-type: none"> Blocked – three modules on the programme will be block delivered. These are: Responsibility & Sustainability in Business (semester 1), and Enterprise Challenge (semester 2). All other modules, with the exception of the Seminar Series, will be delivered in a traditional, semesterised format. The Seminar Series will be delivered as a series of six seminars, delivered across semester 1 and semester 2. Multimodal – This programme is designed to be delivered predominantly face-to-face in a classroom environment. The programme will only be multimodal in terms of material put on Brightspace and online seminars. The team are cognisant that multimodality in an educational context refers to any resource or activity that uses multiple semiotic modes to communicate information. Multimodal teaching and learning on the programme may use infographics in that they combine imagery and text. other modes including video, audio (e.g. podcasts), visuals and written elements of various forms. Therefore, a combination of in-person experiences with virtual support will allow for a dynamic and adaptable educational experience for these MSc Management students. Incorporating both synchronous and asynchronous approaches will ensure that the full-time learners can benefit from structured, real-time engagement as well as thoughtful, individual exploration and reflection. It is a comprehensive approach to blending that recognises the diverse needs of these MSc learners and offers a more inclusive and versatile learning environment. Innovative T&L Approach: It is recognised that learners with varying backgrounds, abilities and requirements, will benefit from guidance and resources to adapt and thrive in these varied educational settings. This EDI support can include access to digital tools for online learning, personalised assistance for those with special needs, or strategies to develop self-directed learning skills. These supports are outlined in the student handbook. Language of ‘best in class’ and ‘innovative delivery’ has been revised and clarified in the documentation.
2.	<p>The School to develop a more detailed assessment matrix (weighting, type, group/individual) to reduce the volume potential of over-assessment. Such an approach would also permit a thematic alignment of assessments. The School should also consider a proportionate distribution of assessments (incl. Cross-modular assessment) across each semester.</p> <p>Response:</p> <p>The programme assessment map charts assessment activities across modules and the programme to ensure assessment load is distributed fairly and evenly across both semesters, and across programme learning outcomes and modules. The School will produce a detailed week by week assessment schedule similar to the sample below and on page 29 of the updated validation document following final consultation with the teaching team to ensure that the</p>

workload is balanced across the semester. Going forward, the School will work to identify new cross-module case studies to meet Learning Outcomes and integrate learning in several discipline areas.

Table 14 . Draft Assessment Heatmap Semester 1 : Schedule of Assessment and links to Faculty Graduate Attributes, PLOs and MLOs.



3. Given that there are modules adopted from other programmes, it is important that the School ensure standardisation of presentation and up-to-date requirements with regard to the use of contemporary texts/learning materials.

Response:

All modules are reviewed annually, with changes made via the Akari platform. The module leads on this programme, for the most part, also deliver the modules on other programmes and as such there is no disconnect. In any instances where multiple Faculty are teaching the same module, but to different groups, they will collaborate to ensure alignment, the sharing of good practice and resources where appropriate.


The programme team will draw up clear and accessible learning materials. Each lecturer will define the learning content that will be covered by the assessment prior to the teaching activities; they will ensure that the content/slides include references to current affairs, research/evidence-based articles, and a mix of industry-based videos/podcasts. By adhering to this, the MSc students will benefit from a range of options on how content can be presented, and they will get different views on the content which will promote their critical thinking at masters level.

When the lecturers start from the intended MLOs, across the shared modules they are providing a consistent approach in the following way: defining the content to ensure that they are building in difficulty; offering relevant and current content; providing sufficient examples to contextualize concepts and concepts; referring to additional (digital) supporting materials; challenging sufficiently by setting high expectations for all the students – all of this will happen regardless of the module being shared.

4. Given that there is a big conceptual leap for learners, the School should outline its approach to capacity-building (e.g. academic writing) for the research/enterprise challenge aspect of the programme.

	<p>Response:</p> <p>The programme team recognises that “<i>Academic language ... is no-one’s mother tongue</i>” (Bourdieu & Passeron, 1994, p.8). As such, effort is being invested into the support of the diverse masters students with academic writing – which will start in the Orientation session and be sustained throughout the 2 semesters. This support will focus on processing complex ideas and developing the students’ academic voice at Masters level. As outlined in the validation documentation a comprehensive induction will assist learners in the transition onto this programme, with further supports offered throughout the learning journey. Learners will also be introduced to the variety of support services which exist within the university, including the academic writing centre.</p>
5.	<p>The School to consider developing an appropriate handbook for the enterprise/consultancy project. The School should further clarify the status of the project vis á vis its proposed credit allocation.</p> <p>Response:</p> <p>A Consultancy Project handbook has been developed and will be shared with the student cohort. It will include a clear outline of the credit allocation of the project. A draft of this handbook has been developed based on handbooks which are already in use across our postgraduate portfolio. This will be reviewed further and finalised in advance of the programme launch.</p>
6.	<p>The School to consider the ethical clearance to learners given the volume of learners working on consultancy projects (incl. social enterprises) who will need to be supported- particularly as there will be no supervision over the Summer months.</p> <p>Response:</p> <p>Ethical clearance for consultancy projects will be implemented through an expedited review via a self-assessment process; the online self-assessment tool is available at Research and Innovation Self-Assessment. The Faculty of Business is currently reviewing the approaches taken to ethical clearance on capstone MSc modules (e.g. dissertations and consultancy projects) and will look to formalise a consistent process, in conjunction with the Head of Research,</p>
	<p>What processes are in place if the placement breaks down in the company/social enterprise in which the student(s) is/are placed.</p> <p>Response:</p> <p>There is no work placement on this programme. However, students will engage with organisations when completing their consultancy projects. While uncommon, where issues have arisen in the past, the supervisor /programme coordinator works with the student to support them and to refocus their project as appropriate. The Consultancy Project handbook includes guidelines and timelines, which require supervision and progress records to be maintained. This is a mechanism for tracking and resolving any issues as they emerge.</p>
8.	<p>The School to consider how ‘block’ delivery of modules is delivered in terms of how it is run. Also, the School to consider how learners participate in ‘the spine’, and how it is timetabled given that this is a conversion programme, and may be offered to students from other programme within the Faculty at a minimum.</p> <p>The School should also produce an overall schedule that also accommodates nuances associated with assessments.</p> <p>Response: Block delivery of the programme has been outlined in Response 1.</p> <p>The Faculty has extensive experience in delivering block modules over the past 2-3 decades. This experience will be invaluable when delivering this programme. Furthermore, the GBS has arranged for a staff development workshop on block/ executive education delivery in January 2025.</p>

	A careful and considered approach will be taken when it comes to sharing modules within or between programmes/ faculties. Schedules will be discussed and agreed with other Schools/ Disciplines, and clearly communicated to students, as is currently the case for shared modules.
9.	<p>The School should look at the 35 credits (and the fact that this equates to 50hrs per week), and 40 credits in semester 2 (which equates to 60 hrs). This appears to the Board to be excessive. The School should identify the measures it proposes to mitigate against this apparently excessive approach.</p> <p>A derogation may be necessary in this regard.</p> <p>Response:</p> <p>All MSc programmes in the Faculty of Business consist of 90 ECTS. However, the delivery of the programmes and weighting of certain modules varies between programmes. The programme team is conscious of the programme schedule for the MSc Management and of the need to balance the workload for learners across the two semesters to facilitate critical thinking, independence and problem solving. Streamlining workload and assessment involves deploying best pedagogic practice and building sensible assessment loads and schedules. By following inherently inclusive principles and practices, it is the intention of the Programme Team to facilitate assessment and for learning, without putting students under unnecessary duress. The use of block modules on other MSc programmes has helped to balance the learners' workload. The team plans to run block modules at quieter times in the academic calendar, for instance in mid-January and May, as is the case on another MSc programme in the School.</p> <p>Furthermore, the seminar series module follows a more flexible delivery pattern (with learners choosing which seminars to attend) and allows for an assessment submission date in semester 3.</p> <p>The aim is for the assessment to take up a proportionate and equitable amount of validated study hours across the programme. Carefully planned and aligned formative and summative assessment will create efficiencies, scaffold learning and allow for evenly distributed feedback loops.</p>
10.	<p>The School should consider building in some elective provision in keeping with the requirements of the UEM aspiration for flexibility. At a local level there is a proliferation of electives currently available from the Faculty of Business.</p> <p>Response: The programme team developed the syllabus with no electives based on a scan of competitor programmes (where this is typical). The team also felt it was prudent to develop a core syllabus of the programme in its initial iteration. The plan is for future development of the programme to allow for electives, and a suitable bank of electives will be decided upon at that stage.</p>
11.	<p>The Evaluation Panel commends the School on the depth of its thinking and presentation on teamwork and relationship capacity building, the role of emotional intelligence, and leadership development, and artificial intelligence with a view to optimise them as part of the curriculum. This should be articulated more clearly in the programme documentation.</p> <p>Response:</p> <p>The underpinning programme pillars of (1) transformative digital and Gen-AI technologies, (2) responsible leadership development including teamwork/relationship building and (3) EQ will be highlighted in the Programme Document and Student Handbook and a visual included of their importance to the philosophy of the programme and to highlight these as programme strengths. The programme webpage, which is currently in development, will also clearly articulate the programme strengths in these areas.</p>

	<p>Draft visual below included in on page 9 of the updated handbook page ;</p> <div></div> <h2>What's Unique about our TU Dublin MSc Management?</h2> <table><tr><th>Unique Modules</th><th>GBS CONNECT</th><th>Contextualisation</th></tr><tr><td><ul style="list-style-type: none">○ Sales (Live Company Challenges)○ Enterprise Challenge○ De-Globalisation○ Consultancy Skills○ Seminar Series○ Modules designed to develop your leadership, emotional intelligence and teamworking skills</td><td><ul style="list-style-type: none">• Expert Seminar Series• Engagement with Industry and Community• Career Supports• Hackathons• Live Case Studies<p><i>One industry speaker or company visit with each module.</i></p></td><td><ul style="list-style-type: none">○ Global Business○ Emerging Tech/ Digital Transformation (AI)○ Sustainability & Responsible Business</td></tr></table>	Unique Modules	GBS CONNECT	Contextualisation	<ul style="list-style-type: none">○ Sales (Live Company Challenges)○ Enterprise Challenge○ De-Globalisation○ Consultancy Skills○ Seminar Series○ Modules designed to develop your leadership, emotional intelligence and teamworking skills	<ul style="list-style-type: none">• Expert Seminar Series• Engagement with Industry and Community• Career Supports• Hackathons• Live Case Studies <p><i>One industry speaker or company visit with each module.</i></p>	<ul style="list-style-type: none">○ Global Business○ Emerging Tech/ Digital Transformation (AI)○ Sustainability & Responsible Business
Unique Modules	GBS CONNECT	Contextualisation					
<ul style="list-style-type: none">○ Sales (Live Company Challenges)○ Enterprise Challenge○ De-Globalisation○ Consultancy Skills○ Seminar Series○ Modules designed to develop your leadership, emotional intelligence and teamworking skills	<ul style="list-style-type: none">• Expert Seminar Series• Engagement with Industry and Community• Career Supports• Hackathons• Live Case Studies <p><i>One industry speaker or company visit with each module.</i></p>	<ul style="list-style-type: none">○ Global Business○ Emerging Tech/ Digital Transformation (AI)○ Sustainability & Responsible Business					
12.	<p>The School to ensure that the appropriate learner resources are up to date are available in the Library to support the cohort of learners who will enrol on the programme.</p> <p>Response: The library will be consulted ahead of the first intake of this programme to ensure that the stated learner resources are in place before the programme commences. Through a peer review process conducted at the Programme Design stage, the Reading Lists per module have been sense-checked for currency and completeness in relation to LOs and how they support students' research literacy. Future consideration is being given to how the programme team can co-create resource lists with students.</p>						
13.	<p>The School to specify in the programme documentation what modules constitute a Post Graduate Diploma in Management.</p> <p>Response:</p> <p>The PG Diploma in Management (60 ECTS) will consist of the following modules:</p>						

	Postgraduate Diploma in Management	
	Student must complete the four modules below:	ECTS
	Dynamic Strategic Management Skills (S1&2)	10 ECTS
	Leadership and Organisational Behaviour in Dynamic Environments (S1&2)	10 ECTS
	Responsibility & Sustainability in Business (Block delivery)	10 ECTS
	Digital Innovation & Organisation Change	10 ECTS
	Plus any 4 of the modules below.	
	Analytics for Strategic Decision Making	5 ECTS
	Doing Business in a (De) Globalising World	5 ECTS
	Marketing	5 ECTS
	Enterprise Challenge	5 ECTS
	Fundamentals of Financial Management	5 ECTS
	Management of Sales	5 ECTS
	Seminar Series	5 ECTS
14.	The School to be consistent in its use between “management” and “business” in programme documentation.	
	<p>Response:</p> <p>In a Management conversion programme such as this, the programme team are cognisant of the need for clarity in terminology and business language for the generalist career-entry target audience, who are graduates from non-business and management fields. Business and Management is a dynamic and evolving discipline and so it is important that this is reflected in the way in which the programme is designed and delivered. Alongside availability of a glossary of terms at the Orientation, the early modules on the programme will spend discussion time with students who do not have prior knowledge or experience in Business and Management through previous study or employment; a fundamental and critical understanding of organisations and their management, cultures and structures as well as wider economic, environmental and social contexts will take place. The clarity is important to add value to bachelor's degrees by educating individuals as managers, leaders and business specialists, and thus to improve the quality of management as a profession. To ensure clarity, the team has reviewed and updated where relevant the Student Handbook and Validation Document.</p>	
15.	<p>The School to consider developing an appropriate handbook for the consultancy project. The School should further clarify the status of the project vis á vis its proposed credit allocation. The team may wish to consider the following option: Integrate the module Responsibility and Sustainability in Business (10 ECTS), the enterprise challenge (5 ECTS) and the consultancy project (15 ECTS). and offer a larger allocation of credits for a type of Applied Business Project or Applied Consultancy Project with a sustainability theme. This credit allocation might then help with a more effective distribution of credits/effort hours across the semesters i.e. 30/30/30 and allow for the resourcing of a mentorship-type model to support students with implementing their consultancy projects with companies.</p>	
	Response:	

The Programme Team have taken the post-validation period as an opportunity to reflect further on the programme structure and credit allocation of modules.

The School has considered the recommendations on workload and learning hours. We have made some changes to the schedule to provide for a more balanced student workload, while maintaining the engaging nature of the programme. The new schedule is outlined below and the Student Handbook and Validation document has been updated. Students will take a maximum of 5 modules at any given time. Two of these are year long modules, so students will only take on three new modules in semester 2 (January to May). The block delivery modules allow for a highly engaging and experiential learning experience and reduces the module load during the typical semester.


September to December	January	January - May	May	May to September
Dynamic Strategic Management Skills		Dynamic Strategic Management Skills		
Leadership and Organisational Behaviour in Dynamic Environments		Leadership and Organisational Behaviour in Dynamic Environments		
Analytics for Strategic Decision Making				
Doing Business in a (De) Globalising World				
Marketing				
	Responsibility and Sustainability in Business (Block Delivery over 6 days)			
		Digital Innovation & Organisation Change (Some aspect of Block Delivery)		
		Fundamentals of Financial Management		
		Management of Sales		
			Enterprise Challenge	
Seminar Series				
				Consultancy Project (submission in late August but work commences in January)


Conditions of Approval	
1.	Response:
2.	Response:
3.	Response:
	Response:
	Response:

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board

Section G - Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Dr. Maggie Farrell	
Signed: <i>Maggie Farrell</i>	Date: 17/12/2024

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Head of School: Dr. Roisin Donnelly and Dr. Colin Hughes	
Signed:  <i>Colin Hughes</i>	Date: 7 /1/ 2025

Faculty Board	
The report and response have been approved by Faculty Board  Chair of Faculty Board	
Vice-Dean for Education: Dr. Margaret Farrell	
Signed: <i>Maggie Farrell</i>	Date: /1/2025

University Programmes Board (Programmes of 30 ECTS or greater)	
The report and response have been approved by the University Programmes Board	
Registrar: Dr. Mary Meaney	
Signed:	Date: Click or tap to enter a date.