Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

# CERTIFICATE OF VALIDATION

**New validation**

Validation Process: **Revalidation**

| | |
|---|---|
| **Provider Name** | Dublin Business School |
| **Date of Validation** | 10-Apr-25 |

| | Code | Title | Award | Exit Only |
|---|---|---|---|---|
| **Principal Programme** | PG26302 | Master of Science in Information Systems with Computing | Master of Science (Masters Degree at NFQ Level 9) 9M22850 90 credits | N/A |
| **Embedded Programme** | PG26303 | Postgraduate Diploma in Science in Information Systems with Computing | Postgraduate Diploma in Science (Postgraduate Diploma at NFQ Level 9) 9M22848 60 credits | Yes |

| | First Intake | Last Intake |
|---|---|---|
| **Enrolment Interval** | Sep-25 | Aug-30 |

## Principal Programme

| | Full Time | Part Time |
|---|---|---|
| **Intakes per Annum:** | 3 | 2 |
| **Minimum Learners per Intake:** | 10 | 10 |
| **Maximum Learners per Intake:** | 120 | 120 |
| **Duration (months)** | 12 | 24 |

| | |
|---|---|
| **Delivery Mode: full-time / part-time** | Full Time, Part Time |

### Target Learner Groups

This programme is aimed at learners with second class second division (2.2) honours undergraduate bachelor degree in a cognate area who wish to specialise in the field of information systems with computing with a view to entering industry. Cognate subjects include science, technology, computing, engineering, mathematics or related discipline. This programme may also be of interest to those with a second class second division (2.2) honours undergraduate bachelor degree in a non-cognate area plus 4 years professional experience in a related field and who require a qualification in this area in order to progress professionally. Learners will be assessed on a case-by-case basis.
The programme has specific aims to cultivate a deep understanding of current and emerging computer technologies, particularly in the development and use of information systems. It also provides students with the knowledge and skills to effectively manage information technology within organisational contexts.
Recognising the dynamic nature of the computing sector, the programme promotes the development of autonomous learning skills, enabling graduates to adapt to evolving industry needs. It also instills a strong ethical awareness, preparing graduates to respond thoughtfully to unforeseen challenges.
Ultimately, this programme provides a comprehensive foundation for career development, innovation, and further study in the field of information systems and computing. Graduates will possess a critical understanding of core concepts, enhanced practical skills, and the research capabilities needed to excel in this dynamic field.

## Brief Synopsis of the Programmes

This is an innovative programme with an integrated delivery covering a wide range of computing and information systems topics, whilst providing a focus on application. The programme focuses on practical skills and theoretical knowledge in the core areas such as information systems, software engineering, programming, advanced databases, web technologies, networking while also offering applied skills in contemporary topics such as data analytics, visualisation, mobile and social computing. Its aim is to create a deeper understanding of core computer technologies and information systems while also enhancing the practical technical skills of the learners. The programme incorporates practical skills in every module for the professional development of learners to enhance their employability which will enable the learner to integrate seamlessly into an organisation by addressing skills such as awareness to social media such as GitHub, leadership, self-management, teamwork and academic writing that are essential for a Level 9 graduate in the ICT sector. It also comprises two Research Methods modules, which focus on research and development skills. This module will inform the learner's dissertation or choice of an applied research project.

## Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Demonstrate an extensive knowledge of the key theories and principles in the core areas of information systems and computing.
2. Critically analyse a range of application domains and identify strengths and weaknesses within current applications.
3. Evidence critical awareness of emerging tools, trends and technologies in the constantly emerging areas of information systems.
4. Evidence advanced skills that are required in the design, development, evaluation and security of information systems in a modern computing environment.
5. Synthesise the transfer of knowledge into unfamiliar situations, initiate and lead appropriate recommendations for action to enable enhancement of information systems.
6. Demonstrate a critical awareness of innovation and application of computer-based solutions in various organisational environments.
7. Establish excellent communication, time-management, teamwork and leadership abilities for a professional environment.
8. Support continuing professional development to ensure that key considerations and implications of 'own work' and 'work of others' are in the best interests of all stakeholders through maintaining integrity and independence in professional judgement.
9. Evolve problem solving skills to address clients' problems and provide solutions by using existing research and applying suitable research methods.
10. Develop proficiency in research skills to plan, design, develop and manage a research project that demonstrates competencies in information systems with computing and comply with ethical implications in a certain domain.

| | |
|---|---|
| **Teaching and Learning Modes** | 1. Directed Learning<br>2. E-learning (directed)<br>3. E-learning (self-directed)<br>4. Group Discussions<br>5. Group Discussions/Interactions<br>6. Lectures / Classes<br>7. Practical Sessions<br>8. Self Directed Learning<br>9. Tutorials |

| | |
|---|---|
| **Approved Countries** | Ireland |

## Physical Resource Requirements

- Appropriately equipped computer work area.
- Lecture rooms of sufficient size for work in breakout groups/with appropriate multimedia resources.
- Appropriate software resources to be used in the teaching and learning of all modules.
- Learners are also required to have ongoing access to a computer, related software, and a reliable internet connection. This means that for learners their laptop or desktop computer will require a minimum of a supported version of a Windows operating system and 4GM RAM.

| Staff Profiles | Qualifications and Experience | WTE |
|---|---|---|
| Lecturer | Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters level qualification in the following areas:<br>Information management<br>Information technology and librarianship<br>Computing<br>In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant library management experience may also be considered. | 1 |
| Academic Director | The Academic Director will be responsible for the overall management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme through Assistant Academic Directors and Programme Level Managers. The Academic Director is responsible for the suite of programmes in their discipline area and ensures programme offerings are current, employment-focused and academically robust and coherent in construct. The Academic Director provides academic leadership to Faculty and to Programme Teams in the development and delivery of high-quality, progressive, learner-centred education. The Academic Director role is focused around 3 distinct areas:<br>Governance of discipline area programmes.<br>Programme development, review, and retention for discipline areas.<br>Programme innovation, employer engagement and foster business opportunity in the discipline area. | 1 |
| Assistant Academic Director | The Assistant Academic Director works alongside the Academic Director across many of their duties, including the management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme. The Assistant Academic Director also works in a student facing capacity, through teaching and supporting students more generally throughout their time as DBS. The Assistant Academic Director role is focused around 3 distinct areas:<br>Effective programme management and teaching, learning and assessment initiatives in DBS programmes.<br>Implementation of programme development, review, and retention initiatives in the discipline area.<br>Supporting the discipline Academic Director in discipline development, enhancement and innovation including opportunities for business development, employer-facing initiatives and improved graduate outcomes. | 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 |

| Approved Centres | Centre | Minimum Enrolment per Annum | Maximum Enrolment per Annum |
|---|---|---|---|
| | 38628L Dublin Business School | 10 | 600 |

| Additional Locations | Location Name | Minimum Enrolment per Annum | Maximum Enrolment per Annum |
|---|---|---|---|
| | N/A | | |

| Learner Teacher Ratios | Learning Activity | Ratio |
|---|---|---|
| | Classroom Sessions | 1:60 |
| | Online Lectures | 1:60 |
| | Practical Sessions | 1:30 |

| Programme being replaced by this Programme | Prog Code | Programme Title | Validated |
|---|---|---|---|
| | PG24222 | Master of Science in Information Systems with Computing | 25-Apr-24 |

# Embedded Programme

Validation Process: **Revalidation**

| Code | Title | Award | Exit Only |
|---|---|---|---|
| PG26303 | Postgraduate Diploma in Science in Information Systems with Computing | Postgraduate Diploma in Science (Postgraduate Diploma at NFQ Level 9) 9M22848 60 credits | Yes |

| | Full Time | Part Time |
|---|---|---|
| Duration (months) | 9 | 18 |

| | |
|---|---|
| Delivery Mode: full-time / part-time | Full Time, Part Time |

## Target Learner Groups

The Postgraduate Diploma in Science in Information Systems with Computing is an embedded exit award in the Master of Science in Information Systems with Computing.

## Brief Synopsis of the Programmes

This is an innovative programme with an integrated delivery covering a wide range of computing and information systems topics, whilst providing a focus on application. The programme focuses on practical skills and theoretical knowledge in the core areas such as information systems, software engineering, programming, advanced databases, web technologies, networking while also offering applied skills in contemporary topics such as data analytics, visualisation, mobile and social computing. Its aim is to create a deeper understanding of core computer technologies and information systems while also enhancing the practical technical skills of the learners. The programme incorporates practical skills in every module for the professional development of learners to enhance their employability which will enable the learner to integrate seamlessly into an organisation by addressing skills such as awareness to social media such as GitHub, leadership, self-management, teamwork and academic writing that are essential for a Level 9 graduate in the ICT sector. It also comprises a Research Methods module, which focuses on research and development skills.

Overall, the programme aims to create in learners a critical understanding of core computing and information systems skills, while also enhancing the research capability in learners.

## Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Demonstrate an extensive knowledge of the key theories and principles in the core areas of information systems and computing.
2. Critically analyse a range of application domains and identify strengths and weaknesses within current applications.
3. Evidence critical awareness of emerging tools, trends and technologies in the constantly emerging areas of information systems.
4. Evidence advanced skills that are required in the design, development, evaluation and security of information systems in a modern computing environment.
5. Synthesise the transfer of knowledge into unfamiliar situations, initiate and lead appropriate recommendations for action to enable enhancement of information systems.
6. Demonstrate a critical awareness of innovation and application of computer-based solutions in various organisational environments.
7. Establish excellent communication, time-management, teamwork and leadership abilities for a professional environment.
8. Support continuing professional development to ensure that key considerations and implications of ‘own work’ and ‘work of others’ are in the best interests of all stakeholders through maintaining integrity and independence in professional judgement.
9. Evolve problem solving skills to address clients’ problems and provide solutions by using existing research and applying suitable research methods.

| | |
|---|---|
| **Teaching and Learning Modes** | 1. Directed Learning<br>2. E-learning (directed)<br>3. E-learning (self-directed)<br>4. Group Discussions<br>5. Group Discussions/Interactions<br>6. Lectures / Classes<br>7. Practical Sessions<br>8. Self Directed Learning<br>9. Tutorials |

| | |
|---|---|
| **Approved Countries** | Ireland |

### Physical Resource Requirements

- Appropriately equipped computer work area.
- Lecture rooms of sufficient size for work in breakout groups/with appropriate multimedia resources.
- Appropriate software resources to be used in the teaching and learning of all modules.
- Learners are also required to have ongoing access to a computer, related software, and a reliable internet connection. This means that for learners their laptop or desktop computer will require a minimum of a supported version of a Windows operating system and 4GM RAM.

| Staff Profiles | Qualifications and Experience | WTE |
|---|---|---|
| Lecturer | Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters level qualification in the following areas:<br>Information management<br>Information technology and librarianship<br>Computing<br>In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant library management experience may also be considered. | 1 |
| Academic Director | The Academic Director will be responsible for the overall management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme through Assistant Academic Directors and Programme Level Managers. The Academic Director is responsible for the suite of programmes in their discipline area and ensures programme offerings are current, employment-focused and academically robust and coherent in construct. The Academic Director provides academic leadership to Faculty and to Programme Teams in the development and delivery of high-quality, progressive, learner-centred education. The Academic Director role is focused around 3 distinct areas:<br>Governance of discipline area programmes.<br>Programme development, review, and retention for discipline areas.<br>Programme innovation, employer engagement and foster business opportunity in the discipline area. | 1 |
| Assistant Academic Director | The Assistant Academic Director works alongside the Academic Director across many of their duties, including the management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme. The Assistant Academic Director also works in a student facing capacity, through teaching and supporting students more generally throughout their time as DBS. The Assistant Academic Director role is focused around 3 distinct areas:<br>Effective programme management and teaching, learning and assessment initiatives in DBS programmes.<br>Implementation of programme development, review, and retention initiatives in the discipline area.<br>Supporting the discipline Academic Director in discipline development, enhancement and innovation including opportunities for business development, employer-facing initiatives and improved graduate outcomes. | 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 |

| Approved Centres | Centre | Minimum Enrolment per Annum | Maximum Enrolment per Annum |
|---|---|---|---|
| | 38628L Dublin Business School | 0 | 0 |

| Additional Locations | Location Name | Minimum Enrolment per Annum | Maximum Enrolment per Annum |
|---|---|---|---|
| | N/A | | |

| Learner Teacher Ratios | Learning Activity | Ratio |
|---|---|---|
| | Classroom Sessions | 1:60 |
| | Online Lectures | 1:60 |
| | Practical Sessions | 1:30 |

| Programme being replaced by this Programme | Prog Code | Programme Title | Validated |
|---|---|---|---|
| | PG24223 | Postgraduate Diploma in Science in Information Systems with Computing | 25-Apr-24 |

# Conditions of Validation of the Programmes Covered by this Certificate of Validation

**Part 1: Statutory Conditions of Validation**

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

1. Co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
2. Establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
3. Continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
4. Provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

**Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act)**

**Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard**

1. Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

**Part 2.2 Condition of Validation Concerning the Duration of Enrolment**

1.The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

**Part 2.3 General Condition of Validation**

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.
3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writting, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.

9. Adhere to QQI regulations and procedures for certfication.
10. Notify QQI in writing without delay of: a. Any material change to the programme; a. Anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; b. Anything that infringes the conditions of validation; or c. Anything that would be likely to cause QQI to consider reviewing the validation.
11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)) .
12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

**Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria**

**Part 2.5 Special Conditions of Validation**

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# Programme and stage schedules

## PG26302 Master of Science in Information Systems with Computing

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|---|---|---|---|---|---|---|---|---|---|
| **Name of Provider** | Dublin Business School | | | | | | | | |
| **Programme Title** | PG26302 Master of Science in Information Systems with Computing | | | | | | | | |
| **Award Title** | Master of Science | | | | | **Exit Award Only** | N/A | | |
| **Teaching and learning modalities** | Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Self Directed Learning | | | | | | | | |
| **Delivery Modes** | **Award Class** | **Award NFQ Level** | **Award EQF Level** | **Stage** | **Stage NFQ Level** | **Stage Credits** | **First Intake** | **ISCED Code** | |
| Both | Major | 9 | 7 | Award Stage | 9 | 90 | Sep 2025 | 06.1.3 | |

| **Module** | | | | **Total Student Effort Module (Hours)** | | | | | **Allocation of Marks** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Title** | **Semester** | **Status** | **Credit** | **Total Hours** | **Class Contact Hours** | **Direct e-learning** | **Hours of independent learning** | **Work-based learning efforts** | **C.A. %** | **Project %** | **Skills demonstration %** | **Exam %** | **Workbased %** |
| Programming for Information Systems | 1 | M | 10 | 250 | 48 | 202 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Advanced Databases | 1 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Networks and Systems Administration | 1 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Web and Mobile Technologies | 1 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Research Methods | 1 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Enterprise Information Systems | 2 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Data Analytics and Visualisation | 2 | M | 10 | 250 | 48 | 202 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Computer Systems Security | 2 | M | 10 | 250 | 48 | 202 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Web Development for Information Systems | 2 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Applied Research Methods | 2 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Applied Research Project | 2 | E | 25 | 625 | 6 | 0 | 619 | 0 | 0 | 100 | 0 | 0 | 0 |
| Dissertation | 3 | E | 25 | 625 | 6 | 0 | 619 | 0 | 0 | 100 | 0 | 0 | 0 |

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**PG26303 Postgraduate Diploma in Science in Information Systems with Computing**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Name of Provider** | Dublin Business School | | | | | | | |
| **Programme Title** | PG26303 Postgraduate Diploma in Science in Information Systems with Computing | | | | | | | |
| **Award Title** | Postgraduate Diploma in Science | | | | | **Exit Award Only** | Yes | |
| **Teaching and learning modalities** | Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Self Directed Learning | | | | | | | |
| **Delivery Modes** | **Award Class** | **Award NFQ Level** | **Award EQF Level** | **Stage** | **Stage NFQ Level** | **Stage Credits** | **First Intake** | **ISCED Code** |
| Both | Major | 9 | 7 | Award Stage | 9 | 60 | Sep 2025 | 06.1.3 |

| **Module** | | | | **Total Student Effort Module (Hours)** | | | | | **Allocation of Marks** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Title** | **Semester** | **Status** | **Credit** | **Total Hours** | **Class Contact Hours** | **Direct e-learning** | **Hours of independent learning** | **Work-based learning efforts** | **C.A. %** | **Project %** | **Skills demonstration %** | **Exam %** | **Workbased %** |
| Programming for Information Systems | 1 | M | 10 | 250 | 48 | 202 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Advanced Databases | 1 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Networks and Systems Administration | 1 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Web and Mobile Technologies | 1 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Research Methods | 1 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Enterprise Information Systems | 2 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Data Analytics and Visualisation | 2 | M | 10 | 250 | 48 | 202 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Computer Systems Security | 2 | M | 10 | 250 | 48 | 202 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| Web Development for Information Systems | 2 | M | 5 | 125 | 24 | 101 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |