

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School (DBS)
Programme(s) Reviewed	<p>Principal Programme: Master of Science in Financial Analytics</p> <p>Embedded Programme: Postgraduate Diploma in Science in Financial Analytics</p>

Independent Panel Members

Name	Role on Panel	Affiliation
Dr Josephine Browne	Chair	Head of Faculty of Enterprise and Humanities, IADT
Matthew Hurley	Report Writer	Independent Consultant
Dr Qianru Shang	Subject Matter Expert	Lecturer in Financial Analytics, Business Analytics and Quantitative Finance, TU Dublin
Zongyuan Li	Subject Matter Expert	Lecturer in Financial Economics and Technology, University of Galway
Konstantinos Gavriilidis	International Subject Matter Expert	Senior Lecturer in Accounting and Finance, University of Stirling, UK
Darshana Jayakumari	Learner Representative	PhD Student, Maynooth University
Eamon Allen	Industry Representative	Financial Analyst, ESB

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

Part 1. Introduction

This report details the Independent Panel's evaluation of Dublin Business School's programme review process in respect of the Master of Science in Financial Analytics and its embedded (exit-only) Postgraduate Diploma in Science in Financial Analytics. The evaluation was conducted in accordance with statutory requirements and internal review processes established by DBS and examines the delivery and performance of the programme, and the learnings identified by DBS, over the last validation period.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Agenda	MSc in Financial Analytics Programme Review Agenda
2.	CVs	Programme Team CVs
3.	Descriptor (Content Summary)	Introductory Course in Neural Networks
4.	Descriptor	Module Descriptors
5.	Descriptor	Programme Document
6.	Descriptor	Sample Assessment Documentation
7.	Handbook	Applied Research Project Guidebook
8.	Handbook	Dissertation Handbook
9.	Handbook	Placement Handbook
10.	Handbook	Programme Handbook
11.	Regulatory Requirements	<ul style="list-style-type: none"> • DBS Cover Letter Declaration • Deed of Guarantee • Fee Cover Note • PEL Refund Arrangement
12.	Report	Programme Review Report
13.	Supporting Documents	<ul style="list-style-type: none"> • 2020 Validation Documents • Attendance Records • Board of Studies Reports • Certificate of Validation • Enrolment and Progression Data • Exam Paper Samples • External Examiner Reports • Feedback from Stakeholders • Handbooks • Programme Reports • Programme Review Documents 2020 • QQI Documents
14.	Terms of Reference	MSc in Financial Analytics Terms of Reference

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Tim Bicknell	President
2.	Lori Johnston	Academic Dean
3.	Richard O'Callaghan	Academic Director
4.	Dr Gracie Moloney	Assistant Academic Director

5.	Shane Mooney	Head of Student Experience
6.	Darragh Breathnach	Registrar & Director of Campus Operations
7.	Anita Dwyer	Assistant Registrar
8.	Sarah Sharkey	Student Engagement Officer
9.	Trevor Haugh	Head of Academic Information and Resource Centre / Library
10.	Francisca Knight	Head of Academic Operations
11.	Nicholas Kelly	Head of Faculty Management
12.	Vincent Raepsaet	Faculty Manager
13.	Salah Aberkane	Lecturer
14.	Paul Lydon	Lecturer
15.	Kingsley Ibomo	Lecturer
16.	Paul Walsh	Lecturer
17.	Heikki Laiho	Lecturer
18.	Philip Hickey	Lecturer
19.	Various	Current Learners & Graduates

2.3 Description of evaluation process

Members of the Independent Panel first undertook a desk evaluation of the programme documentation (including both the Programme Review Report and the Programme Descriptor) before convening on 28 February 2025 for a virtual site visit.

The Panel sought to understand DBS' review process and how this led to identifying the modifications which have since been proposed for the programme for the next validation period. These discussions involved meeting with DBS staff from across the institution, in addition to learner and graduate representatives, who were open and forthcoming in answering the Panel's questions.

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:

An Independent Evaluation Panel has been convened in accordance with statutory requirements and DBS' international review schedule to conduct an evaluation of the following programmes and make a recommendation on their suitability for revalidation:

- **Principal Programme:** The Level 9, 90 ECTS Master of Science in Financial Analytics
- **Embedded Programme (Exit-only award):** The Level 9, 60 ECTS Postgraduate Diploma in Science in Financial Analytics.

Clear terms of reference have been documented for this revalidation event and include relevant details regarding the nature of the process and the composition of the Independent Panel.

Recommendations:

The Panel is satisfied with the context and terms of reference for the programme review and has no specific recommendations to make.

Section B. Provider Information and Programme Context

Commentary:

DBS, a subsidiary of Kaplan Inc., is a Dublin-based higher education provider in operation since 1975, offering a range of education and training programmes at NFQ levels 6 to 9 across the domains of accounting, business, film and creative media, finance, social sciences, law, computer science, and marketing.

The MSc in Financial Analytics is one of the offerings under DBS' Accounting and Finance Discipline and was first validated by QQI in 2019. The programme has seen positive growth in this time and DBS is hoping to scale to meet this increasing demand over the next validation period.

Recommendations:

The Panel is satisfied with the provider information and programme context provided and has no specific recommendations to make.

Section C. Baseline qualitative and quantitative information

Programme Data Overview

Commentary:

The number of applications has risen dramatically over the last validation period, starting at 65 in 2020/21 and increasing to 484 in 2023/24. The number of enrolments has steadily risen with this, from 14 in 2021/21 to 65 in 2023/24.

The gender breakdown has been predominantly male for all but one year in the last validation period, with 2022/23 seeing a flip to 57.14% female. Most learners are within the 23-30 age bracket, constituting 64.62% of the 2023/24 cohort, with DBS noting that there were no learners over 50 for the period under review.

With regard to progression and completion rates, this has remained overall positive, with no less than 90% of enrolled learners passing their exams in a given year. DBS has noted its intention to monitor this, however, to avoid continued downward trajectory. Of those learners who passed their exams, grades have fluctuated somewhat year-on-year: 16.67% received a First in 2021/22 which increased to 50.00% the following year, before dropping again to 33.33% in 2023/24.

Recommendations:

The Panel has no specific recommendations to make.

Programme Delivery and Teaching & Learning Strategies

Commentary:

Though feedback has been mostly positive regarding learners' experiences with physical facilities and resources, DBS has noted a drop in learner views as to the suitability of these facilities from 74% (graduates who agree or strongly agree) to 66% (current learners who agree or strongly agree). In response to this (and the overall increased demand on facilities resources), DBS has made a number of investments, including a mock Trading Room, virtual desktop infrastructure, and new premises for its staff facilities, allowing the previous location to be repurposed for new classrooms, hot-desks and e-learning booths. DBS has also stated its intention to monitor the availability, suitability and effectiveness of its resources closely to ensure these are fit for purpose.

Attendance across all modules and all years in the review period (2020-23) shows an average of 64.82%. Individual modules do, however, show some year-on-year fluctuation, significantly owing to the disruption caused by the Covid-19 pandemic.

Classroom sizes utilise a staff-learner ratio of 1:50, while mentoring and small group tutoring utilises a 1:25 ratio. With the exception of some comments on class sizes early in the programme's lifecycle, DBS has not since identified particular issues or concerns with its staff-learner ratios. As such, there is no proposal to change this approach in the revised programme.

Revisiting the teaching, learning and assessment strategies has led the programme team to identify practical ways to promote engagement with learning materials, balance knowledge-breadth and knowledge-depth, and promote higher-order thinking and academic integrity,

among others. This has led to the introduction of more authentic assessment opportunities (and a greater shift towards continuous assessment), the removal of duplicate and superfluous material, the provision of more asynchronous content, and the create of a support course for Python. At the same time, feedback has found that learners enjoy and favour the blended model as it affords them flexibility in their learning.

Community of Practice learning is endorsed through both an Industry Advisory Board, which helps maintains the programme's alignment to industry practices, and through the real-world expertise of teaching faculty, many of whom work actively in industry.

Recommendations:

The Panel has no specific recommendations to make.

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

Feedback gathered from current learners and graduates formed an integral data source for the programmatic review. Select data, including anonymised comments, are documented in the Programme Review Report (Section 4.1) and highlight several of the programmes strengths, such as the expertise of lecturers. Notwithstanding this, learners expressed a range of experiences on the programme, with many feeling that some of the module content remained too basic and did not adequately explore advanced concepts despite the programme leading to a level 9 award. Specific modules also fell notably below the expectations of respondents, which DBS has marked as a concern.

DBS presented a detailed response table to this feedback in the Programme Review Report, articulating how the revised programme will aim to address many of points raised by learners. The Panel was pleased to see this consideration of learner feedback and the implications it would have on the programme moving forward. Though there remain matters to be addressed (see the Panel's independent evaluation report), it is encouraging to see DBS take feedback seriously.

Recommendations:

The Panel has no specific recommendations to make.

Evaluation of the programme by Staff

Commentary:

DBS management engaged programme faculty in formal discussions and undertook a comparative analysis of how the programme has evolved across a range of categories since its original validation, including the learning space, technologies, course materials, delivery mode, pedagogy, assessment, and communication support and training. On the whole, lecturers expressed general satisfaction with the structure of their modules, leading to relatively few and minor changes on the basis of staff feedback alone.

Recommendations:

The Panel has no specific recommendations to make.

External Examiner Feedback

Commentary:

Summary details of External Examiner (EE) feedback is provided, largely focusing on the 2023/24 academic year. The EE highlighted some strengths and also some concerns, the latter of which DBS states have since been resolved following further discussion with the EE and the development and provision of additional training materials.

Recommendations:

The Panel has no specific recommendations to make.

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

Data relating to the types of appeals received by the institution and the number of these that pertain specifically to the MSc in Financial Analytics are documented in the Programme Review Report (p. 114). Only one appeal was recorded over the last validation period (2021/22), while seven investigations were held relating to academic impropriety (five of which found evidence of impropriety). DBS has stated that these matters were all addressed in accordance with its documented procedures which are maintained at an institutional level.

Recommendations:

The Panel has no specific recommendations to make.

Quality Assurance Systems and Processes

Commentary:

The Panel is satisfied that the programme interfaces with and is underpinned by DBS' institutional quality assurance procedures. These were previously approved by QQI and ensure that provision of the programme is conducted systematically and in accordance with regulatory requirements.

Recommendations:

The Panel has no specific recommendations to make.

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

Commentary:

DBS received QQI approval for blended programme delivery in 2019 and the procedures underpinning this mode of delivery are accounted for in the overarching quality assurance system. No programme-specific quality assurance procedures are required.

Recommendations:

The Panel has no specific recommendations to make.

Section F. Summary Analysis of the programme

Commentary:

As part of the programme review process, DBS conducted a SWOT analysis which highlighted the range of topics available and the programme's links to industry and strengths. In contrast, the analysis acknowledges that learners are not as positive as DBS would like in their feedback of the programme. The need to work towards a more balanced gender profile has also been identified as an area for improvement. The inclusion of a Placement module aims to encourage networking at an earlier stage in the programme, while the ongoing cost-of-living difficulties is cited as a notable threat, particularly for those not living in the Dublin area.

Encouragingly, many of the changes proposed in the revised programme (see Section G below) reflect an understanding and consideration of these shortcomings by DBS.

Recommendations:

The Panel is satisfied that DBS is aware of and actively seeking to improve the programme's primary weaknesses and shortcomings. No specific recommendations have been identified at this time.

Section G. Revision of the programme

Commentary:

The following modifications have been proposed for the revised programme:

1. DBS proposes to increase the intake per cohort to 100.
2. DBS proposes to add the following two modules: Dissertation and Placement
Learners will choose between the Applied Research Project, Dissertation, and Placement for their capstone.
3. DBS proposes to remove the following module: Innovation in Financial Technology
4. DBS proposes to update the MIMLOs of almost every module.
5. DBS proposes to update the teaching and learning strategy to reflect a more technical and practical approach.
6. DBS proposes to remove terminal exams and introduce more authentic assessments.

Recommendations:

The Panel is overall satisfied that the proposed revisions are appropriate for a current and up to date programme in Financial Analytics. Notwithstanding this, some special conditions of validation and recommendations have been identified in the independent evaluation report for DBS' consideration.

Part 4. Overall Findings

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

Section A. Commentary on review process:

The Panel is satisfied that the Programme Review Report and supporting documentation present a comprehensive and considered analysis of the programme's performance over the last validation period. The Panel further appreciates the transparency of the review materials in showcasing areas of weakness which were identified in stakeholder feedback and how DBS intends to respond to and enhance these areas.

Section B. Recommendations on review process:

The Panel has no recommendations to make regarding DBS' review process specifically. Notwithstanding this, there are a number of conditions and recommendations identified and contextualised in the following Independent Evaluation Report which may have implications on future reviews.

Section C. Commentary on programme revisions:

The Panel is overall satisfied with the findings of DBS' internal review, which have led to a number of modifications to the programme moving forward. These include numerous changes and updates to module learning outcomes and the inclusion of new capstone modules to diversify learning pathways. The Panel also recognises the efforts made by DBS to respond to stakeholder feedback (including mapping feedback to corresponding actions) and ensure that this feedback appropriately informs the structure, content and management of the programme over the next validation period.

Section D. Recommendations on programme revisions:

The Panel has identified three special conditions of validation and five recommendations which are contextualised in the independent evaluation report:

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

1. In relation to the revised curriculum and proposed programme structure:
 - a. DBS must review all modules to ensure that content is appropriately balanced in terms of knowledge-breadth and knowledge-depth.
 - b. DBS must consider how the overlapping content between the Data Analytics & Machine Learning, Predictive Financial Modelling, and Applied Financial Analytics modules can be better balanced, so that learners move from basic to intermediate concepts in semester 1 to advanced topics in semester 2 in a more scaffolded manner.

- c. DBS must ensure that exam content (within modules which utilise exams) fully and consistently reflects the programme and module learning outcomes.
2. DBS must consider how it can more proactively avoid year-on-year repetition of question sets in exams.
3. DBS must articulate how it verifies that the standards of attainment of those learners who undertake the Placement module are comparable to those who undertake the Applied Research Project or Dissertation; for example, through the engagement of an External Examiner.

Recommendations

1. The Panel recommends that DBS consider how it can improve the balance between academic and industry-focused content across the programme.
2. The Panel recommends that DBS more clearly articulate how it intends to scale its resources and capacity to respond to potentially increased learner numbers.
3. The Panel recommends that DBS standardise the provision of feedback to learners and ensure this is consistently applied by faculty.
4. In view of DBS' decision not to grade on a curve, the Panel recommends that DBS consider how it can standardise its grade classifications and mitigate against grade inflation (e.g. through more detailed rubrics).
5. The Panel recommends that DBS ensure that the programme's currency and emerging industry trends are a standing item on the quarterly meeting agenda of the Industry Advisory Board, and that relevant findings are shared with staff.

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

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

Part 1. Provider details

Provider name	Dublin Business School (DBS)
Date of site visit	28 February 2025
Date of report	24 March 2025

Section A. Overall recommendations

Principal programme	Title	Master of Science in Financial Analytics
	Award	Master of Science (Major Award)
	Credit	90
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 1	Title	Postgraduate Diploma in Science in Financial Analytics
	Award	Postgraduate Diploma in Science (Major Award)
	Credit	60
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Section B. Expert Panel

Name	Role	Affiliation
Dr Josephine Browne	Chair	Head of Faculty of Enterprise and Humanities, IADT
Matthew Hurley	Report Writer	Independent Consultant
Dr Qianru Shang	Subject Matter Expert	Lecturer in Financial Analytics, Business Analytics and Quantitative Finance, TU Dublin
Zongyuan Li	Subject Matter Expert	Lecturer in Financial Economics and Technology, University of Galway
Konstantinos Gavriilidis	International Subject Matter Expert	Senior Lecturer in Accounting and Finance, University of Stirling, UK
Darshana Jayakumari	Learner Representative	PhD Student, Maynooth University
Eamon Allen	Industry Representative	Financial Analyst, ESB

Section C. Principal Programme: Master of Science in Financial Analytics

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Dublin Business School, 13-14 Aungier Street, Dublin 2	300, across 3 intakes (FT) 300, across 3 intakes (PT)	10, in one intake (FT) 10, in one intake (PT)

Proposed Enrolment	
Date of first intake	September 2025
Maximum number of annual intakes	3 (FT) 3 (PT)
Maximum total number of learners per intake	100 (FT) 100 (PT)
Programme duration (<i>months from start to completion</i>)	1 Year / 12 Months (FT) 2 Years / 24 Months (PT)
Panel Commentary on proposed enrolment:	
The Panel recommends that DBS more clearly articulate how its intends to scale its resources and capacity to respond to potentially increased learner numbers.	
Target learner groups	
<p>"The Master of Science in Financial Analytics programme is aimed at learners with a minimum second-class second-division (2.2) Level 8 honours bachelor's degree or Higher Diploma in a cognate area who wish to specialise in the field of financial analytics with a view to entering industry. Cognate subjects include finance, business, accountancy, computing, information systems, engineering, general science, mathematics, statistics, data analytics, or a related discipline. Learners with a minimum second class, second division (2.2) Level 8 honours bachelor's degree in a non-cognate area plus 3–5 years' professional experience in a related field and who require a qualification in this area in order to progress professionally, may also find this programme of interest. Learners can also access this programme through RPL. Such applicants will be assessed on a case-by-case basis."</p> <p>"On completion of this programme, learners will have the financial analytics expertise to operate at a professional level and effectively integrate their skills into decision-making in their company. Through the Applied Research Project, learners will develop independent research and problem-solving skills which will be valuable in a variety of contexts in the workplace."</p> <p>[Extracted from Programme Descriptor, p. 21]</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time (FT) and Part-time (PT)
The teaching and learning modalities	
<ul style="list-style-type: none"> On-site Face-to-Face 	

<ul style="list-style-type: none"> • Synchronous Online • Asynchronous • Work Based 	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>"The Master's has been designed to meet the growing need for financial professionals with the practical skills required for a rapidly evolving data-driven financial function. In this programme, graduates will understand the core principles of finance, be equipped to utilise data analytics, machine learning, and visualisation tools, apply the appropriate financial analytic models, and acquire enhanced understanding of business decision-making in an ethical and cyber context. This programme provides knowledge and skills in the area of predictive financial modelling, applied financial analytics, financial risk management, behavioural economics and finance, financial decision-making, data analytics and machine learning, intelligence and visualisation, as well as information and cybersecurity management."</p> <p>"The overall aim of the programme is to produce graduates with strong proficiencies in the application of financial analytics in a contemporary and evolving data-driven environment, whilst also enhancing the practical technical skills of the learners."</p> <p>[Extracted from Programme Descriptor, p. 20]</p>	
Summary of specifications for teaching staff	
WTE	9
<p>Lecturer</p> <p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters level qualification in the following areas:</p> <ul style="list-style-type: none"> • Accounting and Finance • Financial Analytics • Research <p>In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant library management experience may also be considered.</p>	

Learning Activity	Ratio of learners to teaching staff
Lectures	60:1
Work Placement / Dissertation / Applied Research Project	1:1
Panel Commentary on programme outline and staffing: <p>The Panel has no specific comments regarding the programme outline as articulated above, or the specification of the programme's staffing requirements. However, the Panel has a number of comments and associated conditions/recommendations regarding the programme's structure and curriculum which are discussed in Part 2 of this report.</p>	

Programmes being replaced (applicable to applications for revalidation)
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Code	Title	Last enrolment date
PG24328	Master of Science in Financial Analytics	August 2025

Section C.2. Embedded Programme: Postgraduate Diploma in Science in Financial Analytics

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Dublin Business School, 13-14 Aungier Street, Dublin 2	N/A	N/A

Proposed Enrolment	
Date of first intake	N/A
Maximum number of annual intakes	N/A
Maximum total number of learners per intake	N/A
Programme duration (<i>months from start to completion</i>)	1 Year, 6 Months (FT) 2 Years, 9 months (PT)
Panel Commentary on proposed enrolment: Not applicable.	
Target learner groups	
The programme is an exit-only award and does not recruit learners directly.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time (FT) and Part-time (PT)
The teaching and learning modalities	
<ul style="list-style-type: none"> • On-site Face-to-Face • Synchronous Online • Asynchronous • Work Based 	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>"The Postgraduate Diploma programme is an embedded exit award in the Master of Science in Financial Analytics, for learners who cannot complete the full Master's award. The Postgraduate Diploma is offered as an exit award for those who do not progress in their Master's studies and are not able to complete the research component of this degree."</p> <p>"In common with the Master's, the programme is designed to meet the growing need for financial analysis and practical applied skills in this emerging area. Through the programme, graduates will understand the core principles of finance, be equipped to utilise data and visualisation tools, apply the appropriate financial analytic models, and acquire enhanced understanding of business decision-making in an ethical and cyber context. This programme provides knowledge and skills in the area of predictive financial modelling, applied financial analytics, financial risk management,</p>	

behavioural economics and finance, financial decision-making, data analytics and machine learning, intelligence and visualisation, as well as information and cybersecurity management."

"This postgraduate diploma programme aims to incorporate practical skills in each module for the professional development of learners to enhance their employability options. This will enable the learner to integrate seamlessly into an organisation by addressing skills such as awareness of analytical abilities, leadership, self-management, teamwork, and academic writing that are essential for a Level 9 graduate."

"It is a 1 year full-time, 9 months part-time programme of three 10 ECTS and six 5 ECTS taught modules."

[Extracted from Programme Descriptor, p. 23]

Summary of specifications for teaching staff	WTE
<p>Lecturer</p> <p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters level qualification in the following areas:</p> <ul style="list-style-type: none"> • Accounting and Finance • Financial Analytics • Research <p>In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant library management experience may also be considered.</p>	9

Learning Activity	Ratio of learners to teaching staff
Lectures	60:1
<p>Panel Commentary on programme outline and staffing:</p> <p>The Panel has no specific comments regarding the programme outline as articulated above, or the specification of the programme's staffing requirements. However, the Panel has a number of comments and associated conditions/recommendations regarding the programme's structure and curriculum which are discussed in Part 2 of this report.</p>	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24329	Postgraduate Diploma in Science in Financial Analytics	N/A

Section D. Other noteworthy features of the application

The Panel commends:

1. the comprehensiveness of the programme documentation.
2. staff and student engagement with the Panel during the site visit.

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)

Not applicable.

Part 2. Evaluation against the validation criteria

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.¹</p>		
	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	The Panel is satisfied that DBS meets the prerequisites to apply for validation of the programme and that it is in compliant with relevant statutory and regulatory requirements.
Postgraduate Diploma in Science in Financial Analytics	Yes	As per principal programme.

¹This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

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

<ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (i) Where applicable, a QQI award is specified for each embedded programme. c) There is a satisfactory rationale for the choice of QQI award(s). d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>. e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements. f) The programme title and any embedded programme titles are <ul style="list-style-type: none"> (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. g) For each programme and embedded programme <ul style="list-style-type: none"> (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.² (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards. h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules. i) Any QQI minor awards sought for those who complete the modules are specified, where applicable. <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.³</p>

	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The aims of the programme are clearly established in the programme documentation, chief among them being "to produce graduates with the skills and attributes to meet the demand for modern day decision-makers" (Programme Descriptor, p. 25). The aims align with a well-formulated series of ten minimum intended programme learning outcomes (MIPOs) and, at the module level, the minimum intended module learning outcomes (MIPOs), which the Panel viewed as appropriate.</p> <p>The programme has been mapped to QQI's Level 9 Science Award Standards, and the award title is consistent with QQI's Policy and Criteria for Making Awards. Similarly, the programme title is consistent with the QQI award and is clear and accurate for the purpose of informing stakeholders.</p>
Postgraduate Diploma in Science in Financial Analytics	Yes	As per principal programme, with one exception: there are nine MIPOs for the Postgraduate Diploma; one less than the full Master's.

² Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

³ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

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

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁴
- 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 evidence⁵ of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant⁶.
 - (vi) The programme meets genuine education and training needs.⁷
- 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.

	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>From the original development of the programme, to the review and evaluation of the programme undertaken in anticipation of revalidation, it is clear that DBS has made considerable efforts to align the programme with sectoral and industry needs. A comprehensive data gathering process has allowed the programme team to account for the views of a range of stakeholders, and this feedback and data analysis has been considered in conjunction with the National Skills Strategy 2025, which DBS has cited for its statement on the "increasingly interdisciplinary nature of the world of work [which] overlaps in the skills required across different sectors and occupation" (p. 33).</p> <p>The programme has been benchmarked against similar programmes from five other higher education institutions across different criteria,</p>

⁴ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁵ This might be predictive or indirect.

⁶ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁷ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		<p>including module offering, programme learning outcomes, and the teaching, learning and assessment strategy used.</p> <p>Learner demand for the programme is strongly evidenced by the significant increase in both applications and enrolments over the last validation period, rising from 65 applications and 14 enrolments in 2020/21 to 484 applications and 65 enrolments in 2023/24. Further, employment opportunities for graduates have been highlighted in the programme documentation, with DBS referencing five corporate vacancies with prerequisites relevant to graduates of the programme.</p>
Postgraduate Diploma in Science in Financial Analytics	Yes	As per principal programme.

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

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁸.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL⁹) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The entry requirements are expressed plainly - either a level 8 bachelor’s degree (hons) with a minimum second-class (2.2) award or above in a cognate area; a level 8 Higher Diploma with a minimum 2.2 or above in a cognate area; or a Level 8 honours bachelor’s degree with a minimum 2.2 or above in a non-cognate area plus 3–5 years’ professional experience in a related field. Minimum mathematical proficiency requirements stipulate that applicants must be able to evidence completion of a 10 ECTS module (or equivalent) in mathematics/statistics, while learners whose first language is not English are also expected to demonstrate minimum English language proficiency at CEFRL level B2+ or above (or equivalent).</p> <p>Recognition of prior learning (RPL) is available to applicants who are unable to evidence the standard entry requirements. Such applications</p>

⁸ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

⁹ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

		<p>are dealt with on a case-by-case basis in accordance with DBS' QQI-approved RPL process.</p> <p>Inward transfer options are documented in the Programme Descriptor (p. 45) in addition to outward progression pathways in the University of Limerick and UCD Smurfit Business School.</p>
Postgraduate Diploma in Science in Financial Analytics	Yes	As per principal programme.

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 learners 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 learners 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 learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁰.
- 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.¹¹

	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Partially	<p>The Panel is partially satisfied that QQI's requirements under this criterion have been addressed.</p> <p>On the whole, the Panel was receptive to the curriculum presented, viewing it as modern, comprehensive and systematically documented. The full Master's is structured as 9 core modules (three allocated 10 credits and six allocated 5 credits) in addition to a capstone module (30 credits) focused on a Dissertation, Placement, or an Applied Research Project. Those who seek to exit before the capstone are still required to complete 60 credits; i.e. the 9 core modules.</p> <p>During the virtual site visit, the Panel spoke at length with module lecturers to understand the rationale for certain design decisions. One particular point of discussion was the matter of content scaffolding, between modules and the implications of the current structure on knowledge-depth. Specifically, the Panel identified common links between certain modules - namely Data Analytics & Machine Learning, Predictive Financial Modelling, and Applied Financial Analytics, the former two of which are delivered in Semester 1 and the latter in Semester 2 - but was unable to see how each successive module would build upon the content of the previous one(s). This was highlighted in the Panel's conversation with learner and graduate representatives also, who</p>

¹⁰ This applies recursively to each and every element of the programme from enrolment through to completion.

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

¹¹ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

	<p>remarked that there needs to be a "recalibration" of Data Analytics & Machine Learning in Semester 1 and Applied Financial Analytics in Semester 2, in particular, as there is duplication of material has caused some frustration for learners.</p> <p>These module (but not these modules exclusively) also seek to cover a broad range of content, but the Panel was unable to see (in the documentation) the true depth to which content is meaningfully covered. Of relevance to this is some of the feedback submitted by learners and featured in the Programme Review Report, which highlights that some topics are only introduced at a basic level and lack sufficient depth.</p> <p>Considering this context, the Panel is of the view that the balance and presentation of module content is need of further review, to consider how overlapping content between modules can be better scaffolded to avoid unnecessary duplication, and to ensure an appropriate balance of knowledge-breadth and knowledge-depth.</p> <p>The following special condition of validation has been identified in respect of this:</p> <p>Condition 1 In relation to the revised curriculum and proposed programme structure:</p> <ol style="list-style-type: none"> a. DBS must review all modules to ensure that content is appropriately balanced in terms of knowledge-breadth and knowledge-depth. b. DBS must consider how the overlapping content between the Data Analytics & Machine Learning, Predictive Financial Modelling, and Applied Financial Analytics modules can be better balanced, so that learners move from basic to intermediate concepts in semester 1 to advanced topics in semester 2 in a more scaffolded manner. c. DBS must ensure that exam content (within modules which utilise exams) fully and consistently reflects the programme and module learning outcomes. <p>During the evaluation, the Panel heard from a representative group of current learners and graduates, who provided their perspectives on the programme. The discussion was valuable, offering the Panel a window into the learner experience that can be otherwise difficult to discern from the programme documentation alone. The group highlighted several positives, including the accessibility of the programme to those who do not necessarily come from an IT background.</p> <p>The group also highlighted the programme's often academic-learning setup, remarking that there would be benefit in making it more industry relevant. The group proposed strategies such as weekend workshops/seminars with guest speakers and partnerships with industry to enrich the academic aspects of the programme while facilitating input from industry.</p>
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		<p>The Panel recognises the advantages of this, particularly in view of the inclusion of a Placement option in the revised programme, which DBS saw as a means through which learners could get networking experience (Programme Review Report, p. 119).</p> <p>The following recommendation has been identified in respect of this:</p> <p>Recommendation 1 The Panel recommends that DBS consider how it can improve the balance between academic and industry-focused content across the programme.</p>
Postgraduate Diploma in Science in Financial Analytics	Partially	As per principal programme.

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

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff¹² (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹³ opportunities¹⁴.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The Programme Descriptor (Section 8) specifies the programme's staffing requirements and confirms that all necessary staff members are in situ. Any recruitment which may be undertaken during the validation period will be conducted via DBS' established processes which were previously approved by QQI. These processes also cover the management and professional development of staff.</p> <p>During the site visit, the Panel had an opportunity to speak with many members of the programme's teaching faculty, management and administration, which offered important perspectives on the programme review process, knowledge sharing, industry alignment, and community of practice learning.</p>
Postgraduate Diploma in Science in	Yes	As per principal programme.

¹² Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹³ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁴ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

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

<p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:</p> <ul style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>A specification of the physical resources required for the programme are documented in the Programme Descriptor (Section 9), and DBS has confirmed that these are in place already; though there is a disclaimer that learners are expected to have access to their own computer given the programme's blended nature. Details of the facilitates available to learners are similarly detailed, including the library service and computer labs. A summary of predicted income and expenditure for the next five years is included in the Programme Descriptor (pp. 21-22), based on predicted enrolment numbers for the same period.</p> <p>While not casting doubt over DBS' existing capacity or resource planning, the Panel noted the significant difference between the programme's enrolment numbers over the last validation period and the maximum number of learners for which DBS is seeking approval for the next validation period. Specifically, the highest number of learners DBS enrolment in a single year over the validation period was in 2023/24, with 65. Going forward, however, DBS is seeking approval for a maximum of 3 intakes per year for full-time and part-time each, with up to 100 learners per intake. At the absolute maximum, this is as many as 600 learners, and although these are not necessarily target numbers, the Panel must be nonetheless satisfied that DBS has the capacity to respond to such an increase. DBS representatives confirmed these numbers during the virtual site visit, commenting that the institution and</p>

		<p>programme are fully resourced and that potential growth is based on an analysis of each intake, adding that its established timelines make it possible to forward plan effectively and scale up where necessary. In the event a second or third intake was not deemed possible, then recruitment would be stopped accordingly.</p> <p>The Panel was of the view that these considerations regarding DBS' capacity planning strategy would be valuable in the programme documentation to provide reassurance for such significant proposed increases in numbers.</p> <p>The following recommendation has been identified in respect of this:</p> <p>Recommendation 2 The Panel recommends that DBS more clearly articulate how its intends to scale its resources and capacity to respond to potentially increased learner numbers.</p>
Postgraduate Diploma in Science in Financial Analytics	Yes	As per principal programme.

Criterion 8. **The learning environment is consistent with the needs of the programme's learners**

<p>a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The programme is delivered via a blended framework, the specific breakdown of which is documented on a module-by-module basis in the Module Booklet. Classroom sessions seek to cultivate a "collaborative environment" while online sessions introduce debates and discussions in order to facilitate engagement and participation.</p> <p>With the introduction of a Placement module, DBS has adopted its practices from another Master's programme and applied them to the MSc in Financial Analytics. A Placement Coordinator will be assigned to each learner and will be their primary point of contact with DBS for the duration of their practice work.</p>
Postgraduate Diploma in Science in Financial Analytics	Yes	As per principal programme.

Criterion 9. **There are sound teaching and learning strategies**

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	<p>Satisfactory? (yes, no, partially)</p>	<p>Comment</p>
<p>Master of Science in Financial Analytics</p>	<p>Yes</p>	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>The programme is delivered through blended learning and seeks to provide a balance of theory and practical application in its curriculum. A shift towards more authentic assessment (in comparison with the previous iteration of the programme) and the introduction of two new capstone module choices reflect DBS' efforts to make the programme more relevant to real-world contexts and enable flexible learning and progression pathways.</p> <p>The Panel also notes DBS' statement that "The teacher/learner ratio allows formative feedback to be given to learners during class sessions and on a one-to-one basis through their formative assessment work. However, during a discussion with current learners and graduate representatives, the Panel heard some dissatisfaction with the inconsistency around feedback provision; that some lecturers are more responsive and open with feedback than others.</p> <p>It thus appeared as though DBS' intent to have formative feedback be a standard part of the programme's provision was not fully functioning. The Panel raised the matter with DBS staff, who acknowledged that the issue had been discussed at a recent meeting of the Academic Board and that a Working Group has been established with a view to address this. The Panel encourages these developments, emphasising DBS' responsibility to the learner regarding the provision of timely formative feedback (per Criterion 9(e)).</p> <p>The following recommendation has been identified in respect of this:</p> <p>Recommendation 3 The Panel recommends that DBS standardise the provision of feedback to learners and ensure this is consistently applied by faculty.</p>
<p>Postgraduate Diploma in Science in</p>	<p>Yes</p>	<p>As per principal programme.</p>

¹⁵ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

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

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁶</p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.¹⁷</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.¹⁸</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.¹⁹</p>		
	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Partially	<p>The Panel is partially satisfied that QQI's requirements under this criterion have been addressed.</p> <p>An overarching programme strategy in addition to module-level approaches to assessment are documented. Assessment is designed to be constructively aligned with the programme and module learning outcomes, and sample assessments were provided for the Panel as part of the supporting documentation.</p> <p>During a wider discussion about assessment strategies and approaches, the Panel raised an issue regarding perceived patterns of performance between exam success and dissertation success, and the potentially causal link between this and the year-on-year repetition of exam questions. In particular, the Panel cited some past papers viewed during the desk evaluation and noted that, for one module, three out of five exam questions were the same across years, which may explain why learners were performing better in taught modules when they knew what to expect but performed more poorly on their individual projects.</p> <p>DBS responded to this noting that there are internal processes which should catch this, as they endeavour to prevent repetition, but acknowledged that there had been an obvious failure of their processes in this instance.</p>

¹⁶ See the section on transitional arrangements.

¹⁷ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁸ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

¹⁹ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

		<p>The Panel is of the view that DBS needs to consider how it can bolster its internal processes and proactively avoid this kind of repetition in exams.</p> <p>The following special condition of validation has been identified in respect of this:</p> <p>Condition 2 DBS must consider how it can more proactively avoid year-on-year repetition of question sets in exams.</p> <p>The Panel welcomes the increased flexibility offered to learners through the introduction of the new capstone module options, which open up more pathways for learner progression. While recognising the benefits that these will no doubt bring, the Panel found only limited information in the programme documentation describing how DBS will verify the standards of attainment of learners completing Placement and ensure these are comparable to learners completing the Applied Research Project and Dissertation.</p> <p>The following special condition of validation has been identified in respect of this:</p> <p>Condition 3 DBS must articulate how its verifies that the standards of attainment of those learners who undertake the Placement module are comparable to those who undertake the Applied Research Project or Dissertation; for example, through the engagement of an External Examiner.</p> <p>As the conversation around assessment continued, DBS staff remarked upon their approach to grading and the decision not to grade on a curve; stating that "the grade they get is the grade they get." The Panel acknowledges and respects DBS' position on this, but cautioned that it could potentially make it difficult for learners to differentiate themselves in industry if there is a high attainment rate of first class honours. To this end, the Panel advised that DBS consider how it can standardise its grade classifications and identify ways to mitigate against potential grade inflation.</p> <p>The following recommendation has been identified in respect of this:</p> <p>Recommendation 4 In view of DBS' decision not to grade on a curve, the Panel recommends that DBS consider how it can standardise its grade classifications and mitigate against grade inflation (e.g. through more detailed rubrics).</p>
<p>Postgraduate Diploma in Science in Financial Analytics</p>	<p>Partially</p>	<p>As per principal programme, with the exception of Condition 3 and its context.</p>

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

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²⁰.</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>²¹ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>All learners enrolled on the programme have access to the range of support services and resources offered by DBS, including the Student Experience Team, mental health and wellbeing supports, Careers Advice Service, a Graduate Work-Readiness Programme, a Peer-Mentor Programme, Immigration Service, accommodation advice, and Student Engagement and Success Unit. At a social level, DBS offers a variety of sports clubs and societies through which learners can meet others and grow their support network.</p> <p>Learners requiring additional supports or reasonable accommodations can request these through DBS' established processes which are fully documented and available in learner-facing materials.</p> <p>With the introduction of the Placement module, DBS is bringing existing structures from another Master's programme and installing them in the MSc in Financial Analytics. During the site visit, DBS representatives discussed the nature of the placement, how learners are supported in identifying placement opportunities, the role of the Placement</p>

²⁰ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²¹ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

		Coordinator, and the other types of supports available while learners are undertaking the placement.
Postgraduate Diploma in Science in Financial Analytics	Yes	As per principal programme.

Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance²² is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	Satisfactory? (yes, no, partially)	Comment
Master of Science in Financial Analytics	Yes	<p>The Panel is satisfied that QQI's requirements under this criterion have been addressed.</p> <p>DBS has established quality assurance procedures underpinning the provision of the programme which were previously approved by QQI, The Programme Descriptor outlines the governance and management structures in place at both the programme level and institutional level and the Panel is satisfied that these interface functionally with the quality assurance system.</p> <p>One of the key strengths in the oversight structure for the programme is the Industry Advisory Board, which has a responsibility for keeping the programme in line with industry standards and practices. The Board also plays an important role in effecting the programme's Community of Practice. The Panel sees great benefit in having access to a resource like the Industry Advisory Board, and as such, is of the view that two topics in particular should be considered for standing item status on the Board's meeting agendas: the programme's currency (that is, how up to date and current the programme is in terms of industry practice) and emerging industry trends (which is a likely recurring discussion point for the Board anyway). Moreover, DBS should ensure that relevant staff are kept up to date with the Board's discussions and findings.</p> <p>The following recommendation has been identified in respect of this:</p> <p>Recommendation 5</p>

²² See also QQI’s Policy on Monitoring (QQI, 2014)

		The Panel recommends that DBS ensure that the programme's currency and emerging industry trends are standing items on the quarterly meeting agenda of the Industry Advisory Board, and that relevant findings are shared with staff.
Postgraduate Diploma in Science in Financial Analytics	Yes	As per principal programme.

Part 3. Overall recommendation to QQI

3.1 Principal programme: Master of Science in Financial Analytics

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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

The programme almost fully meets the validation criteria.

Commendations

The Panel commends:

1. the comprehensiveness of the programme documentation.
2. staff and student engagement with the Panel during the site visit.

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

1. In relation to the revised curriculum and proposed programme structure:
 - a. DBS must review all modules to ensure that content is appropriately balanced in terms of knowledge-breadth and knowledge-depth.
 - b. DBS must consider how the overlapping content between the Data Analytics & Machine Learning, Predictive Financial Modelling, and Applied Financial Analytics modules can be better balanced, so that learners move from basic to intermediate concepts in semester 1 to advanced topics in semester 2 in a more scaffolded manner.
 - c. DBS must ensure that exam content (within modules which utilise exams) fully and consistently reflects the programme and module learning outcomes.
2. DBS must consider how it can more proactively avoid year-on-year repetition of question sets in exams.
3. DBS must articulate how it verifies that the standards of attainment of those learners who undertake the Placement module are comparable to those who undertake the Applied Research Project or Dissertation; for example, through the engagement of an External Examiner.

Recommendations

1. The Panel recommends that DBS consider how it can improve the balance between academic and industry-focused content across the programme.
2. The Panel recommends that DBS more clearly articulate how its intends to scale its resources and capacity to respond to potentially increased learner numbers.
3. The Panel recommends that DBS standardise the provision of feedback to learners and ensure this is consistently applied by faculty.
4. In view of DBS' decision not to grade on a curve, the Panel recommends that DBS consider how it can standardise its grade classifications and mitigate against grade inflation (e.g. through more detailed rubrics).
5. The Panel recommends that DBS ensure that the programme's currency and emerging industry trends are standing items on the quarterly meeting agenda of the Industry Advisory Board, and that relevant findings are shared with staff.

Embedded programme 1: Postgraduate Diploma in Science in Financial Analytics

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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

The programme almost fully meets the validation criteria.

Commendations

The Panel commends:

1. the comprehensiveness of the programme documentation.
2. staff and student engagement with the Panel during the site visit.

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

1. In relation to the revised curriculum and proposed programme structure:
 - a. DBS must review all modules to ensure that content is appropriately balanced in terms of knowledge-breadth and knowledge-depth.
 - b. DBS must consider how the overlapping content between the Data Analytics & Machine Learning, Predictive Financial Modelling, and Applied Financial Analytics modules can be better balanced, so that learners move from basic to intermediate concepts in semester 1 to advanced topics in semester 2 in a more scaffolded manner.
 - c. DBS must ensure that exam content (within modules which utilise exams) fully and consistently reflects the programme and module learning outcomes.
2. DBS must consider how it can more proactively avoid year-on-year repetition of question sets in exams.

Recommendations

1. The Panel recommends that DBS consider how it can improve the balance between academic and industry-focused content across the programme.
2. The Panel recommends that DBS more clearly articulate how it intends to scale its resources and capacity to respond to potentially increased learner numbers.

3. The Panel recommends that DBS standardise the provision of feedback to learners and ensure this is consistently applied by faculty.
4. In view of DBS' decision not to grade on a curve, the Panel recommends that DBS consider how it can standardise its grade classifications and mitigate against grade inflation (e.g. through more detailed rubrics).
5. The Panel recommends that DBS ensure that the programme's currency and emerging industry trends are standing items on the quarterly meeting agenda of the Industry Advisory Board, and that relevant findings are shared with staff.

Summary of recommended special conditions of validation

1. In relation to the revised curriculum and proposed programme structure:
 - a. DBS must review all modules to ensure that content is appropriately balanced in terms of knowledge-breadth and knowledge-depth.
 - b. DBS must consider how the overlapping content between the Data Analytics & Machine Learning, Predictive Financial Modelling, and Applied Financial Analytics modules can be better balanced, so that learners move from basic to intermediate concepts in semester 1 to advanced topics in semester 2 in a more scaffolded manner.
 - c. DBS must ensure that exam content (within modules which utilise exams) fully and consistently reflects the programme and module learning outcomes.
2. DBS must consider how it can more proactively avoid year-on-year repetition of question sets in exams.
3. DBS must articulate how it verifies that the standards of attainment of those learners who undertake the Placement module are comparable to those who undertake the Applied Research Project or Dissertation; for example, through the engagement of an External Examiner.

Summary of recommendations to the provider

1. The Panel recommends that DBS consider how it can improve the balance between academic and industry-focused content across the programme.
2. The Panel recommends that DBS more clearly articulate how it intends to scale its resources and capacity to respond to potentially increased learner numbers.
3. The Panel recommends that DBS standardise the provision of feedback to learners and ensure this is consistently applied by faculty.
4. In view of DBS' decision not to grade on a curve, the Panel recommends that DBS consider how it can standardise its grade classifications and mitigate against grade inflation (e.g. through more detailed rubrics).
5. The Panel recommends that DBS ensure that the programme's currency and emerging industry trends are standing items on the quarterly meeting agenda of the Industry Advisory Board, and that relevant findings are shared with staff.

Declarations of Evaluators' Interests

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

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)

1B.3a Proposed Programme Schedule(s) - Full Time														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Master of Science in Financial Analytics				QQI Award Title		Master of Science in Financial Analytics			ECTS	90		
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Financial Analytics					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 (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks (from the module assessment strategy)					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Asynchronous)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Principles of Financial Decision Making	1	M	10	250	24	24	202		100%					
Data Analytics for Finance	1	M	10	250	24	24	202		100%					
Predictive Financial Modelling	1	M	10	250	24	24	202		100%					
Financial Analytics Utilising Machine Learning	2	M	5	125	12	12	101		100%					

Financial Intelligence and Data Visualisation	2	M	5	125	12	12	101		100%					
Information and Cybersecurity Management	2	M	5	125	12	12	101		100%					
Financial Risk Management	2	M	5	125	12	12	101		100%					
Behavioural Economics and Finance	2	M	5	125	12	12	101		100%					
Applied Research Methods	2	M	5	125	12	12	101		100%					
Applied Research Project	3	E	30	750		9	741					100%		
Dissertation	3	E	30	750		9	741					100%		

1B.3b Proposed Programme Schedule(s) - Part Time											
Name of Provider:	Dublin Business School										
Programme Title (Principal)	Master of Science in Financial Analytics				QQI Award Title	Master of Science in Financial Analytics			ECTS	90	
Stage (1,2,3, Award etc)	Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Financial Analytics				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 (add rows as required)											
Total Student Effort Module (hours)							Assessment – Allocation of Marks (from the module assessment strategy)				

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Principles of Financial Decision Making	1	M	10	250	18	18	214		100%					
Data Analytics for Finance	1	M	10	250	18	18	214		100%					
Predictive Financial Modelling	1	M	10	250	18	18	214		100%					
Financial Analytics Utilising Machine Learning	2	M	5	125	9	9	107		100%					
Financial Intelligence and Data Visualisation	2	M	5	125	9	9	107		100%					
Information and Cybersecurity Management	2	M	5	125	9	9	107		100%					
Financial Risk Management	2	M	5	125	9	9	107		100%					
Behavioural Economics and Finance	2	M	5	125	9	9	107		100%					
Applied Research Methods	2	M	5	125	9	9	107		100%					
Applied Research Project	3	E	30	750		9	741					100%		
Dissertation	3	E	30	750		9	741					100%		

Postgraduate Diploma in Science in Financial Analytics (Full-time)

1B.3c Proposed Programme Schedule(s) - Full Time														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Master of Science in Financial Analytics				QQJ Award Title		Master of Science in Financial Analytics			ECTS		60	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Financial Analytics					Stage ECTS		60	
Programme Delivery Mode - ✓one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning			
					✓									
Teaching and Learning Modalities – ✓one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based		
		✓					✓		✓			✓		
Assessment Techniques Utilised in Stage – ✓one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online		Project		Practical Skills Demonstration		Work Based		
		✓						✓		✓				
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks (from the module assessment strategy)					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Principles of Financial Decision Making	1	M	10	250	24	24	202		100%					
Data Analytics for Finance	1	M	10	250	24	24	202		100%					
Predictive Financial Modelling	1	M	10	250	24	24	202		100%					
Financial Analytics Utilising Machine Learning	2	M	5	125	12	12	101		100%					

Financial Intelligence and Data Visualisation	2	M	5	125	12	12	101		100%					
Information and Cybersecurity Management	2	M	5	125	12	12	101		100%					
Financial Risk Management	2	M	5	125	12	12	101		100%					
Behavioural Economics and Finance	2	M	5	125	12	12	101		100%					
Applied Research Methods	2	M	5	125	12	12	101		100%					

Postgraduate Diploma in Science in Financial Analytics (Part-time)

1B.3d Proposed Programme Schedule(s) - Part Time										
Name of Provider:	Dublin Business School									
Programme Title (Principal)	Master of Science in Financial Analytics				QQI Award Title	Master of Science in Financial Analytics			ECTS	60
Stage (1,2,3, Award etc)	Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Financial Analytics				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	
	✓		✓				✓		✓	
Modules in this stage (add rows as required)										
Total Student Effort Module (hours)							Assessment – Allocation of Marks (from the module assessment strategy)			

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (Directed E-learning, Other)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Principles of Financial Decision Making	1	M	10	250	18	18	214		100%					
Data Analytics for Finance	1	M	10	250	18	18	214		100%					
Predictive Financial Modelling	1	M	10	250	18	18	214		100%					
Financial Analytics Utilising Machine Learning	2	M	5	125	9	9	107		100%					
Financial Intelligence and Data Visualisation	2	M	5	125	9	9	107		100%					
Information and Cybersecurity Management	2	M	5	125	9	9	107		100%					
Financial Risk Management	2	M	5	125	9	9	107		100%					
Behavioural Economics and Finance	2	M	5	125	9	9	107		100%					
Applied Research Methods	2	M	5	125	9	9	107		100%					