

CERTIFICATE OF VALIDATION

New validation

Validation Process: **Revalidation**

Provider Name	Dublin Business School
Date of Validation	10-Jun-25

	Code	Title	Award	Exit Only
Principal Programme	PG26478	Higher Diploma in Science in Data Analytics	Higher Diploma in Science (Higher Diploma at NFQ Level 8) 8M22924 60 credits	N/A
Embedded Programme	PG26479	Certificate in Fundamentals of Data Analytics	Certificate (Minor Award at NFQ Level 8) 8H22922 15 credits	Yes

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

Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time
Intakes per Annum:	3	3	Full Time, Part Time
Minimum Learners per Intake:	10	10	
Maximum Learners per Intake:	120	120	
Duration (months)	12	24	

Target Learner Groups

The programme is aimed at learners who wish to seek a career in data analytics. It is also aimed at individuals already employed in the industry who wish to develop their knowledge and skills in their chosen field. It is anticipated that this programme may particularly appeal to qualified computing professionals who are interested in employment opportunities within the industry, but who currently lack the education or experience needed in the industry.

Learners on this graduate conversion programme will benefit from foundational knowledge and skills fundamental to Computing and Data Science and will have a Level 7 primary undergraduate honours degree, (minimum Pass classification from a recognised third level institution), in a cognate area and will wish to specialise in the field of Data Analytics with a view to entering industry, progressing professionally or to undertake postgraduate studies in a related field. Applicants who do not have a Level 8 qualification and who have at least 3 years' work experience may also be considered through the college's normal RPL procedures. Relevant professional experience may be taken into account and individuals will be assessed on a case-by-case basis through DBS RPL procedures. Graduates will also be in a position to work on specific projects, take up a position in industry, or engage in further Level 9 postgraduate studies, for example a Master of Science in Data Analytics, Master of Science in Information Systems with Computing.

Brief Synopsis of the Programmes

The Higher Diploma in Science in Data Analytics provides the practical knowledge and skills in the area of computing and data science for learners who wish to upskill or reskill in this area. The Higher Diploma in Science in Data Analytics is a one year full-time, two years part-time programme that aims to educate and prepare a diverse group of learners in applying the transferable skills that they have obtained as part of their original degree to specific computing / ICT skills in their chosen area of specialisation. The programme aims to develop learners' knowledge of the theory and practice of Data Analytics necessary for them to secure employment and perform as graduate level ICT /Data Analytical practitioners in a broad range of commercial, industrial and public sector environments. However, as a transversal skill, Data Analysis can be applied across a variety of disciplines, for example in financial services. Learners will benefit from theoretical knowledge fundamental to apply advanced analytics in web and business application, predictive modelling, statistics, programming, machine learning, and advanced visualisation to data sets through a variety of tools and techniques in order to generate actionable insights for stakeholders and support strategic decision making. The programme provides learners with an opportunity to gain experience of analysing, researching and solving real-world ICT projects through work placement and project work.

The Higher Diploma in Science in Data Analytics is a one year full-time (two semesters) and a two year part-time (four semesters) programme providing foundational computing and advanced data analysis skills that will enable learners to develop and interpret complex data sets using various techniques related to data modelling, visualisation and machine learning that can be applied to various industries and specific use cases. The programme aims to provide solid theoretical and practical foundations that will enable learners to apply programming techniques, algorithms, and problem-solving techniques, but also demonstrate the learner's capacity to demonstrate the findings to both technical and non-technical audiences.

According to Deloitte practical guide (2017), "Compared to traditional reporting and dashboarding, analytics causes a paradigm shift within organisations that will require new behaviours. People will need to collaborate more, new processes will need to be developed, and managers and executives will need to trust the decision support that analytics will provide them." This programme engenders an awareness of the importance of transversal skills such as communication, collaboration and project management for data analysts and graduates will be able to apply these skills through formative and summative assessments, which capture the resilience and agility required of graduates in contemporary and diverse environments.

Minimum Intended Programme Learning Outcomes

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

1. Synthesise methods and technologies for acquiring, interpreting and analysing big data.
2. Evaluate and critique relevant statistical, mathematical and business tools employed to solve problems involving big data sets.
3. Formulate and evaluate hypotheses and experiments in the field of data analytics.
4. Appraise and critique the applicability of data analytical skills and technologies to novel problems and opportunities.
5. Formulate solutions to problems related to the field of data science through the application of appropriate techniques and tools.
6. Critically evaluate potential solutions to relevant problems to make informed effective decisions related to the field of data science.
7. Appraise data science solutions in an effective manner both as an individual and a team member.
8. Synthesise appropriate skills to reflect on learning experiences incorporating feedback, consultation, collaboration, guidance and review and the formulation of future plans.
9. Display a range of personal and interpersonal skills, acknowledging current societal issues of concern and the ethical impact of data analytics when applied to them.

Teaching and Learning Modes

1. Directed Learning
2. E-learning (directed)
3. E-learning (self-directed)
4. Group Discussions
5. Group Discussions/Interactions
6. Laboratory / Studio
7. Lectures / Classes
8. One-on-One Sessions
9. Practical Sessions
10. Practical/workshop/Laboratories/studio sessions
11. Self Directed Learning
12. Simulated Work Environment
13. Tutorials
14. Tutorials/One on one supported learning
15. Webinars
16. Work Experience/Simulated Work environment
17. Workshops

Approved Countries

Ireland

Physical Resource Requirements

Appropriately equipped computer work area.

Lecture rooms of sufficient size for work in breakout groups/with appropriate multimedia resources.

Appropriate software resources to be used in the teaching and learning of all modules.

Learners are also required to have ongoing access to a computer, related software, and a reliable internet connection. This means that for learners their laptop or desktop computer will require a minimum of a supported version of a Windows operating system and 4GM RAM.

Staff Profiles	Qualifications and Experience	WTE
Lecturer	Lecturing staff will have a minimum of a Masters and/or PhD in the following areas: Computing science / Computing Quantitative methods Analytics Networking Information Systems Computer Technology Research methods Mathematics and statistics In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant experience may also be considered.	8
Academic Director	The Academic Director will be responsible for the overall management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme through Assistant Academic Directors and Programme Level Managers. The Academic Director is responsible for the suite of programmes in their discipline area and ensures programme offerings are current, employment-focused and academically robust and coherent in construct. The Academic Director provides academic leadership to Faculty and to Programme Teams in the development and delivery of high-quality, progressive, learner-centred education. The Academic Director role is focused around 3 distinct areas: Governance of discipline area programmes. Programme development, review, and retention for discipline areas. Programme innovation, employer engagement and foster business opportunity in the discipline area.	1
Assistant Academic Director	The Assistant Academic Director works alongside the Academic Director across many of their duties, including the management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme. The Assistant Academic Director also works in a student-facing capacity, through teaching and supporting students more generally throughout their time as DBS. The Assistant Academic Director role is focused around 3 distinct areas: Effective programme management and teaching, learning and assessment initiatives in DBS programmes. Implementation of programme development, review, and retention initiatives in the discipline area. Supporting the discipline Academic Director in discipline development, enhancement and innovation including opportunities for business development, employer-facing initiatives and improved graduate outcomes.	1
Programme Level Manager	The Programme Level Manager (PLM) provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise, keeping up-to-date with teaching and learning developments and being alert to best practice, providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries and requests for accommodations from learners.	1

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38628L Dublin Business School	10	720

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

Learner Teacher Ratios	Learning Activity	Ratio
	Classroom sessions	1:30
	Online Lectures	1:30

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG24461	Higher Diploma in Science in Data Analytics	03-Dec-20

Embedded Programme

Validation Process: **Revalidation**

Code	Title	Award	Exit Only
PG26479	Certificate in Fundamentals of Data Analytics	Certificate (Minor Award at NFQ Level 8) 8H22922 15 credits	Yes

	Full Time	Part Time	Delivery Mode: full-time / part-time	Full Time, Part Time
Duration (months)	12	12		

Target Learner Groups

The certificate is offered as an exit award for learners who cannot complete the full programme.

Brief Synopsis of the Programmes

There is one embedded programme in the Higher Diploma in Data Analytics, a Certificate in Fundamentals of Data Analytics. The certificate is offered as an exit award for learners who cannot complete the full programme.

Minimum Intended Programme Learning Outcomes

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

1. Synthesise methods and technologies for acquiring, interpreting and analysing big data.
2. Evaluate and critique relevant statistical, mathematical and business tools employed to solve problems involving big data sets.
3. Formulate and evaluate hypotheses and experiments in the field of data analytics.
4. Appraise and critique the applicability of data analytical skills and technologies to novel problems and opportunities.
5. Formulate solutions to problems related to the field of data science through the application of appropriate techniques and tools.
6. Critically evaluate potential solutions to relevant problems to make informed effective decisions related to the field of data science.
7. Appraise data science solutions in an effective manner both as an individual and a team member.
8. Synthesise appropriate skills to reflect on learning experiences incorporating feedback, consultation, collaboration, guidance and review and the formulation of future plans.
9. Display a range of personal and interpersonal skills, acknowledging current societal issues of concern and the ethical impact of data analytics when applied to them.

Teaching and Learning Modes

1. Directed Learning
2. E-learning (directed)
3. E-learning (self-directed)
4. Group Discussions
5. Group Discussions/Interactions
6. Laboratory / Studio
7. Lectures / Classes
8. One-on-One Sessions
9. Practical Sessions
10. Practical/workshop/Laboratories/studio sessions
11. Self Directed Learning
12. Simulated Work Environment
13. Tutorials
14. Tutorials/One on one supported learning
15. Webinars
16. Work Experience/Simulated Work environment
17. Workshops

Approved Countries	Ireland
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Physical Resource Requirements

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

Staff Profiles	Qualifications and Experience	WTE
Lecturer	Lecturing staff will have a minimum of a Masters and/or PhD in the following areas: Computing science / Computing Quantitative methods Analytics Networking Information Systems Computer Technology Research methods Mathematics and statistics In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant experience may also be considered.	8
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Programme Level Manager	The Programme Level Manager (PLM) provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise, keeping up-to-date with teaching and learning developments and being alert to best practice, providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries and requests for accommodations from learners.	1

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

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

Learner Teacher Ratios	Learning Activity	Ratio
	Classroom sessions	1:30
	Online Lectures	1:30

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG24462	Certificate in the Fundamentals of Data Analytics	03-Dec-20

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

Part 1: Statutory Conditions of Validation

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

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

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

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

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

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

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

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

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

Part 2.3 General Condition of Validation

The provider of the programme shall:

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

9. Adhere to QQI regulations and procedures for certification.

10. Notify QQI in writing without delay of: a. Any material change to the programme; a. Anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; b. Anything that infringes the conditions of validation; or c. Anything that would be likely to cause QQI to consider reviewing the validation.

11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)) .

12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

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

Part 2.5 Special Conditions of Validation

Programme and stage schedules

PG26478 Higher Diploma in Science in Data Analytics

Name of Provider		Dublin Business School													
Programme Title		PG26478 Higher Diploma in Science in Data Analytics													
Award Title		Higher Diploma in Science						Exit Award Only		N/A					
Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; Group Discussions/Interactions; Practical/workshop/Laboratories/studio sessions; Work Experience/Simulated Work environment; Tutorials/One on one supported learning; Self Directed Learning; Group Discussions; Workshops; Webinars; Laboratory / Studio; Simulated Work Environment; One-on-One Sessions; E-learning (directed); E-learning (self-directed)													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake		ISCED Code						
Both	Major	8	6	Award Stage	8	60	Sep 2025		06.1.3						
Module				Total Student Effort Module (Hours)					Allocation of Marks						
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Statistics for Data Analytics			1	M	5	125	24	0	101	0	100	0	0	0	0
Programming for Data Analytics			1	M	10	250	48	0	202	0	100	0	0	0	0
Databases and Business Applications			1	M	5	125	24	0	101	0	100	0	0	0	0
Data Visualisation and Communications			1	M	5	125	24	0	101	0	100	0	0	0	0
Data and Network Mining			2	M	5	125	24	0	101	0	100	0	0	0	0
Applied Data Analytics			2	M	10	250	48	0	202	0	100	0	0	0	0
Platforms for Data Analytics			2	M	10	250	48	0	202	0	100	0	0	0	0
Project			3	E	10	250	18	0	232	0	0	100	0	0	0
Placement			3	E	10	250	6	0	42	202	0	0	0	0	100

PG26479 Certificate in Fundamentals of Data Analytics

Name of Provider		Dublin Business School												
Programme Title		PG26479 Certificate in Fundamentals of Data Analytics												
Award Title		Certificate							Exit Award Only		Yes			
Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; Group Discussions/Interactions; Practical/workshop/Laboratories/studio sessions; Work Experience/Simulated Work environment; Tutorials/One on one supported learning; Self Directed Learning; Group Discussions; Workshops; Webinars; Laboratory / Studio; Simulated Work Environment; One-on-One Sessions; E-learning (directed); E-learning (self-directed)												
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code						
Both	Minor	8	6	Unstaged		15	Sep 2025	06.1.3						
Module				Total Student Effort Module (Hours)					Allocation of Marks					
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %	
Programming for Data Analytics	1	M	10	250	48	0	202	0	100	0	0	0	0	
Databases and Business Applications	1	M	5	125	24	0	101	0	100	0	0	0	0	