



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

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	Higher Diploma in Science in Data Analytics: NFQ Level 8, 60 ECTS Certificate in Fundamentals of Data Analytics: NFQ Level 8, 15 ECTS

Independent Panel Members

Name	Role on Panel	Affiliation
Dr Josephine Browne	Chair	Former Head of Faculty of Enterprise and Humanities, IADT
Dr Michael Gleeson	Academic Representative	Faculty of Science and Computing, South East Technological University
Dr Natalie Culligan	Academic Representative	Faculty of Science and Engineering, Maynooth University
Dr Merim Dzaferagic	Academic Representative	School of Computer Science and Statistics, Trinity College Dublin
Seamus Minogue	Industry Representative	Head of Information Technology, Enterprise Ireland
Nagasai Chintalapati	Student Representative	TUS Athlone
Trudi Barnett	Report Writer	Independent Consultant

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

Part 1. Introduction

Dublin Business School (DBS), established in 1975 and part of Kaplan Inc. since 2003, is one of Ireland's largest independent higher education institutions. With a student body of over 9,000 learners from more than 80 countries, DBS delivers a wide portfolio of programmes across business, law, psychology, arts, media, and computing. The institution has a strong reputation for delivering accessible, learner-centred, and industry-informed education. It operates a multi-site city centre campus in Dublin, offering modern facilities including dedicated IT labs, library services, flexible learning spaces, and digital platforms to support both on-campus and blended learning. DBS maintains close links with industry and professional bodies, ensuring its programmes remain relevant, applied, and aligned with national and global workforce needs. The School of Computing in particular plays a leading role in delivering programmes that respond to digital transformation and emerging technologies in the Irish and international economy.

The Higher Diploma in Science in Data Analytics is a 60 ECTS, Level 8 programme delivered by Dublin Business School (DBS), designed to support graduates from non-technical disciplines in reskilling or upskilling for entry into the data analytics field. The programme is offered on both a one-year full-time and two-year part-time basis and includes an embedded minor award, the Certificate in Fundamentals of Data Analytics, for learners who exit after completing the initial stage.

Since its original validation, the programme has served a diverse learner population, including recent graduates and working professionals seeking a transition into the growing data analytics sector. Delivered within DBS's Computing faculty, it forms part of a wider strategic approach to providing flexible, industry-aligned education in high-demand areas. The programme integrates core computing skills with specialist modules in statistics, data mining, visualisation, and communication, culminating in either a work placement or an applied project.

This revalidation follows a comprehensive review of the programme's structure, content, and delivery. Key changes include the removal of two legacy modules, the reordering of remaining modules to improve learning progression, and the redrafting of module learning outcomes to better reflect skills development and alignment with Level 8 standards. A renewed emphasis has also been placed on continuous assessment and applied tasks, reducing reliance on traditional written exams while maintaining academic integrity and rigour.

The review process has been informed by feedback from learners, graduates, staff, and industry stakeholders. It reflects DBS's commitment to maintaining programme relevance, improving the learner experience, and ensuring that graduates are well-prepared to contribute in a data-driven environment. These updates ensure the programme remains current, coherent, and responsive to national workforce priorities.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Agenda (Panel)	Programme Review HDip Computing HDip Data Analytics
2.	Terms of Reference	2025 HDip Computing HDip Data Analytics & associated Exit awards v2 QQL.docx.pdf

3.	Core Documents	<ol style="list-style-type: none"> 1. Programme Review Report Higher Diploma in Data Analytics.docx.pdf 2. Programme Document Higher Diploma in Data Analytics.docx.pdf 3. Module and Assessment Document Higher Diploma in Data Analytics.docx.pdf 4. DBS Programme Handbook Higher Diploma in Data Analytics 5. Programme Team CVs HDip in Data Analytics.pdf
4.	Regulatory Required Documents	<ol style="list-style-type: none"> 1. DBS Cover Letter Declaration HDip in Science in Data Analytics Computing 2025 2. DBS Deed of Guarantee (1) (2) 3. Fee Cover Note HDip Data Analytics Computing 2025 4. PEL Refund Arrangements HDip Data Analytics Computing 2025
5.	Supporting Documents	<ol style="list-style-type: none"> 1. QQI Criteria and Handbooks 2. Programme Team Meetings 3. Learner Feedback Documents 4. Industry Consultation – Industry Advisory Board 5. Independent Evaluation Report 6. External Examiner Reports 7. Exam Paper-CA Samples 8. Demographics, Progression and Results 9. Certificate of Validation 10. Board of Studies 11. Attendance 12. Annual Programme Reports 13. 2020 Documents 14. SLATE2.pdf 15. RIPE23 – Research, Innovation, Practice, Enterprise Strategy.pdf

2.2 Provider’s Representatives Met

	Person	Role / Job Title
1.	Darragh Breathnach	Chief Operating Officer & Registrar
2.	Dr. Lori Johnston	Academic Dean
3.	Assistant Registrar	Anita Dwyer
4.	Academic Programmes Manager	Amy Hayes
5.	Dr David Williams	Academic Director
6.	Dr. Paul McEvoy	Assistant Academic Director
7.	Dr. Shazia Afzal	Programme Level Manager
8.	Francisca Knight	Head of Academic Operations
9.	Sarah Sharkey	Student Engagement and Retention Officer
10.	Shane Mooney	Head of Student Experience

11	Tanya Balfe	Admissions Manager
12	Trevor Haugh	Head of Academic Information and Resource Hub
13	Niamh Ni Chadhla	Faculty Manager
14	Nicholas Kelly	Head of Faculty Management
15	Various Faculty Representatives	
16	Student Representatives Met	

2.3 Description of evaluation process

The panel’s evaluation of the Higher Diploma in Science in Data Analytics and the embedded Certificate in Fundamentals of Data Analytics at Dublin Business School (DBS) was undertaken to ensure the programmes meet QQI standards of quality, academic coherence, and industry relevance. This process followed QQI’s programme review guidelines and was structured to examine all aspects of the programme’s design, delivery, and continuous improvement mechanisms.

The evaluation involved a detailed review of the programme documentation, including the self-evaluation report, programme document, module descriptors, assessment specifications, and quality assurance processes. The panel assessed the coherence of the curriculum, the alignment between module-level and programme learning outcomes, and the appropriateness of assessment strategies in measuring learner achievement and supporting diverse learner needs.

Stakeholder engagement formed a central part of the review. The panel met with current learners, graduates, faculty members and academic management. Learners shared their views on the accessibility of content, clarity of assessment expectations, workload, and the overall learning experience. Alumni offered insight into how the programme prepared them for roles in data analytics and related sectors. Faculty members reflected on delivery methods, assessment design, and curriculum evolution, while industry contributors highlighted the value of applied learning and skills alignment with current and emerging data practices.

The panel placed particular emphasis on several core areas: the clarity and transparency of access routes (including recognition of prior learning), the rigour and authenticity of assessment methods in light of increased use of generative AI, the balance of continuous and summative assessment, and the integration of up-to-date technologies and tools used in the data analytics field. The alignment of intended learning outcomes with the expectations of a Level 8 science award on the NFQ was carefully reviewed to ensure programme outcomes were valid, measurable, and future-focused.

Benchmarking against comparable national and international programmes supported the panel’s review of curriculum relevance and sector alignment. Attention was given to industry trends with consideration given to how the programme positions graduates to succeed in a rapidly evolving field.

Overall, the panel concluded that the evaluation process was evidence-based, transparent, and collaborative, ensuring the programme is positioned to deliver a high-quality learning experience and meet the needs of learners, employers, and wider society.

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. The following reflects the panel's commentary and recommendations on the programme review report for the Higher Diploma in Science in Data Analytics and Certificate in Fundamentals of Data Analytics.

Section A. Context and Terms of Reference for the Programme Review

Commentary:

The panel acknowledges that Dublin Business School (DBS) adopted a robust, structured, and evidence-informed review process as outlined in the provider's Programme Review Report. The review encompassed both the Higher Diploma in Science in Data Analytics (PG24461) and its embedded programme, the Certificate in Fundamentals of Data Analytics (PG24462). The terms of reference for this review were comprehensive and aligned with the expectations set out by Quality and Qualifications Ireland (QQI).

The provider engaged in a systematic consultation process, which included:

- A detailed gap analysis to benchmark programme content against industry requirements.
- Focus groups and interviews with lecturers and module leaders to evaluate the programme's academic robustness and contemporary relevance.
- Stakeholder feedback from current learners, graduates, industry representatives, and academic staff to assess curriculum relevance, delivery effectiveness, and the learner experience.
- A review of national and international comparator programmes, reinforcing DBS' intent to maintain a competitive and sector-relevant academic offering.

The panel also notes DBS' explicit commitment to enhancing accessibility and flexibility through multimodal learning strategies and its adherence to the QQI Code of Practice for International Learners. These elements of the Terms of Reference demonstrate DBS' strategic intent to align the programme with emerging educational practices, digital transformation, and inclusive learning environments.

Recommendations: N/A

Section B. Provider Information and Programme Context

Commentary:

Dublin Business School (DBS) is a private higher education institution operating within a clearly defined academic and governance framework that aligns with QQI statutory requirements. The School has a well-established Academic Board that oversees academic governance, supported by a range of committees and programme boards. These structures are critical to maintaining academic standards and ensuring that programmes such as the Higher Diploma in Science in Data Analytics and the Certificate in Fundamentals of Data Analytics remain responsive to learner needs, labour market trends, and emerging educational standards.

DBS articulates its strategic mission as preparing learners for employment through quality-assured, skills-focused, and flexible programmes. Its commitment to learner success is supported by a strong academic infrastructure, including a team of Programme-Level Managers (PLMs), Assistant Academic Directors, and faculty-based support services that feed into institutional QA systems. The College's academic governance includes mechanisms for ongoing curriculum review, academic policy development, and stakeholder engagement, all of which were clearly evidenced during this programme review process.

The delivery of the programmes in question is situated within the Computing Discipline in DBS, one of six disciplines currently overseen by an Academic Director. The programmes are offered in both full-time and part-time modes at DBS's Aungier Street campus and through online/hybrid delivery. Programme delivery is further supported by physical and digital infrastructure such as lab-based teaching environments, remote access to computing resources and extensive student support structures.

Recommendations: N/A

Description of evaluation process

Section C. Baseline qualitative and quantitative information

Programme Data Overview

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

Commentary:

The panel acknowledges that comprehensive quantitative data was provided in Section 3.1 of the provider's review report, offering a robust longitudinal view of applications, enrolments, attrition, progression, award classifications, and graduate outcomes since the last validation in 2019.

- **Applications and Enrolments:** Applications to the Higher Diploma in Science in Data Analytics increased significantly over the review period, from 68 in 2020/21 to 530 in 2023/24 (Section 3.1.1.1). While enrolments also increased, growth was more moderate, and conversion rates fluctuated. This suggests strong interest but possible external constraints such as funding, visas, or programme capacity (Section 3.1.2.2).
- **Learner Profile:** The programme continues to attract a diverse student cohort, with a widening international profile and steady increases in female participation year-on-year. Most learners are between the ages of 23 and 50, reflecting a mature, professionally motivated audience (Section 3.1.2.2).
- **Progression and Completion:** The average pass rate over the review period was 73.85%, closely aligned with figures from the previous cycle (Section 3.1.3.2). Approximately 7.77% of learners exited with the embedded Certificate in Fundamentals of Data Analytics.
- **Graduate Destinations:** DBS participated in the HEA Graduate Outcomes Survey in 2022 and 2023, becoming the first private college to do so. According to the 2024 results (Section 3.1.5), 91% of 2021 graduates were in employment 9 months after graduating (86% full-time, 5% part-time). This exceeds the DBS average for Level 8 programmes that year (75% employed, 10% in further study, 12% unemployed)
- **Data Systems:** While internal transfers were not a significant feature of the dataset, the panel notes that the transition from Agresso to the TSM system has impacted DBS's ability to capture precise transfer data. Nonetheless, the provider demonstrates a commitment to improving data integration and reporting (Section 3.1.3.3).

Recommendations: N/A

Programme Delivery and Teaching & Learning Strategies

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

Commentary:

The panel reviewed data and commentary provided in Section 3.2 of the provider's report, which detailed physical resources, timetabling, teaching and learning strategies, assessment approaches, and workload distribution.

- **Facilities and Resources:** DBS operates a multi-site city campus with appropriate IT infrastructure, labs, and learner support spaces. Software is delivered consistently via Citrix with 24/7 access (Section 3.2.1).
- **Timetabling and Learner Workload:** Programme delivery is well structured with consideration for both full-time and part-time learners. Learner workload is clearly mapped by stage and module (Section 3.2.2–3.2.3).
- **Teacher-Learner Ratios and Staffing:** While ratios are considered appropriate, the panel echoes the provider's own concern about the consistency of teaching staff and recommends ongoing planning and communication with learners (Section 3.2.5).
- **Teaching and Learning:** A strong emphasis on applied, skills-based learning is evident. Teaching strategies incorporate multimodal delivery, project work, and synchronous/asynchronous engagement (Section 3.2.5–3.2.6).
- **Assessment Strategies:** Assessment approaches have been diversified, with a deliberate move away from traditional proctored exams toward more integrated, applied, and authentic forms of assessment (Section 3.2.7). Of particular note is DBS's recent integration of the Mercer Metti assessment platform, which allows summative assessments to be conducted online with built-in webcam monitoring. This platform ensures academic integrity while supporting flexible, remote assessment formats that are consistent with current digital learning environments. The approach aligns with DBS's wider move toward accessible, secure, and skills-focused assessment strategies.
- **Community of Practice:** Evidence of community-building among staff and learners was noted, and the use of industry-aligned project work and placements helps support this (Section 3.2.8).

Overall, the panel is satisfied that the teaching and learning strategies adopted by DBS are coherent, learner-centred, and aligned with the programme's intended learning outcomes. The use of multimodal delivery, authentic assessment, and industry partnerships, such as the integration of the Mercer Metti platform to demonstrate a commitment to innovation, flexibility, and academic integrity.

However, the panel is detailing **as a condition** that an in-person supervised assessment must be included in each programme, with a minimum weighting of 20%. The Programme Teams should determine which modules are best suited to this methodology to ensure assessment rigour and uphold integrity in line with contemporary standards for computing and data

analytics education. This measure will balance flexibility with essential quality benchmarks for summative assessment.

Recommendations:

1. **Student Onboarding to Digital Platforms:**

Lecturers should ensure all students are properly onboarded with access to required software, platforms, and systems at the outset of each module to enable full engagement and equity of access.

2. **Hardware and Software Requirements:**

Each programme should provide students with a clearly documented list of required hardware and software, ideally shared upon registration or prior to module commencement.

3. **Verbal Defence as Assessment Validation:**

DBS is encouraged to adopt a consistent, streamlined practice across both programmes to include an informal verbal defence (Q&A) element in assessments. This fosters authentic assessment, reinforces academic integrity, and enhances student engagement. This measure addresses the growing concern that traditional homework and online assessments have become increasingly unreliable due to the capabilities of AI and LLMs. Learners should be informed of this component in advance.

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

Current learners and graduates provided broadly positive feedback on the programme's practical orientation and alignment with industry expectations. The capstone project or work placement was particularly valued for its real-world application. Assessment diversity was welcomed, including the use of presentations and reflective components. However, areas for improvement included greater clarity on module expectations, improved communication, and concerns around workload intensity in certain modules. Some learners also expressed a preference for more structured interaction in asynchronous elements (Section 4.1).

Recommendations:

1. **Alumni Mentorship and Networking:**

DBS is encouraged to formalise opportunities for alumni to mentor current students, building on the already positive relationships observed and enabling expanded peer-industry networking and guidance.

2. **Placement Oversight:**

While acknowledging that not all students may avail of placement, greater strategic oversight and support should be provided via the Careers Hub to enhance access to industry placements, reflective of the 'industry-ready' ethos embedded within both programme designs.

Evaluation of the programme by Staff

Commentary:

Staff reported strong alignment between the programme's structure and intended learning outcomes. Collaborative teaching was noted as a strength, particularly in modules with shared themes. Staff also acknowledged the richness brought by learner diversity, while highlighting the added need for differentiated instruction. There was recognition of increasing demands placed on teaching staff due to rising enrolments and the importance of consistent academic staffing across intakes (Sections 4.2.1–4.2.2).

Recommendations: N/A

External Examiner Feedback

Commentary:

External Examiner feedback across the review period confirms that the programme maintains academic integrity and delivers learning experiences appropriate to QQI Level 8 standards. Examiners consistently recognised the range and relevance of assessment strategies, including the use of project-based assignments, presentations, and real-world problem-solving exercises (Section 4.3.2). These methods were viewed as contributing positively to learner engagement and skill development. However, examiners also highlighted areas for improvement, such as the timeliness of receiving

assessment materials, clarity in marking schemes, and consistency of feedback across modules.

Recommendations: N/A

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The panel reviewed learner feedback and institutional records (Section 5.1.1) and found that formal complaints were not lodged at any time between 2019/20 and 2023/24, and only five formal appeals were submitted over the same period. This low volume of formal submissions suggests that student concerns are either effectively resolved informally or that formal mechanisms are underutilised.

Learner feedback is captured through a range of structured channels such as Class Rep meetings, Moodle module surveys, Net Promoter Score (NPS) surveys, focus groups, and StudentSurvey.ie, as well as informal feedback via day-to-day staff interaction. However, the latter is not always systematically recorded unless escalated via formal routes. The Programme Team has acknowledged this and is working to strengthen clarity and transparency between informal and formal procedures as part of the revalidation process.

The panel recognises that DBS has established robust, responsive, and transparent quality assurance processes for managing complaints and appeals. Evidence from both programme reviews indicates that the Programme Teams foster a supportive and engaged learning culture, where concerns are addressed promptly and constructively. These systems demonstrate a strong institutional commitment to learner voice and continuous improvement.

Recommendations: N/A

Quality Assurance Systems and Processes

Commentary:

The programme operates in line with the DBS Quality Assurance Handbook (QAH), reflecting QQI's statutory QA guidelines. The panel noted that ownership of QA systems is embedded within the work of the Programme Team, and staff are actively engaged in quality-related development initiatives, including contributions to the QAH review and QQI policy consultations (Section 5.2.2). Regular team meetings and integrated systems (including NEP supports, exam logistics, and recognition of prior learning) are structured and documented. Issues around continuity of staffing were noted, with recognition that high turnover can impact QA consistency. DBS has initiated staff mentoring structures, including peer observation and a new departmental teacher's manual, to support quality enhancement.

Recommendations: N/A

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

Commentary:

DBS has implemented structured QA measures to support online delivery and assessment, notably the adoption of the Mercer Mettl platform with webcam monitoring and browser lockdown (Section 3.2.7). These systems help safeguard academic integrity and standardise assessment in remote contexts.

Quality assurance oversight is further supported through programme boards, exam boards, and department-level enhancements such as a new teacher's manual and peer observation model (Section 5.2.2). The panel acknowledges these developments as strong foundations for digital delivery.

However, as already detailed in Section C (Programme Delivery), to ensure parity across delivery modes and uphold assessment rigour, QA processes must continue evolving. The panel requires each programme to include at least one in-person supervised assessment (minimum 20%) to complement remote strategies and reinforce integrity, in line with current standards in tertiary computing and data analytics education

Recommendations: N/A

Section F. Summary Analysis of the programme

Commentary:

The Higher Diploma in Science in Data Analytics and the embedded Certificate in Fundamentals of Data Analytics present a coherent, industry-relevant programme of study that supports learner upskilling and re-skilling in a high-demand field. The programme is built on a strong foundation of applied learning, practical assessments, and responsive curriculum design that addresses both national skills agendas and international labour market trends.

Programme strengths include the integration of a variety of assessment methods, the availability of multiple modes of delivery, and structured learner supports. The use of data to inform programme review was comprehensive, and the engagement with stakeholders, particularly learners, graduates, was thorough and meaningful. Governance structures, including the role of the Programme Level Manager and supporting QA systems, are well developed and ensure academic oversight and quality enhancement.

Recommendations: N/A

Section G. Revision of the programme

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

Commentary:

The panel has reviewed the proposed revisions to the Higher Diploma in Science in Data Analytics and the embedded Certificate in Fundamentals of Data Analytics and acknowledges that the direction of change is appropriate, aligned with industry expectations, and learner-focused. The updates demonstrate DBS's commitment to continuous improvement and responsiveness to the evolving needs of both learners and employers.

However, the panel has identified several key areas where further work is required to ensure the revised programme meets professional and regulatory expectations. A condition is set requiring a comprehensive review and finalisation of the programme documentation to meet standards of coherence, internal consistency, and version control. Specific discrepancies were observed, such as outdated content in programme documentation (e.g. p. 20 of the Programme Document referencing a prior programme iteration), absence of version histories and review dates, and inconsistencies between the Programme Review Report, Programme Document, and Module & Assessment Specifications.

Despite this, the panel affirms the underlying structure and academic rationale of the revised programme as sound, and it is confident that, once addressed, the programme will be well-positioned for revalidation.

Condition:

1. The programme documentation must be reviewed and finalised to meet professional standards of version control and coherence:
 - All documents must include version dates, revision history, and pagination.
 - Outdated or legacy content must be removed or updated.
 - Consistency must be ensured across all materials (Programme Review Report, Programme Document, and Module & Assessment Specifications).

Recommendations:**1. Pre-requisites for Statistics Module:**

The panel recommends that the Programme Team consider implementing pre-requisites for students from non-technical or business backgrounds entering the *Statistics for Data Analytics* module, given the importance of foundational statistical knowledge to success.

2. MIMLOs for Platforms Module:

The MIMLOs for the *Platforms for Data Analytics* module should be redrafted using clear, measurable action verbs. Any specific references to named technologies should be removed to ensure the outcomes remain current and pedagogically sound as platforms evolve.

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 acknowledges positively the structured and reflective nature of the review process undertaken by DBS. The provider demonstrated clear engagement with QQI's revalidation requirements and aligned the process closely with the QQI Programme Review Manual (HET, 2022). The review was supported by thorough internal evaluations, active stakeholder engagement (learners, staff, graduates, and employers), and the integration of both quantitative and qualitative data sources.

Documentation was, for the most part, detailed and evidenced a genuine intent to enhance programme quality. The presence of a Programme Level Manager (PLM) contributed to consistency, academic oversight, and responsiveness. The panel also recognises the provider's alignment with national policy priorities, including commitments to digital learning, UDL, and graduate outcomes tracking.

Nonetheless, the panel noted inconsistencies in documentation formatting, version control, and cross-document alignment, which have been addressed through a revalidation condition.

Section B. Recommendations on review process:

The panel recognises the thoughtful and structured approach taken by DBS throughout the review process. Stakeholder engagement was meaningful, documentation was largely comprehensive, and the review was conducted in a spirit of openness and reflection. To further enhance future reviews:

- Continue to build on the strong foundations of stakeholder engagement and internal collaboration.
- Consider streamlining and standardising documentation presentation to support clarity and efficiency.
- Maintain reflective practice as a core feature of programme review, ensuring continued alignment with evolving quality and policy expectations.

Section C. Commentary on programme revisions:

The panel recognises the appropriateness and responsiveness of the proposed revisions to the Higher Diploma in Science in Data Analytics and its embedded Certificate. The changes reflect careful consideration of learner needs, staff input, and industry expectations. The updated programme retains its strong applied focus, introduces digital integrity safeguards, and refines module outcomes to enhance clarity and relevance.

The revisions clearly demonstrate DBS's commitment to programme enhancement, and the panel is satisfied that, subject to the implementation of required documentation improvements

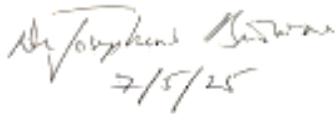
through conditions and recommendations, the programme is ready for revalidation and continued delivery.

Section D. Recommendations on programme revisions:

DBS's programme review process for the Higher Diploma in Science in Data Analytics and the embedded Certificate in Fundamentals of Data Analytics was structured, consultative, and responsive. The proposed revisions to the programme reflect a considered response to stakeholder feedback, institutional reflection, and external benchmarks. The changes are forward-looking, learner-centred, and aligned with national skills needs.

The panel recommends that the revised programme be revalidated, subject to the implementation of two conditions and with consideration given to seven additional recommendations. These focus on strengthening programme documentation, enhancing assessment integrity, refining learning outcomes, and supporting learners from diverse backgrounds.

All conditions and recommendations have been fully outlined and referenced against the relevant QQI validation criteria in the Independent Evaluation Report for Validation.



Signed:

Panel Chairperson:

Date: ____ 7th May 2025



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

Part 1. Provider details

Provider name	Dublin Business School
Date of site visit	24 th March 2025
Date of report	10 th April 2025

Section E. Overall recommendations

Principal programme¹	Title	Higher Diploma in Science in Data Analytics
	Award	Level 8
	Credit	60 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 1²	Title	Certificate in Fundamentals of Data Analytics
	Award	Level 8
	Credit	15 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

¹ Replace throughout with actual programme title.

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

Section F. Expert Panel

Name	Role	Affiliation
Dr Josephine Browne	Chair	Former Head of Faculty of Enterprise and Humanities, IADT
Dr Michael Gleeson	Academic Representative	Faculty of Science and Computing, South East Technological University
Dr Natalie Culligan	Academic Representative	Faculty of Science and Engineering, Maynooth University
Dr Merim Dzaferagic	Academic Representative	School of Computer Science and Statistics, Trinity College Dublin
Seamus Minogue	Industry Representative	Head of Information Technology, Enterprise Ireland
Nagasai Chintalapati	Student Representative	TUS Athlone
Trudi Barnett	Report Writer	Independent Consultant

Section G. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
Dublin Business School	120	120

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	September 2025	1 calendar year: 12 months	3	10*	120*
Part-Time	September 2025	2 calendar years: 24 months	3	10*	120*
Intake Schedule e.g. January September		September, January, March/April			

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

Panel Commentary on proposed enrolment:

The panel considers the proposed enrolment projections for the Higher Diploma in Science in Data Analytics to be appropriate and well-judged. They reflect a realistic understanding of the programme's delivery capacity and support the maintenance of a high-quality learning environment. The balance between learner numbers, staff availability, and resource infrastructure has been thoughtfully considered and is aligned with the programme's design and strategic intent.

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

The **Higher Diploma in Science in Data Analytics** is a Level 8, 60 ECTS graduate conversion programme offered by Dublin Business School (DBS). It is designed for learners who already hold a Level 7 qualification in a cognate discipline and wish to transition into the field of data analytics. The programme also supports professionals seeking to upskill or broaden their career prospects in a sector experiencing significant demand for data-literate graduates.

The programme is structured to provide a strong foundation in computing and data analytics, equipping learners with the skills required to gather, analyse, interpret, and present data in meaningful ways. The curriculum covers key areas such as programming, statistical analysis, data visualisation, database technologies, machine learning, and applied analytics. It places strong emphasis on practical learning and includes a capstone experience in the form of either a substantial data project or an industry-based work placement.

Delivered through both full-time and part-time modes, the programme is accessible to a wide learner base, including recent graduates and working professionals. Upon successful completion, learners will be equipped to pursue roles such as Data Analyst, Data Scientist, or Business Intelligence Analyst. The award also provides a pathway to further study at Level 9, including progression to a Master’s degree in a related field.

Target learner groups

- Individuals with a **Level 7 primary degree** in a cognate discipline who wish to specialise in data analytics.
- Professionals currently working in industry who need to deepen or broaden their data skills.
- Applicants with significant professional experience may be considered through Recognition of Prior Learning (RPL).
- The programme is suitable for learners seeking to:
 - Enter the data analytics field
 - Progress professionally
 - Pursue further academic study

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

Full-time/Part-time

The teaching and learning modalities

The programme is delivered in full-time (1 year) and part-time (2 years) modes, and uses blended learning formats that include:

- On-site face-to-face classes
- Synchronous online sessions
- Asynchronous learning
- Independent learning

- Work-based learning (for those opting for placement)

Summary of specifications for teaching staff		
Role	Profile	WTE
Lecturer	<p>Lecturing staff will have a minimum of a Masters and/or PhD in the following areas:</p> <ul style="list-style-type: none"> • Computing science / Computing • Quantitative methods • Analytics • Networking • Information Systems • Computer Technology • Research methods • Mathematics and statistics <p>In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant experience may also be considered.</p>	8
Academic Director	<p>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:</p> <ul style="list-style-type: none"> • Governance of discipline area programmes. • Programme development, review, and retention for discipline areas. <p>Programme innovation, employer engagement and foster business opportunity in the discipline area.</p>	1
Assistant Academic Director	<p>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</p>	1

	<p>generally throughout their time as DBS. The Assistant Academic Director role is focused around 3 distinct areas:</p> <ul style="list-style-type: none"> • Effective programme management and teaching, learning and assessment initiatives in DBS programmes. • Implementation of programme development, review, and retention initiatives in the discipline area. <p>Supporting the discipline Academic Director in discipline development, enhancement and innovation including opportunities for business development, employer-facing initiatives and improved graduate outcomes.</p>	
Programme Level Manager	The Programme Level Manager (PLM) provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise, keeping up-to-date with teaching and learning developments and being alert to best practice, providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries and requests for accommodations from learners.	1
Faculty Managers	The Faculty Managers (FM) are key members of the academic management team in DBS who assist the Head of Teaching Delivery and Content Production in the management of the academic full-time and part-time staff. Each Faculty Manager has direct line-management responsibility for a large number of staff, ensuring that programmes are staffed correctly, staff performance is measured and reviewed, annual budgets are prepared, costs are controlled, and reporting on academic performance to internal governance and quality boards. While FMs have overall responsibility for academic staff management, operational responsibility for academic management and support of students at programme level is the responsibility of Academic Directors.	1
Programme Coordinators	Programme Coordinators provide administrative support to learners and ensure all students are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning. Programme Coordinators are responsible for day-to-day management of student information and data.	1

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:30
Workshops	1:30

Practical sessions	1:30
Online Class (live)	1:30

Panel Commentary on programme outline and staffing:

The panel recognises the structured and coherent design of the Higher Diploma in Science in Data Analytics. The programme presents a logical sequence of modules that support progressive skills development and are appropriately aligned with the programme learning outcomes and Level 8 award standards. The curriculum covers both foundational and applied aspects of computing and data analytics, ensuring that learners are well-prepared for transition into data-focused roles.

Contemporary areas such as programming, statistics, data visualisation, machine learning, and database technologies are effectively integrated, while the inclusion of a capstone project or work placement enhances the applied nature of the learning experience. The programme's flexibility, delivered in both full-time and part-time modes, also supports broader access and engagement from diverse learner cohorts.

The panel highlights the teaching team as a core strength of the programme. Staff bring a balanced mix of academic and industry experience, which enriches the learner experience through relevant, real-world application of concepts. There is a strong culture of collaboration across the team, and clear evidence of ongoing professional development and institutional support, all of which contribute to consistent delivery and high-quality teaching.

The panel also notes DBS's continued engagement with industry through its advisory board and external partnerships, as well as its focus on ensuring equitable representation within the academic team and student body.

Recommendations and conditions arising from the evaluation, including those relating to assessment design, module clarity, and learner preparedness, are detailed in **Part 2** of this report.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24461	Higher Diploma in Science in Data Analytics	August 2025
PG24462	Certificate in Fundamentals of Data Analytics	August 2025

Section H. Other noteworthy features of the application

The application demonstrates a strong alignment with industry needs, supported by active engagement through the DBS Computing Industry Advisory Board. The capstone options - project or placement - offer applied, real-world learning experiences, enhancing graduate readiness.

Flexible delivery modes (full-time and part-time, with blended learning) promote accessibility for a diverse learner cohort, including those entering via RPL. The programme also reflects a commitment to equity, with attention to diversity across staff and student groups.

The use of secure online assessment tools, alongside the panel's condition for in-person supervised assessment, ensures academic integrity is upheld.

Overall, the application reflects a reflective and responsive approach to programme design, grounded in continuous improvement and stakeholder feedback.

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

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

N/A

Part 2. Evaluation against the validation criteria

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

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

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

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

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel confirms that DBS is eligible to apply for validation of the Higher Diploma in Science in Data Analytics (60 ECTS, NFQ Level 8), as well as the embedded Certificate in Fundamentals of Data Analytics (15 ECTS, NFQ Level 8).</p> <p>The provider has demonstrated ongoing compliance with QQI's Core Statutory Quality Assurance Guidelines and the effective operation of its internal QA system in supporting programme governance and enhancement.</p> <p>Based on this, the panel affirms that Criterion 1 has been met.</p>
Certificate in Fundamentals of Data Analytics	YES	As above

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

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
 - (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 Policy and Criteria for Making Awards.
- 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
 - (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
 - (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.
 - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.
- 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.
- j) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel confirms that the objectives and outcomes for the Higher Diploma in Science in Data Analytics and its embedded Certificate in Fundamentals of Data Analytics are clearly articulated, consistent with the QQI award standards at NFQ Level 8, and appropriately aligned with the intended award titles.</p> <p>Both the programme and embedded award are named accurately and reflect the structure, content, and purpose of the learning experience offered.</p> <p>The programme aims are expressed clearly, and the minimum intended programme learning outcomes (MIPOs) are explicitly stated and aligned with the knowledge, skill, and competence expectations of a major award in science at Level 8. Similarly, the embedded certificate includes a coherent and purposeful set of outcomes appropriate to its function as a structured exit route for early-stage completers.</p> <p>While the programme's overall outcomes framework is sound, the panel identified an area for improvement in the expression of module-level learning outcomes, particularly for the <i>Platforms for Data Analytics</i></p>

		<p>module. The language used in the current MIMLOs lacks precision and, in some cases, includes references to specific technologies that may become quickly outdated. Ensuring clarity and futureproofing is essential to maintaining relevance and pedagogical consistency across the programme;</p> <p>Recommendation 1: The MIMLOs for the <i>Platforms for Data Analytics</i> module should be redrafted using clear, measurable action verbs. Any specific references to named technologies should be removed to ensure the outcomes remain current and pedagogically sound as platforms evolve.</p>
Certificate in Fundamentals of Data Analytics	YES	As above

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

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

Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel confirms that the design, structure, and implementation strategy of the Higher Diploma in Science in Data Analytics, along with its embedded Certificate in Fundamentals of Data Analytics, are soundly based, well-informed, and aligned with QQI award standards at NFQ Level 8.</p> <p>The panel is satisfied that the programme’s development/revisions has been informed by meaningful stakeholder engagement. This included contributions from learners, graduates, faculty, and external industry representatives via structured mechanisms such as focus groups and the DBS Computing Industry Advisory Board. There is clear evidence that these contributions influenced curriculum design, the review of learning outcomes, and the refinement of teaching and assessment strategies.</p> <p>The provider has conducted benchmarking against similar programmes at national and international levels, and the rationale for programme provision is clearly</p>

		<p>articulated. The programme responds to identified skills gaps in data analytics, and there is strong evidence of both learner demand and employment opportunities for graduates in the sector.</p> <p>The interpretation of the QQI Science award standards at Level 8 has been well researched, and the minimum intended programme learning outcomes (MIPLOs) reflect the expected breadth and depth of knowledge, skill, and competence. The embedded certificate award has also been carefully designed to function as a meaningful, standalone exit pathway.</p> <p>The panel commends the mechanisms in place at DBS to keep the programme updated through ongoing dialogue with internal and external stakeholders.</p> <p>Programme updates are reviewed regularly by academic staff, informed by employer feedback and developments in the field. These mechanisms help ensure the continued relevance of the programme in a fast-moving discipline.</p> <p>Based on the documentation provided and engagement during the review process, the panel is satisfied that this criterion is met.</p>
Certificate in Fundamentals of Data Analytics	YES	As above

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

- 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 satisfied.
- 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.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR³) in order to enable learners to reach the required standard for the QQI award.
- 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).
- 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.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, 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.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The application clearly outlines the knowledge, skill, and competence learners are expected to hold prior to enrolment and describes the typical learner profile. Admissions criteria are appropriate for a Level 8 award, and the programme supports both standard and non-standard entry routes.</p> <p>The provider’s processes for recognising prior learning (RPL) are well-established and allow applicants with relevant professional experience and non-traditional qualifications to access the programme. This is consistent with QQI’s Policy and Criteria for Access, Transfer and Progression, and reflects the provider’s inclusive approach to widening participation.</p> <p>Comprehensive programme information is available in accessible formats and clearly sets out</p>

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

		<p>expectations for both learners and educators. The programme title is appropriate and aligned with the QQI award standard, and English language proficiency requirements.</p> <p>While the overall access arrangements are well considered, the panel identified an area requiring further attention. Specifically, the <i>Statistics for Data Analytics</i> module is foundational to the development of key learning across the programme. For learners without prior quantitative experience, particularly those from business or non-technical backgrounds, this module may present a significant challenge without adequate preparation;</p> <p>Recommendation 2: The panel recommends that the Programme Team consider implementing pre-requisites for learners from non-technical or business backgrounds entering the <i>Statistics for Data Analytics</i> module, given the importance of foundational statistical knowledge to success.</p>
Certificate in Fundamentals of Data Analytics	YES	As above

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

<p>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.</p> <p>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.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>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.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The confirms that it is designed, documented, and oriented toward the achievement of the stated learning outcomes. The structure and sequencing of modules demonstrate developmental progression, enabling learners to acquire the skills, knowledge, and competencies appropriate to a Level 8 award.</p> <p>The curriculum is divided into clearly defined stages, with each module contributing meaningfully to the programme's overarching aims. Learning outcomes are scaffolded to support learners from foundational concepts to more advanced analytical and technical capabilities.</p> <p>The panel also noted that the embedded Certificate in Fundamentals of Data Analytics (15 ECTS) is structured as a valid and meaningful early-exit award, aligned with its intended purpose and outcomes. The duration, contact time, and workload are appropriate to the credit allocations.</p> <p>Full-time learners typically complete the programme over two semesters, while part-time learners are supported to complete the award over a longer</p>

		<p>timeframe. Supervised contact hours, learner workload expectations, and module descriptors are transparently communicated and mapped against credit values.</p> <p>Programme documentation outlines module content, assessment strategies, and learning outcomes in a consistent and structured format.</p> <p>Based on the evidence provided, the panel affirms that the curriculum is fit for purpose, well aligned with NFQ and QQI standards, and structured in a manner that supports the delivery of a high-quality learner experience.</p>
Certificate in Fundamentals of Data Analytics	YES	As above

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 staff (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 development opportunities.</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>		
Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The programme team includes a core group of experienced faculty with relevant academic qualifications, industry experience, and subject-matter expertise in computing, data analytics, and related disciplines.</p> <p>The staff complement is appropriate for the scope and scale of the programme. Staffing details provided to the panel reflect a diverse and capable team with a balanced mix of full-time and part-time lecturers.</p> <p>There is evidence of active engagement with professional development, including upskilling in emerging technologies, teaching and learning methodologies, and digital tools.</p> <p>The provider has documented systems for performance management and development, with staff appraisal processes, peer review mechanisms, and opportunities for CPD. These structures are designed to ensure continued teaching excellence and consistency in learner support.</p> <p>The teaching team is well supported by administrative and technical staff, contributing to a stable and responsive learning environment.</p>

		Based on the evidence provided, the panel is satisfied that this criterion is met. The institution has the staffing capacity and capability to deliver the programme to a high standard.
Certificate in Fundamentals of Data Analytics	YES	As above

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

- 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).
- 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:
 - (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
- 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).
- d) There is a five-year plan for the programme. It should address
 - (i) Planned intake (first five years) and
 - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel is satisfied that Dublin Business School (DBS) has the capacity to implement the programme as planned. The multi-site city centre campus offers suitable teaching spaces, learner facilities, and IT infrastructure, with centralised digital access via Citrix enabling 24/7 availability of core applications and systems.</p> <p>Learning environments are well-maintained, accessible, and appropriately equipped for a programme of this nature, with suitable provision for software, virtual learning, and digital platforms. The IT support and administrative services are comprehensive, and learners benefit from access to online materials through Moodle, as well as on-campus library and support services.</p> <p>However, the panel notes the need to strengthen the onboarding process for students regarding digital platforms and technical requirements. To support full engagement and ensure equity of access from the outset, the panel recommends:</p>

		<p>Recommendation 3: Learner Onboarding to Digital Platforms Lecturers should ensure that all learners are properly onboarded with access to required software, platforms, and systems at the outset of each module.</p> <p>Recommendation 4: Hardware and Software Requirements Each programme should provide learners with a clearly documented list of required hardware and software, ideally shared upon registration or before module commencement.</p> <p>The panel is otherwise satisfied that resource planning is robust and that DBS has the facilities, systems, and supports in place to deliver the programme effectively.</p>
Certificate in Fundamentals of Data Analytics	YES	As above

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>		
Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel finds that the learning environment is well developed and consistent with the needs of the programme’s learners.</p> <p>The programme is delivered across a multi-site city campus, supported by a strong digital infrastructure that enables flexible, accessible engagement through both synchronous and asynchronous methods.</p> <p>Learners are well-supported through structured academic resources and have opportunities to interact with peers, faculty, and industry practitioners throughout their studies.</p> <p>In particular, the panel noted positive informal relationships between alumni and current learners, contributing to a strong culture of peer support and professional awareness;</p> <p>Recommendation 5: Alumni Mentorship and Networking DBS is encouraged to formalise opportunities for alumni to mentor current learners, building on the already positive relationships observed and enabling expanded peer-industry networking and guidance.</p> <p>While not a mandatory requirement for all learners, the panel noted that work placement is referenced in the programme documentation as a potential element. In light of this, and reflecting the programme’s emphasis on employability and industry readiness, the panel encourages the provider to strengthen oversight of placement opportunities;</p> <p>Recommendation 6: Placement Oversight</p>

		While acknowledging that not all learners may avail of placement, greater strategic oversight and support should be provided via the Careers Hub to enhance access to industry placements, reflective of the ‘industry-ready’ ethos embedded within both programme designs.
Certificate in Fundamentals of Data Analytics	YES	As above

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes. b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes. 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). d) Learning is monitored/supervised. e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel confirms that the teaching and learning strategies are appropriate and well-aligned to support the achievement of the intended programme learning outcomes. Delivery is structured around a combination of applied, project-based, and skills-focused learning that encourages active learner engagement and supports both theoretical understanding and practical competence.</p> <p>Teaching approaches are varied and include synchronous and asynchronous delivery, group-based learning, and the integration of formative feedback. The programme team actively monitors learner engagement and progression, with structured mechanisms in place to provide individualised guidance and timely feedback.</p> <p>The curriculum offers learners authentic learning opportunities, allowing learners to demonstrate and refine their skills in real-world or simulated environments. The learning environment supports a balanced workload and enables diligent learners to reliably attain the intended learning outcomes.</p> <p>Overall, the panel is satisfied that the teaching and learning strategies are fit for purpose, promote academic success, and foster the development of relevant industry and research skills.</p>
Certificate in Fundamentals of Data Analytics	YES	As above

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently</p> <p>b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	Partially	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel found the assessment strategy to be coherent, consistent, and appropriately aligned with the intended programme and module learning outcomes. Assessment is clearly mapped and balanced across modules, with a mix of formative and summative approaches supporting learner progression. Assessment instruments, marking schemes, and grading criteria are in place and generally demonstrate validity and reliability.</p> <p>The programme documentation outlines procedures for internal moderation and external review, ensuring quality and consistency in assessment outcomes. The strategy also reflects a strong commitment to learner support, with mechanisms in place for formative feedback and ongoing engagement. The integration of practical tasks and authentic assessment methods is noted as a strength, particularly in areas requiring applied learning.</p> <p>To further strengthen assessment integrity across the programme, the panel identified a necessary requirement relating to summative assessment formats;</p> <p>Condition 1: An in-person supervised assessment must be included in each programme, with a minimum weighting of 20%. The Programme Team should determine which modules are best suited to this assessment methodology to ensure rigour and uphold assessment integrity in line</p>

		<p>with current standards in tertiary computing and data analytics education.</p> <p>In light of sector-wide challenges associated with generative AI and maintaining academic integrity, the panel also identified a valuable opportunity to enhance the authenticity of learner assessment;</p> <p>Recommendation 7: DBS is encouraged to adopt a consistent, streamlined practice across both programmes to include an informal verbal defence (Q&A) element in assessments. This fosters authentic assessment, reinforces academic integrity, and enhances student engagement. Learners should be informed of this component in advance.</p>
Certificate in Fundamentals of Data Analytics	Partially	As above

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 disabilities.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international 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>		
Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	YES	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel finds that DBS has comprehensive learner supports in place that align with the intended outcomes of the programme. Learners are well informed about key elements of the programme, including module content, assessment schedules, and expectations, with accessible documentation and online resources. The induction process supports early engagement, and structured onboarding into the VLE (Moodle) and relevant platforms ensures learners are positioned to fully participate.</p> <p>The programme is designed to cater for diverse learner needs, including those with different levels of prior experience, educational backgrounds, or personal circumstances. Targeted academic and pastoral supports are available, and the institution provides specialist services for learners with disabilities or additional learning needs. There are clear structures in place to provide individualised support for learners at risk, and mechanisms for early intervention appear effective.</p>

		<p>Information on learner appeals and complaints processes is communicated transparently, and the programme provides guidance services for module and elective selection, where applicable.</p> <p>The panel is also satisfied that supports for international learners and part-time cohorts are appropriate and meet sector expectations.</p> <p>Overall, the panel is confident that learners will be appropriately supported, guided, and cared for throughout their programme journey.</p>
Certificate in Fundamentals of Data Analytics	YES	As above

Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Higher Diploma in Science in Data Analytics	Partially	<p>The panel has thoroughly assessed the programme against the criteria, based on the evidence presented in the application documentation and through engagement with the provider during the evaluation process.</p> <p>The panel confirms that the programme is supported by established institutional governance structures and quality assurance processes that are consistent with QQI requirements.</p> <p>The programme’s operational and management arrangements, including oversight of delivery, staffing, learner engagement, and academic governance, are clearly documented and appropriately implemented.</p> <p>There is evidence of systematic quality assurance embedded within programme management. The panel was satisfied that procedures related to assessment, learner feedback, staff performance review, and programme enhancement are active and consistent with DBS’s broader QA framework. The involvement of programme-level management, including oversight from the Programme Leader and academic committees, demonstrates a commitment to continuous improvement and oversight.</p> <p>Mechanisms for the recruitment and allocation of teaching staff are clearly defined and appropriate to</p>

		<p>the specialist nature of the programme. Processes for resource allocation are transparent and aligned with the programme’s requirements, including the use of digital tools and physical infrastructure.</p> <p>However, the panel identified issues with inconsistencies and formatting errors in the documentation submitted. Some materials included outdated references and lacked clarity regarding version control, which impacts confidence in the programme's operational coherence;</p> <p>Condition 2: The programme documentation must be reviewed and finalised to meet professional standards of version control and coherence:</p> <ul style="list-style-type: none"> • Each document must include version dates (including the last date reviewed), document history, page numbers, and clear alignment between programme components. • Specific discrepancies were noted, such as outdated content (e.g., page 20 of the Programme Document for the Computing programme containing content reflective of a previous iteration). • All content must be internally consistent between the Programme Review Report, Programme Document, and Module & Assessment Specifications. <p>This revision is necessary to ensure that quality assurance and programme management arrangements are accurately and consistently communicated across all documentation.</p>
Certificate in Fundamentals of Data Analytics	Partially	As above

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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

Reasons for the overall recommendation

The panel is satisfied that the Higher Diploma in Science in Data Analytics broadly meets the QQI validation criteria and demonstrates strong academic coherence, industry relevance, and learner supports. The programme benefits from a qualified teaching team, a robust curriculum, and effective governance structures. However, two specific conditions must be addressed prior to final validation. These conditions, detailed below, are considered achievable within a short timeframe and do not detract from the overall quality or viability of the programme. Subject to their fulfilment, the panel recommends validation.

Commendations

1. **Graduate Engagement and Alumni Network:**

The panel commends Dublin Business School for its proactive engagement with alumni, whose continued involvement showcases strong graduate loyalty and adds valuable real-world insights into programme delivery and development.

2. **Industry Advisory Board:**

The panel commends the institution on the calibre and diversity of its Industry Advisory Board, which reflects a robust governance model and integration of both national and international expertise, ensuring industry-aligned programme content.

3. **Gender Balance:**

The panel commends the programme teams for achieving a commendable gender balance across both programmes, demonstrating DBS's commitment to equity, diversity, and inclusion in computing and data analytics education.

4. **Student and Graduate Contributions:**

The panel commends the professionalism, insight, and openness of the student and graduate contributors who engaged meaningfully in dialogue with the panel.

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

1. **Condition 1:**

The programme documentation must be reviewed and finalised to meet professional standards of version control and coherence:

- Each document must include version dates (including the last date reviewed), document history, page numbers, and clear alignment between programme components.
- Specific discrepancies were noted, such as outdated content
- All content must be internally consistent between the Programme Review Report, Programme Document, and Module & Assessment Specifications.

2. Condition 2:

An in-person supervised assessment must be included in each programme, with a minimum weighting of 20%.

- The Programme Teams should determine which modules are best suited to this assessment methodology to ensure rigour and uphold assessment integrity in line with current standards in tertiary computing and data analytics education.

Embedded programme:

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

Reasons for the overall recommendation

1. As Principal Programme

Commendations

1. As Principal Programme

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

1. As Principal Programme

Summary of recommended special conditions of validation

Condition 1:

The programme documentation must be reviewed and finalised to meet professional standards of version control and coherence:

- Each document must include version dates (including the last date reviewed), document history, page numbers, and clear alignment between programme components.
- Specific discrepancies were noted, such as outdated content (e.g., page 20 of the Programme Document for the Computing programme containing content reflective of a previous iteration).
- All content must be internally consistent between the Programme Review Report, Programme Document, and Module & Assessment Specifications.

Condition 2:

An in-person supervised assessment must be included in each programme, with a minimum weighting of 20%.

- The Programme Teams should determine which modules are best suited to this assessment methodology to ensure rigour and uphold assessment integrity in line with current standards in tertiary computing and data analytics education.

Summary of recommendations to the provider (in order of presentation against Criteria)

Recommendation 1:

The MIMLOs for the *Platforms for Data Analytics* module should be redrafted using clear, measurable action verbs. Any specific references to named technologies should be removed to ensure the outcomes remain current and pedagogically sound as platforms evolve.

Recommendation 2:

The panel recommends that the Programme Team consider implementing pre-requisites for students from non-technical or business backgrounds entering the *Statistics for Data Analytics* module, given the importance of foundational statistical knowledge to success.

Recommendation 3:

Learner Onboarding to Digital Platforms - Lecturers should ensure that all learners are properly onboarded with access to required software, platforms, and systems at the outset of each module.

Recommendation 4:

Hardware and Software Requirements - Each programme should provide learners with a clearly documented list of required hardware and software, ideally shared upon registration or before module commencement.

Recommendation 5:

Alumni Mentorship and Networking - DBS is encouraged to formalise opportunities for alumni to mentor current learners, building on the already positive relationships observed and enabling expanded peer-industry networking and guidance.

Recommendation 6:

Placement Oversight - While acknowledging that not all students may avail of placement, greater strategic oversight and support should be provided via the Careers Hub to enhance access to industry placements, reflective of the 'industry-ready' ethos embedded within both programme designs.

Recommendation 7:

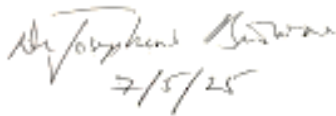
DBS is encouraged to adopt a consistent, streamlined practice across both programmes to include an informal verbal defence (Q&A) element in assessments. This fosters authentic assessment, reinforces academic integrity, and enhances student engagement. Learners should be informed of this component in advance.

Declarations of Evaluators' Interests

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

Panel chairperson: Dr. Josephine Browne

Date: 7th May 2025



Signed:

3.2 Disclaimer

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

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

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

a Proposed Programme Schedule(s) - FULL TIME															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Higher Diploma in Data Analytics				QQI Award Title		Higher Diploma				ECTS		60	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)								Stage ECTS		60		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Apprenticeship				
					✓										
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous		Independent		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 <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	On-site Face-to-Face	Synchronous	Asynchronous	Independent	Work Based	Continuous Assessment %	Invigilated Exam – in person %	Proctored Exam – online %	Project	Practical Skills Demonstration %	Work Based %
Statistics for Data Analytics	1	M	5	125	24			101		100%					
Programming for Data Analytics	1	M	10	250	48			202		100%					

Databases and Business Applications	1	M	5	125	24			101		100%					
Data Visualisation and Communications	1	M	5	125	24			101		100%					
Data and Network Mining	2	M	5	125	24			101		100%					
Applied Data Analytics	2	M	10	250	48			202		100%					
Platforms for Data Analytics	2	M	10	250	48			202		100%					
Project	3	E	10	250	18			232					100%		
Placement	3	E	10	250		6		42	202						100%

b Proposed Programme Schedule(s) - PART TIME															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Higher Diploma in Data Analytics				QQJ Award Title		Higher Diploma				ECTS		60	
Stage (1,2,3, Award etc)		Award		Exit Award Title (if relevant)								Stage ECTS		60	
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Apprenticeship				
					✓										
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous		Independent		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 <i>(from the module assessment strategy)</i>					
Module Title	Se me ster	Ma nda tor y (M) or Ele ctiv e (E)	Cre dits (EC TS)	To tal H ou rs	On-site Face-to- Face	Synch ronou s	Asynch ronous	Ind epe nde nt	Work Based	Contin uous Assess ment %	Invigil ated Exam – in perso n %	Procto red Exam – online %	Pro ject	Practica l Skills Demon stration %	Worl d Based %
Statistics for Data Analytics	1	M	5	125	3	15		107		100%					
Programming for Data Analytics	1	M	10	250	3	33		214		100%					

Databases and Business Applications	1	M	5	125	3	15		107		100%					
Data Visualisation and Communications	2	M	5	125	3	15		107		100%					
Data and Network Mining	2	M	5	125	3	15		107		100%					
Applied Data Analytics	2	M	10	250	3	33		214		100%					
Platforms for Data Analytics	3	M	10	250	3	33		214		100%					
Project	4	E	10	250	3	15		232					100%		
Placement	4	E	10	250		6		42	202						100%

c Proposed Programme Schedule(s) - FULL TIME																
Name of Provider:		Dublin Business School														
Programme Title (Principal)		Higher Diploma in Data Analytics				QQJ Award Title		Certificate				ECTS		15		
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Certificate in Fundamentals of Data Analytics						Stage ECTS		15		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended				Online			Apprenticeship				
					✓											
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous		Independent		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	On-site Face-to-Face	Synchronous	Asynchronous	Independent	Work Based	Continuous Assessment %	Invigilated Exam – in person %	Proctored Exam – online %	Project	Practical Skills Demonstration %	Work Based %	
Programming for Data Analytics	1	M	10	250	48			202		100%						
Databases and Business Applications	1	M	5	125	24			101		100%						

d Proposed Programme Schedule(s) - PART TIME																
Name of Provider:		Dublin Business School														
Programme Title (Principal)		Higher Diploma in Data Analytics				QQI Award Title		Higher Diploma				ECTS		15		
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Certificate in Fundamentals of Data Analytics						Stage ECTS	15			
Programme Delivery Mode - <i>✓ one as appropriate.</i>		On-site Face-to-Face			Blended			Online			Apprenticeship					
					✓											
Teaching and Learning Modalities – <i>✓ one or more as appropriate.</i>		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous		Independent		Work Based			
		✓					✓		✓		✓					
Assessment Techniques Utilised in Stage – <i>✓ one or more as appropriate.</i>		Continuous Assessment			Invigilated Exam – in person		Proctored Exam - online		Project		Practical Skills Demonstration		Work Based			
		✓							✓							
Modules in this stage (add rows as required)																
					Total Student Effort Module (hours)					Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>						
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	On-site Face-to-Face	Synchronous	Asynchronous	Independent	Work Based	Continuous Assessment %	Invigilated Exam – in person %	Proctored Exam – online %	Project	Practical Skills Demonstration %	Work Based %	
Programming for Data Analytics	1	M	10	250	3	33		214		100%						
Databases and Business Applications	1	M	5	125	3	15		107		100%						