



**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	<ul style="list-style-type: none">• Master of Science in Digital Marketing and Analytics, Level 9, 90 ECTS• Postgraduate Diploma in Science in Digital Marketing and Analytics [Exit Award], Level 9, 60 ECTS

Independent Panel Members

Name	Role on Panel	Affiliation
Dr Annie Doona	Chair	Consultant in Educational Quality, Strategy, Equality; Former President of IADT
Sam Whelan	Panel Secretary	Programme Development – Project Manager, Griffith College
Dr Anshu Suri	Academic	Assistant Professor and Academic Director of MSc in Marketing and Retail Innovation, UCD
Professor Nripendra Rana	Academic (International)	Head of Department of International Business, Entrepreneurship and Marketing, Queens Univ.
Brendan Kildea	Industry Expert	Director of Marketing, Nostra
Damian Gornik	Learner Representative	NStEP-trained QA Reviewer; MSc Data Science and Analytics graduate, MTU

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

Part 1. Introduction

The scope of the review encompassed the Master of Science in Digital Marketing and Analytics (90 ECTS) and its embedded Postgraduate Diploma in Science in Artificial Intelligence (60 ECTS, Exit Award) delivered by Dublin Business School. The programmes are at level 9 on the National Framework of Qualifications (NFQ). The programmes are delivered on both a part-time and full-time basis. This review is presented to Quality and Qualifications Ireland (QQI) by an independent evaluation panel as part of the College's proposal for the re-validation of the programmes for a further five-year period, commencing in January 2027.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Core Documents	<ul style="list-style-type: none">• MSDMA – Programme Document• MSDMA – Programme Review Report• MSDMA – Module and Assessment Document• MSDMA – Programme, Placement and Dissertation Handbooks• DBS_UNYP – Student and Transnational Faculty Handbooks• Programme Team CVs
2.	Regulatory Documents	<ul style="list-style-type: none">• MSDMA – DBS Cover Letter Declaration• DBS – Deed of Guarantee• MSDMA – Fee Cover Note• MSDMA – PEL Arrangements
3.	Supporting Documents	<ul style="list-style-type: none">• 2021 Programme Docs• Annual Programme Reports• Certificate of Validation• Board of Studies Docs• Sample CA and Exam Papers• External Examiner Reports• Data – Attendance; Stakeholder Feedback; Progression, Demographics and Results; Graduate Trends• QQI Criteria and Handbook• Transnational Agreement - UNYP
4.	Agenda	MSDMA Agenda for Panel
5.	Terms of Reference	MSDMA – Approved QQI TOR

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Tanya Zubrzycki	Academic Director
2.	Niamh Cullen	Assistant Academic Director
3.	Ieva Masevic	Programme Level Manager
4.	Darragh Breathnach	Chief Operating Officer and Registrar
5.	Anita Dwyer	Assistant Registrar
6.	Richard Barry	Chief Academic and Innovation Officer
7.	Amy Hayes	Academic Programmes Manager

8.	Shane Mooney	Head of Student Experience
9.	Trevor Haugh	Head of Academic Information and Resource Centre
10.	Nicholas Kelly	Head of Faculty Management
11.	Francisca Knight	Head of Academic Operations
12.	Julie Ahern	Faculty Manager
13.	Martin Churchill	Sales Manager
14.	Seán O'Leary	Admissions QA Officer
15.	Sotirios Karagiannis	UNYP, MSDMA Programme Lead
16.	Amy Cannon	Lecturer
17.	Charles Crimmins	Lecturer
18.	Nitya Govindaraju	Lecturer
19.	Andrew Browne	Lecturer
20.	Mary Nolan	Lecturer
21.	Aidan Pender	Lecturer
22.	Sarah Sharkey	Lecturer

Note: Five learners / graduates of the MSc Digital Marketing and Analytics met the team, including two representatives from the UNYP transnational programme.

2.3 Description of evaluation process

The review process for these programmes was managed by the Academic Director, Assistant Academic Director and Programme Level Manager in collaboration with the lecturing team.

The main process involved in the Programme Review was to identify areas of the programme requiring development, modification or where needs that did not previously exist have emerged. This was achieved by undertaking a wide-ranging consultation and research exercise that included, but was not limited to:

- Obtaining feedback from students, graduates, lecturers, external examiners and industry representatives
- Reviewing developments from industry since the previous revalidation event in 2021
- Examining employment opportunities in existing and emerging sectors
- Assessing the preparedness of the graduates for work

The review process findings and implications for the next iteration of the MSc in Digital Marketing and Analytics programme were documented, finalised and circulated to the panel on 14th November 2025. A review meeting was conducted virtually using Zoom on 26th November, during which the panel met with representatives of Dublin Business School, including the programme team, senior management, learners and support staff. The panel had prepared questions / themes to discuss with the DBS programme team and a summary of these findings, commendations and recommendations are set out in this document.

Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence.

References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management

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

Commentary:

The objectives and approach to programme review are clearly outlined, with a need to conform to QQI policies published since the last validation. Details of the proposed programme changes and the rationale for same was provided. A total of eight Special Considerations were identified by DBS, in consultation with QQI, and included in the terms of reference. These special considerations were listed as follows:

- DBS complies with the QQI Code of Practice for Provision of Programmes of Education and Training to international Learners (2015) and is undertaking the review to demonstrate compliance to the updated Code (2023) and has submitted its application to use the International Education Mark/ TrustED in 2024-25.
- Modules on the programme will apply a variety of teaching, learning, and assessment strategies to foster a comprehensive and dynamic educational experience. The teaching methods will combine interactive lectures and group discussions to encourage critical thinking and engagement with the subject matter. All modules have been closely inspected to ensure a more equal distribution between the workload and module duration. A blended learning model will be employed where it best serves pedagogical goals.
- DBS intends to revalidate this programme with the following delivery modes:
 - Full-Time: Approximately 70%-80% on-site (Face-to-Face) delivery and 20%-30% Synchronous Online of taught modules.
 - Part-Time (blended): Approximately 17% on-site (Face-to-Face) delivery and 83% Synchronous Online delivery of taught modules.
- Some of the asynchronous (OnDemand) content which has been used on the programme since the last programme review will be updated to be offered as supplementary material for independent learning and not as part of teaching hours.
- It should be noted that the embedded exit award of a Level 9 Postgraduate Diploma in Science in Digital Marketing and Analytics will continue to be included for learners who are unable to complete the full Level 9 Master of Science Award.
- Blended/multimodal learning incorporating online learning will be used where appropriate to ensure a rich and diverse learning environment and to allow for flexible approaches.
- The Graduate Work Readiness (GWR) Programme will be added as non-credit bearing modules to the programme schedule. This programme will be timetabled and completed during Stages 1 and 2, to accommodate learners who may be exiting with a Postgraduate Diploma award.
- The Master of Science in Digital Marketing and Analytics (including the embedded Postgraduate Diploma as Exit Award only) programme is delivered through the transnational collaboration with University of New York Prague (PG24867). The independent evaluation panel should consider the delivery of the programme in this transnational context to ensure consistency in learner experience and programme delivery.

The panel was satisfied with the level of detail in the Terms of Reference with all flagged changes apparent in both the Programme Review Report and revised Programme Descriptor.

Recommendations:

Not applicable in this case.

Section B. Provider Information and Programme Context

Commentary:

DBS provided detailed information on the institution's near 50-year history, scale and its management and governance structures. From a programme context, the MSc in Digital Marketing and Analytics (including the embedded Postgraduate Diploma programme) is one of a suite of programmes delivered by the Business, Law and Marketing department, which has a robust structure comprising the following key roles:

- Academic Director
- Assistant Academic Director
- Programme Level Manager
- Module Leaders
- Faculty Managers
- Programme Coordinators

The programme aims, objectives and target learners are clear with its blend of theoretical and practical focus adhering to DBS' overarching values, especially but not limited to its Create Opportunity and Grow Opportunity values. DBS has a future focus with a robust QA structure and a team of experts to deliver the programmes in Dublin and Prague, through their transnational partnership with the University of New York Prague (UNYP).

Recommendations:

Not applicable in this case.

Section C. Baseline qualitative and quantitative information

Programme Data Overview

Commentary:

The programme review team provided a satisfactory analysis of data across all categories within the report. The implications arising from their examination of applications and enrolments, completion rates, typical learner profiles (including gender, age, and nationality), and overall programme performance were clearly outlined and well-rationalised throughout Section 3 of the Provider's Programme Review Report.

The panel noted stable learner intakes and increasing application volumes over the five-year review period, accompanied by a gradual improvement in gender balance. The programme's reliance on a predominantly Asian learner cohort reflects broader DBS postgraduate trends. However, institutional diversification strategies are in progress to expand recruitment into additional markets, including the United States, Canada, and the Far East.

Programme data indicate consistently high pass rates and declining failure rates, suggesting strong alignment between curriculum design, teaching quality, learner support, and institutional standards. Although some challenges were encountered during DBS's transition to a new data management system, the programme team remains confident that enhanced learner journey tracking will further support retention and reduce attrition risk in the longer term.

Graduate employment outcomes remain strong, a finding validated through stakeholder consultations and industry feedback. The planned introduction of the Graduate Work Ready (GWR) series is expected to further strengthen employability outcomes by providing targeted soft skills development.

Recommendations:

Not applicable in this case.

Programme Delivery and Teaching & Learning Strategies

Commentary:

The panel was satisfied that the review team conducted a thorough analysis of delivery and teaching strategies, incorporating stakeholder feedback to replace the challenging hyflex model with a structured hybrid approach. This approach enhances learner engagement by combining online and on-campus delivery coherently, replaces on-demand asynchronous contact with more synchronous interactions, and introduces assessment workload guidelines to ensure consistency across locations.

The panel supports these guidelines for promoting fairness and flexibility while addressing cultural differences with overseas partners. Additionally, targeted interventions, including improved module delivery and communication, have contributed to consistent improvements in learner attendance from 2021/22 to 2023/24. The structured hybrid model addresses the limitations of hyflex by providing flexibility, fostering greater social cohesion, and improving engagement through synchronised communication between learners and teaching team.

Recommendations:

Not applicable in this case.

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

The panel is satisfied that feedback from learners and graduates was comprehensively analysed as part of the programme review. The feedback affirms the MSc in Digital Marketing and Analytics' core strengths in structural organisation, lecturer support, and the highly valued placement experience, while identifying opportunities for greater practical application of industry tools, consistent assessments, and uniform delivery quality.

The feedback also highlights a demand for deeper hands-on proficiency beyond theoretical foundations, addressed through a new digital simulation environment integrated throughout the programme both summatively and formatively. It is also anticipated that lecturer communications and support will be enhanced through the standardisation of assessment and a structured brief template clarifying AI use, grading and referencing.

Recommendations:

Not applicable in this case.

Evaluation of the programme by Staff

Commentary:

The panel is satisfied that the review process demonstrated strong, collaborative engagement among staff and the programme team throughout cyclical review process. The lecturing team's participation was systematic and robust, with iterative programme refinements presented during regular team meetings, as documented in meeting minutes included for panel reference.

Additionally, extensive consultations with key internal stakeholders – including the Senior Leadership Team, Admissions, Registrar, and Chief Commercial Officer – as well as the transnational partner UNYP, ensures that the proposed programme enhancements are well-aligned and reflect effective collaborative governance.

Recommendations:

Not applicable in this case.

External Examiner Feedback

Commentary:

The panel notes that external examiner feedback over the past three years reflects positive progress in programme delivery, assessment, and academic standards, affirming the programme's integrity against QQI benchmarks and national norms.

However, the 2022/23 feedback raised concerns about incomplete assessment materials, unclear marking rationale, and communication challenges, prompting enhanced monitoring and clearer faculty expectations – especially for new lecturers. These improvements are evidenced by more positive feedback in 2023/24. The panel encourages embedding robust internal quality assurance practices and ongoing training in assessment design and documentation to sustain compliance with best practices and ensure continuous improvement.

Recommendations:

Based on the external examiner feedback included in the Programme Review Report, the panel has the following recommendation:

Recommendation 1

The panel recommends that DBS continues to enhance its External Examiner procedures and engagement to the benefit of learner outcomes.

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The panel is satisfied that formal and informal mechanisms exist to address emerging issues promptly. During the panel event, the programme team demonstrated strong commitment to transparent learner communication and early resolution of class- or programme-related concerns.

Recommendations:

Not applicable in this case.

Quality Assurance Systems and Processes

Commentary:

The panel is satisfied that DBS recognises the dynamic nature of its QA systems and processes, responding proactively to issues such as streamlining learner complaints (distinguishing informal/formal paths), strengthening new staff mentoring through a teacher's manual and peer observations, and addressing staff continuity for consistent implementation.

Faculty contributions to Quality Assurance Handbook reviews, QOI Green Papers, and IEM Code for Providers exemplify proactive system embedding, driving iterative learner benefits.

Recommendations:

Not applicable in this case.

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

Commentary:

The panel confirms no supplementary QA procedures are required, as the programme review team has satisfactorily addressed all requisite systems and processes.

For transnational delivery of the MSc in Digital Marketing and Analytics at UNYP, all operational aspects fully comply with DBS's Quality Assurance Handbook (QAH), which governs programme quality, learner journey, assessment, and administration – superseding any supplementary collaborative documentation.

Recommendations:

Not applicable in this case.

Section F. Summary Analysis of the programme

Commentary:

The panel is satisfied with the programme team's comprehensive review of the Master of Science in Digital Marketing and Analytics programme, resulting in a series of proposed refinements designed to strengthen the programme's industry relevance and learner appeal. Drawing on internal and external data, stakeholder feedback, and competitor analysis, the review confirms the programme's strong positioning within the market and its continued alignment with DBS's strategic objectives. The key findings highlight:

- sustained enrolment demand
- strong graduate employability
- clear alignment between programme outcomes and current workforce needs.

The panel supports the continuation and potential expansion of the programme, including the exploration of a fully online delivery mode to increase accessibility, subject to QQI's approval for an extension of scope.

The proposed modifications are grounded in extensive stakeholder consultation and reflect current developments across both the digital marketing sector and higher education. These include the introduction of new modules, revising of existing content, refinement of assessment strategies, and a stronger focus on analytical and applied skills. These changes will ensure that the programme remains competitive and responsive to the evolving digital marketing landscape.

Recommendations:

Not applicable in this case.

Section G. Revision of the programme

Commentary:

The panel is satisfied with the proposed revisions highlighted in the review. The implications drawn from the process are well informed and will benefit the learner experience going forward.

Recommendations:

Not applicable in this case.

Part 4. Overall Findings

Section A. Commentary on review process:

The overall programme review process demonstrates a clear, comprehensive, and policy-compliant approach with well-defined objectives and thorough documentation. The panel acknowledged the detailed Terms of Reference and alignment with QQI standards, alongside DBS's strong institutional governance and programme management structures. The MSc in Digital Marketing and Analytics programme is positioned within a robust academic framework, reflecting DBS's values and strategic direction, including delivery through a transnational partnership.

Data analysis across enrolments, learner profiles, completion rates, and programme performance was detailed and well-rationalised, showing stable learner intake, improving gender balance, and consistent high pass rates. The review recognised significant improvements in teaching and delivery through stakeholder feedback, including replacing a challenging hyflex model with a more effective structured hybrid approach.

Learner and graduate feedback identified strengths in programme structure, lecturer support, and placement experience, alongside opportunities for enhanced practical exposure and standardised assessments. Robust staff collaboration and governance were evident throughout the cyclical review, supported by internal and external stakeholder consultations, including the transnational partner University of New York Prague (UNYP).

The panel holds a very positive view of the review process, commending its comprehensive data coverage and the honest, integrity-driven analysis.

Commendation 1:

The programme review process was rigorous, honest and enabled DBS to make considered changes to the programme.

Section B. Recommendations on review process:

Not applicable in this case.

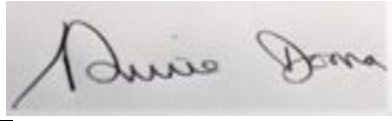
Section C. Commentary on programme revisions:

The panel is satisfied with the proposed revisions to the MSc in Digital Marketing and Analytics programme, noting them as evidence-based enhancements derived from stakeholder feedback (learners, graduates, faculty, employers, external examiners, and UNYP) that support industry relevance, learner appeal, and market positioning. These include new modules, content updates, refined assessments, increased analytics focus, digital simulations, AI guidelines, and a structured hybrid delivery model, aligned with QQI standards and DBS strategic objectives.

The revisions affirm sustained enrolment demand, strong graduate employability, and workforce alignment, with support for programme continuation, expansion, and fully online delivery (pending QQI scope extension). They address gaps in practical skills, assessment consistency, and engagement while leveraging strengths in programme structure and placements.

Section D. Recommendations on programme revisions:

Not applicable in this case.

A rectangular box containing a handwritten signature in black ink. The signature appears to read "Annie Doona".

Signed: _____

Panel Chairperson: Dr Annie Doona

Date: __9th December 2025_____

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 (Virtual)	26 th November 2025
Date of report	5 th December 2025

Section A. Overall recommendations

Principal programme¹	Title	Master of Science in Digital Marketing and Analytics
	Award	Master of Science
	Credit	90 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme 1²	Title	Postgraduate Diploma in Science in Digital Marketing and Analytics
	Award	Postgraduate Diploma in Science [Exit Award only]
	Credit	60 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

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 B. Expert Panel

Name	Role on Panel	Affiliation
Dr Annie Doona	Chair	Consultant in Educational Quality, Strategy, Equality; Former President of IADT
Sam Whelan	Panel Secretary	Programme Development – Project Manager, Griffith College
Dr Anshu Suri	Academic	Assistant Professor and Academic Director of MSc in Marketing and Retail Innovation, UCD
Professor Nripendra Rana	Academic (International)	Head of Department of International Business, Entrepreneurship and Marketing, Queens Univ.
Brendan Kildea	Industry Expert	Director of Marketing, Nostra
Damian Gornik	Learner Representative	NStEP-trained QA Reviewer; MSc Data Science and Analytics graduate, MTU

Section C. Principal Programme – MSc in Digital Marketing and Analytics

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, Aungier St, Dublin 2	450	150
University of New York Prague, Czech Republic	450	150

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
DBS -Dublin Delivery					
Full-Time	January 2027	12 months	3	5	150
Part-Time	January 2027	24 months	3	5	50
UNYP – Prague Delivery					
Full-Time	January 2027	12 months	3	5	150
Part-Time	January 2027	24 months	3	5	50
Intake Schedule e.g. January September	Full-time DBS: September, January, April Part-time DBS: September, January, April UNYP: September, January, April				

Panel Commentary on proposed enrolment:

The panel is satisfied with the proposed enrolment numbers for both the Dublin-based and Prague-based cohorts.

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

The Master of Science in Digital Marketing and Analytics is designed to equip graduates with the advanced digital, analytical, and strategic skills required to thrive in today's fast-evolving, technology-driven marketing landscape. As businesses increasingly rely on data and digital platforms to connect with consumers, there is a growing demand for professionals who can bridge the gap between marketing creativity and data-driven decision-making. This programme directly addresses the current skills gap in the digital marketing industry by producing graduates with the practical expertise and strategic insight to lead marketing initiatives across a range of sectors. It caters to a diverse cohort of learners, whether from creative, business, or technical backgrounds, who seek to specialise in digital marketing and analytics. Graduates will gain a solid foundation in key areas such as inbound and content marketing, digital design and development, SEO and emerging technologies, digital advertising, brand strategy, and data analytics. The programme also emphasises the use of business intelligence tools and data visualisation techniques to support evidence-based marketing strategies and ethical decision-making.

The Master of Science in Digital Marketing and Analytics is available as a one-year full-time or two year part-time programme. It comprises eight taught modules (four 10 ECTS and four 5 ECTS) and a 30 ECTS Capstone Module, enabling learners to integrate theoretical knowledge with real-world application. Learning is structured across two semesters for full-time learners and three semesters for part-time learners with a mix of 5 ECTS modules and 10 ECTS modules that cover analytical and practical subject areas. Students will also develop strong research capabilities through dedicated Research Methods modules, culminating in a Capstone Project which is offered as a choice

between a *Dissertation*, or industry *Placement* in semester 3 for full-time learners and semester 4 for part-time learners.

The Graduate Work Readiness (GWR) programme which is a series of non-credit modules has been integrated into the programme. This GWR programme will be completed throughout the duration of the semesters. Full-time students will achieve the Bronze Award by the conclusion of Semester 1, progress to the Silver Award by mid-Semester 2, and attain the Gold Award by the end of Semester 2. Part-time students will complete the Bronze Award by the end of Semester 1, advance to the Silver Award by the end of Semester 2, and achieve the Gold Award by the conclusion of Semester 2. This strategic inclusion will offer students valuable opportunities to develop essential skills, significantly enhancing their career readiness and overall employability. The programme consists of short, asynchronous modules (approximately 10-15 minutes each) that focus on key areas within three award levels (Bronze, Silver and Gold) such as leadership and management skills, effective communication, time management and productivity, emotional intelligence, team collaboration and conflict resolution, adapting to corporate environments, and networking and professional presence. (See Section 6.13 for more information).

To enhance the alignment of learning outcomes and promote interdisciplinary understanding, a simulation software has also been integrated into the programme. This simulation offers an interactive, scenario-based environment in which students can apply knowledge and skills acquired from both modules in a cohesive, practical context. By integrating assessment across disciplines, the tool not only fosters deeper engagement and critical thinking but also provides a unified platform for evaluating student performance through real-world problem-solving tasks. This approach aims to bridge theoretical concepts with applied learning, encouraging collaboration and reinforcing the interconnectedness of the modules involved. The assessment strategies are designed to evaluate both theoretical understanding and practical application, employing a combination of written assignments, presentations, and project-based work and simulation. This integrated approach ensures that students develop not only subject-specific knowledge but also transferable skills, such as problem-solving, collaboration, and effective communication.

The *Dissertation* elective (30 ECTS) provides an opportunity for independent research and the production of a research dissertation. Learners who complete the full programme with this elective will also develop and enhance their research capability through critical enquiry and detailed analytical problem-solving from an industry perspective. The *Placement* elective (30 ECTS) module will appeal to those who wish to immerse themselves in industry and explore a research-focused issue or industry problem of benefit to an employer. This Capstone option will apply digital marketing and analytical concepts in a professional setting, with students evaluating their experience in a project report and reflecting on the skills they gained during their placement. Learners will develop critical, real-world problem-solving and decision-making skills, while engaging in authentic tasks that prepare them for complex challenges in their professional careers (see *MSc in Digital Marketing and Analytics_Placement Handbook* for more details).

This programme is ideal for individuals looking to launch or accelerate a career in digital marketing, leveraging both creative and analytical skill sets to deliver impactful, data-informed strategies in a digital-first world.

Target learner groups	
<p>This programme is primarily aimed at graduates who hold a second class (2.2) honours bachelor's degree in a cognate area, who aspire to advance their skills by gaining in-depth digital marketing and analytics knowledge with the specific goal of playing an active role in the digital marketing, content marketing, communications, or analytics function in their organisation. Cognate disciplines are defined as marketing, business, finance, IT with a component of marketing or related discipline.</p> <p>The programme also targets graduates who hold a professional qualification such as MMII. Typical candidates include those who wish to upskill or reskill due to changes in employment, those already engaged in traditional marketing who require digital marketing upskill or career expansion, and those who have already found themselves in a digital marketing role in their company and wish to acquire a formal qualification for future sustainability in their career. Individuals will, upon completion of this programme, be able to enter the marketing sector and hold a general or expanded role in the digital marketing function of their organisation.</p>	
Approved countries for provision	Ireland and Czech Republic
Delivery mode: Full-time/Part-time	Full time and Part time

The teaching and learning modalities
On-site Face to face; Synchronous Online; Asynchronous – curated on-demand content available to support learning); Work-based learning – for those learners who choose the Industry Placement capstone module.

Summary of specifications for teaching staff		
Role	Profile	WTE
Academic Director	The Course Director for this programme will have a minimum of a NFQ Level 9 Postgraduate Diploma or master's qualification in Digital Marketing, Marketing, Business, Computing, Technology, IT, or a related field or related areas along with programme management/ academic leadership experience.	1
Lecturer	Lecturing Staff will have a minimum of a Level 9 Postgraduate Diploma or Masters in Marketing and/or Business. Individuals with level 8 honours bachelor degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered	7
Programme Level Manager	The Programme Level Manager provides professional leadership and management for an allocated subject area to facilitate teaching and learning and to secure effective use of resources. The key responsibility of the Programme Level Manager is the management and delivery of the programme(s) for which they hold responsibility. 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, whilst providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries from learners.	1
Assistant Academic Director	The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard.	2

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:50
Workshops / Tutorials	1:25
Practical sessions	1:35
Online class (synchronous)	1:50
Panel Commentary on programme outline and staffing: The panel are satisfied with the programme outline and staffing.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24664	Master of Science in Digital Marketing and Analytics	Dec 2026
PG24867	Master of Science in Digital Marketing and Analytics - UNYP	Dec 2026

Section D. Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics

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, Aungier St, Dublin 2	Not applicable	Not applicable
University of New York Prague, Czech Republic	Not applicable	Not applicable

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
DBS -Dublin Delivery					
Full-Time	N/a	12 months	-	-	-
Part-Time	N/a	18 months	-	-	-
UNYP – Prague Delivery					
Full-Time	N/a	12 months	-	-	-
Part-Time	N/a	18 months	-	-	-
Intake Schedule e.g. January September		Not applicable.			
Panel Commentary on proposed enrolment: The proposed programme is an exit award only – not applicable.					

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
This Postgraduate Diploma in Science in Digital Marketing and Analytics is an exit award aimed at FT and PT learners who may opt to leave the principal master's degree early.	
Target learner groups	
Not applicable.	
Approved countries for provision	Ireland and Czech Republic
Delivery mode: Full-time/Part-time	Full time and Part time

The teaching and learning modalities
On-site Face to face; Synchronous Online; Asynchronous – curated on-demand content available to support learning); Work-based learning – for those learners who choose the Industry Placement capstone module.

Summary of specifications for teaching staff		
Role	Profile	WTE
Academic Director	The Course Director for this programme will have a minimum of a NFQ Level 9 Postgraduate Diploma or master's qualification in Digital Marketing, Marketing, Business, Computing, Technology, IT, or a related field or related areas along with programme management/ academic leadership experience.	1
Lecturer	Lecturing Staff will have a minimum of a Level 9 Postgraduate Diploma or Masters in Marketing and/or Business. Individuals with level 8 honours bachelor degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered	7
Programme Level Manager	The Programme Level Manager provides professional leadership and management for an allocated subject area to facilitate teaching and	1

	learning and to secure effective use of resources. The key responsibility of the Programme Level Manager is the management and delivery of the programme(s) for which they hold responsibility. 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, whilst providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries from learners.	
Assistant Academic Director	The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard.	2

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:50
Workshops / Tutorials	1:25
Practical sessions	1:35
Online class (synchronous)	1:50
Panel Commentary on programme outline and staffing: The panel are satisfied with the programme outline and staffing.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24732	Postgraduate Diploma in Science in Digital Marketing and Analytics	Dec 2026
PG24868	Postgraduate Diploma in Science in Digital Marketing and Analytics – UNYP delivery	Dec 2026

Section E. Other noteworthy features of the application

In 2023, the programme underwent differential validation as a single transnational offering with the University of New York in Prague (UNYP), ensuring one unified MSc delivered across both Dublin and Prague. The programme is fully governed by DBS's standard quality assurance and programme management procedures, with all teaching staff and student representatives from both locations participating on a single Programme Board to maintain consistent academic standards and student experience. During the virtual panel event, the panel met both programme staff and learners from the transnational programme.

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable). Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

Not applicable.

Part 2. Evaluation against the validation criteria

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
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	The panel is satisfied that Dublin Business School is eligible to apply for revalidation of the programme. The documentation provided to the panel evidenced all prerequisites have been met, that the information provided was confirmed to be truthful and that the programme fully complies with QQI standards.
Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As above.

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

<ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (i) Where applicable, a QQI award is specified for each embedded programme. c) There is a satisfactory rationale for the choice of QQI award(s). d) The award title(s) is consistent with unit 3.1 of QQI's 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 <ul style="list-style-type: none"> (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. g) For each programme and embedded programme <ul style="list-style-type: none"> (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified. (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
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel is satisfied that the programme's objectives are clearly articulated and coherent. The programme title and the selected QQI award are well justified and appropriate. The objectives are stated plainly in Section 2 of the programme document, and the panel notes that no minor awards are embedded within the principal programme.</p> <p>Regarding the Minimum Intended Programme Learning Outcomes (MIPLOs), the panel agrees that most of the proposed revisions are appropriate and clearly expressed. However, the panel considers MIPLOs 10 (Dissertation-specific) and 11 (Placement-specific) to be overly broad; each combines multiple objectives in a way that obscures the specific skills or knowledge learners are expected to demonstrate. In this regard the panel recommends that:</p> <p>Recommendation 2 DBS consider the consolidation and simplification of MIPLOs 10 and 11.</p>

Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As an Exit Award only, the objectives and applicable programme learning outcomes (MIPLOs 1 to 9) are clearly articulated and coherent. The programme title and the selected QQI award are well justified and appropriate.
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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
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel is satisfied that the proposed modifications for the next iteration of the programme have been strongly informed by stakeholder feedback. The team has placed renewed emphasis on applied skills through the introduction of simulated learning tasks and the integration of soft-skills development across the curriculum. This includes the addition of a mandatory Graduate Work Readiness platform within the MSc to ensure learners develop core employability competencies that support their post-graduation career pathways.</p> <p>Now approaching its third iteration, the programme continues to perform well in a competitive market, with strong demand and positive graduate outcomes evidenced in the review data. Additional indicators of demand include the successful transnational partnership with UNYP, where early-stage delivery has received positive feedback from learners. The programme team has also engaged extensively with industry to ensure the programme remains future-proofed and responsive to the rapid pace of change in digital marketing.</p>

Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As above.
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Criterion 4. The programme's access, transfer and progression arrangements are satisfactory

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR³) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	The panel considered that the programme's ATP arrangements are satisfactory and consistent with QQI's policy and criteria in this area.
Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As above.

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

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
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel has evaluated the programme and recommends that QQI can be satisfied that it meets this criterion.</p> <p>This 90-credit, NFQ Level 9 programme is appropriately structured to enable learners to achieve the MIPLOs. The curriculum is coherent, and the overall programme design is suitable and fit for purpose. Through the elective Capstone pathways, the Graduate Work Readiness programme, and the simulated learning environment, learners are given meaningful options to align their studies with their individual learning needs. The emphasis on UDL further ensures that learners can access content and demonstrate their knowledge in a variety of ways.</p> <p>The programme schedule aligns with comparable offerings, and the associated contact time is fair and appropriate for the target learner profile. The Capstone pathways are well-designed, quality assured, and clearly documented in the handbooks provided to the panel.</p> <p>The panel is also satisfied with the programme team’s decision to move from a hyflex to a blended delivery model to address attendance and module performance issues. The inclusion of additional</p>

		<p>synchronous contact time is a positive enhancement that supports the development of a learner community and provides adequate time for applied skills practice.</p> <p>Regarding curriculum content, the programme’s Industry Advisory Board plays an important role in ensuring regular review and continued relevance. Feedback from learners and staff has also led to a reduction in content overlap and the introduction of more immersive learning experiences.</p> <p>The panel emphasises the importance of maintaining a responsive and dynamic approach to developments in AI and makes the following recommendation:</p> <p>Recommendation 3 DBS should continue to actively engage with developments in AI and ensure that:</p> <ul style="list-style-type: none"> a. the curriculum reflects the rapid pace of change in this area; and b. staff CPD remains aligned with these developments.
<p>Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics</p>	<p>Yes</p>	<p>Same as above.</p>

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
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel is satisfied that the programme staff are suitably qualified and capable of delivering the programme as planned in both Dublin and Prague.</p> <p>As programme intakes have grown, DBS has introduced additional supports, including a Programme Level Manager and an Assistant Director. Teaching caps are in place for full-time academic staff to allow adequate time for CPD and research, ensuring that teaching practices and content remain current. DBS has also implemented initiatives to support regulatory, compliance, and AI-related updates within staff training. A dedicated Staff Hub facilitates CPD and knowledge sharing, and the Learning Unit is proactive and responsive to the evolving landscape of higher education.</p> <p>Overall, the qualifications and experience required, as outlined in the programme document, are clearly evidenced in the CVs of the programme team. The panel did note the absence of PhD-level academic staff within the delivery team and, as the programme continues to develop, makes the following recommendation:</p> <p>Recommendation 4 DBS should recruit additional PhD-level teaching staff for this programme.</p>

Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As above.
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Criterion 7. There are sufficient physical resources to implement the programme as planned

<p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:</p> <ul style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel is satisfied that sufficient physical resources are in place to support the continued delivery of the programme in both Dublin and Prague. Dedicated IT and administrative support structures are established for learners at both locations.</p> <p>DBS’s award-winning library team has prepared an extensive list of programme-specific learning materials, all of which are accessible at both sites.</p> <p>In relation to the new simulated learning environment, the programme team undertook comprehensive research, consultation, and testing to ensure the chosen technology meets learner needs, with flexibility built in to accommodate future developments.</p> <p>The programme team has outlined and budgeted a five-year plan for the programme, while also recognising the potential for a fully online version in the future. Should DBS pursue this option, via an approved extension of scope from QQI, additional resources will be required.</p>

Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As above.
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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
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel is satisfied that the programme’s physical, social, cultural, and intellectual environment – including its resources and support systems – is well aligned with the intended programme learning outcomes and the needs of learners.</p> <p>For transnational delivery, faculty in Prague are supported through a mentor/buddy system with DBS staff to ensure the effective sharing of knowledge, guidance, and best practices, thereby maintaining a consistent learner experience across locations.</p> <p>Learners and graduates spoke highly of the programme team’s responsiveness and support. Dublin-based learners provided particularly positive feedback regarding placement arrangements, noting plentiful opportunities, flexible scheduling, and relevant skill-building activities that contributed meaningfully to their coursework.</p> <p>The Placement Handbook clearly outlines all arrangements, with dedicated resources and well-defined responsibilities for all parties.</p>
Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and 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.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel is satisfied with the programme’s teaching and learning (T&L) strategy. Evidence in the Programme Review Report shows that learners are achieving the MIPLOs through authentic, real-world assessments embedded throughout the curriculum.</p> <p>Following comprehensive engagement with stakeholders, the programme team has redesigned key aspects of the programme, adding greater emphasis on applied skills, improving the balance between workload and module duration, and increasing face-to-face contact time. Updated asynchronous materials will now support independent learning rather than constitute part of the scheduled contact hours. This change aligns with stakeholder feedback calling for more in-person class time to build learner camaraderie, enhance peer interaction, and provide additional opportunities to practise digital marketing skills in a collaborative and supportive environment.</p> <p>Over the previous programme cycle, the programme team also responded to learner and external examiner feedback by strengthening the consistency and timeliness of assessment feedback. Additional QA procedures have been implemented to ensure this enhancement is maintained.</p>
Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As above.

Criterion 10. There are sound assessment strategies

<ul style="list-style-type: none"> a) All assessment is undertaken consistently b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures. 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. d) The programme includes formative assessment to support learning. 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. 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. g) There are sound procedures for the moderation of summative assessment results. 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. 		
Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel is satisfied that the programme’s assessment strategies are sound, fair, transparent, and fully aligned with DBS’s quality assurance procedures.</p> <p>The programme team has also refined the balance between group and individual assessments to enhance fairness and consistency, addressing concerns previously raised by the external examiner regarding the weighting of collaborative outputs relative to individual mastery.</p> <p>To reduce overassessment and promote greater consistency, standardised assessment criteria have been adopted for 5 ECTS modules (maximum one assessment) and 10 ECTS modules (maximum two assessments), where appropriate, as part of a faculty-wide initiative. A standard assignment brief template has also been introduced to provide clear guidance on GenAI usage, grading criteria, and ethical referencing requirements.</p> <p>Looking ahead, the programme team aims to further strengthen its assessment practices by embedding clear internal QA measures for assessment preparation and external examiner engagement.</p> <p>Following positive feedback from Dublin learners on the Placement module, the panel sought employer perspectives on learner performance and contribution during placements. While the programme team reported informal positive feedback, the panel notes the importance of gathering more systematic data to</p>

		<p>support continuous improvement. In this regard, the panel makes the following recommendation:</p> <p>Recommendation 5 DBS should continue to monitor and review the Placement element of the programme to ensure maximum benefit for learners and employers alike.</p>
<p>Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics</p>	<p>Yes</p>	<p>As above.</p>

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

- 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.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- 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.
- 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.
- 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.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* 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.
- 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).

Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The programme team demonstrated a strong and genuine commitment to supporting learners, evident both in the documentation provided and throughout the panel's discussions. Learners have access to a comprehensive suite of supports, including pastoral and counselling services, academic supports, and peer mentorship.</p> <p>For those with special educational or training needs, the college provides a dedicated and experienced team offering assistive technologies and disability supports, ensuring an equitable and inclusive learning environment.</p> <p>Learner feedback from both Dublin and Prague indicated high levels of satisfaction with the open and constructive communication between cohorts and programme staff.</p> <p>The programme team clearly adheres to established QA procedures when managing appeals and complaints, while also engaging in informal dialogue where appropriate to identify effective and timely solutions.</p>

		Overall, the panel is satisfied that learners benefit from the programme team’s proactive responsiveness to feedback. The enhancements flagged during this review process – including increased face-to-face contact time, a more balanced workload, strengthened consistency of feedback, and structured employability development through the Graduate Work Readiness platform – further reinforce the quality of guidance and support available across both locations.
Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As above.

Criterion 12. The programme is well managed

- 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.
- 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.
- 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.
- 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.
- e) Quality assurance is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- 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.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

Programme	Satisfactory? (yes, no, partially)	Comment
Principal Programme – Master of Science in Digital Marketing and Analytics	Yes	<p>The panel is satisfied that the programme is well managed across both Dublin and Prague. DBS has responded appropriately to the programme’s growth by allocating additional resources to support effective programme management and enhance the learner experience. The panel also welcomed the participation of UNYP staff and learner representatives during the review event, which demonstrated a positive and collaborative partnership.</p> <p>During the event, the panel noted some inconsistencies in learner experience between the two locations. Given that the transnational arrangement is still in its early stages, such differences are understandable. To further strengthen the partnership between DBS and UNYP, the panel considers that academic exchanges within the existing buddy/mentorship framework would be beneficial, along with creating more opportunities for learners across both campuses to share experiences and engage in peer learning.</p> <p>Recognising that the transnational delivery model is still developing, the panel makes the following recommendation to support its continued success:</p>

		<p>Recommendation 6</p> <p>DBS and UNYP should implement additional measures to ensure:</p> <ul style="list-style-type: none"> a) parity of curriculum content, including the facilitation of academic exchanges. b) parity of the student experience across both locations; and c) improved communication and coordination among faculty in both institutions.
Embedded Programme – Postgraduate Diploma in Science in Digital Marketing and Analytics	Yes	As above.

Part 3. Overall recommendation to QQI

3.1 Principal programme: Master of Science in Digital Marketing and Analytics

Select one	
✓	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	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 high-level reasons for recommending the programme(s) for revalidation are:

- 1) The programme has a clear rationale, coherent curriculum, and a structure that enables learners to achieve the MIPLOs.
- 2) Learners across Dublin and Prague benefit from comprehensive supports (pastoral, academic, mentoring, accessibility services) and consistently report high levels of satisfaction with staff responsiveness.
- 3) The programme benefits from committed, well-qualified staff and a robust CPD culture supported by DBS's Learning Unit and Staff Hub. The introduction of simulated learning tasks, soft-skills development, and real-world authentic assessments ensures learners develop relevant, industry-aligned competencies, supported by an Industry Advisory Board that keeps content current.
- 4) Assessment is fair, transparent, and aligned with institutional QA procedures. The proposed updates in assignment structures, standardised assessment loads and guidelines demonstrate a strong commitment to continuous enhancement and academic rigour.
- 5) The programme continues to perform well in a competitive market, with strong demand, positive graduate outcomes, and a successful (albeit early-stage) transnational partnership with UNYP.

Commendations

1. The programme review process was rigorous, honest and enabled DBS to make considered changes to the programme.

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

Not applicable.

Embedded programme: Postgraduate Diploma in Science in Digital Marketing and Analytics (Exit Award only)

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. Same as outlined above for the MSc programme.

Commendations

1. Same as above.

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

Not applicable.

Summary of recommended special conditions of validation

Not applicable.

Summary of recommendations to the provider

- 1) The panel recommends that DBS continues to enhance its External Examiner procedures and engagement to the benefit of learner outcomes.
- 2) DBS consider the consolidation and simplification of MIPOs 10 and 11.
- 3) DBS should continue to actively engage with developments in AI and ensure that:
 - a. the curriculum reflects the rapid pace of change in this area; and
 - b. staff CPD remains aligned with these developments.
- 4) DBS should recruit additional PhD-level teaching staff for this programme.
- 5) DBS should continue to monitor and review the Placement element of the programme to ensure maximum benefit for learners and employers alike.
- 6) DBS and UNYP should implement additional measures to ensure:
 - a. parity of curriculum content, including the facilitation of academic exchanges.
 - b. parity of the student experience across both locations; and
 - c. improved communication and coordination among faculty in both institutions.

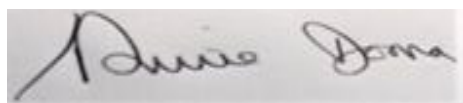
Declarations of Evaluators' Interests

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

Panel chairperson: Dr Annie Doona

Date: 9th December 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)*

MSc in Digital Marketing and Analytics - Dublin Delivery - Full-Time

1B.3 Proposed Programme Schedule(s)																
Name of Provider:		Dublin Business School														
Programme Title (Principal)		Master of Science in Digital Marketing and Analytics				QQI Award Title			Master of Science			ECTS		90		
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Digital Marketing and Analytics						Stage ECTS		90		
Programme Delivery Mode - <i>✓ one as appropriate.</i>		On-site Face-to-Face			Blended				Online			Workplace Learning				
					✓											
Teaching and Learning Modalities – <i>✓ one or more as appropriate.</i>		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous			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	In person	Synchronous	Asynchronous	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Inbound and Content Marketing	1	M	5	125	24			101		100%						
Digital Design and Development	1	M	10	250	30	18		202		100%						
Research Methods 1	1	M	5	125	24			101		100%						
Data and Digital Marketing Analytics	1	M	10	250	30	18		202		100%						

<i>Graduate Work Readiness - Bronze Award</i>	1	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Digital Advertising and Brand Strategy	2	M	10	250	30	18		202		100%					
Strategic Planning, Search Engine Optimisation and Emerging Technologies	2	M	10	250	30	18		202		100%					
Business Intelligence and Visualisation	2	M	5	125	24			101		100%					
Research Methods 2	2	M	5	125	24			101		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Dissertation	3	E	30	750		6		744					100%		
Placement	3	E	30	750		6		594	150				70%		30%

MSc in Digital Marketing and Analytics - UNYP Delivery - Full-Time

1B.4 Proposed Programme Schedule(s)															
Name of Provider:		Dublin Business School (UNYP Delivery)													
Programme Title (Principal)		Master of Science in Digital Marketing and Analytics				QQI Award Title			Master of Science			ECTS		90	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Digital Marketing and Analytics					Stage ECTS		90		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended			Online			Workplace Learning				
					✓										
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous		Work Based		
		✓						✓			✓		✓		
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online			Project		Practical Skills Demonstration		Work Based		
		✓							✓				✓		
Modules in this stage (add rows as required)															
Total Student Effort Module (hours)										Assessment – Allocation of Marks (from the module assessment strategy)					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Inbound and Content Marketing	1	M	5	125	24			101		100%					
Digital Design and Development	1	M	10	250	30	18		202		100%					
Research Methods 1	1	M	5	125	24			101		100%					
Data and Digital Marketing Analytics	1	M	10	250	30	18		202		100%					
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Digital Advertising and Brand Strategy	2	M	10	250	30	18		202		100%					

Strategic Planning, Search Engine Optimisation and Emerging Technologies	2	M	10	250	30	18		202		100%					
Business Intelligence and Visualisation	2	M	5	125	24			101		100%					
Research Methods 2	2	M	5	125	24			101		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Dissertation	3	E	30	750		6		744					100%		
Placement	3	E	30	750		6		594	150				70%		30%

MSc in Digital Marketing and Analytics - Dublin Delivery - Part-Time

1B.5 Proposed Programme Schedule(s)															
Name of Provider:		Dublin Business School													
Programme Title (Principal)		Master of Science in Digital Marketing and Analytics				QQI Award Title			Master of Science			ECTS		90	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Digital Marketing and Analytics					Stage ECTS		90		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face				Blended				Online			Workplace Learning		
						✓									
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face				Synchronous Hybrid			Synchronous Online			Asynchronous		Work Based	
		✓							✓			✓		✓	
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online			Project		Practical Skills Demonstration		Work Based		
		✓							✓				✓		
Modules in this stage (add rows as required)															
Total Student Effort Module (hours)										Assessment – Allocation of Marks (from the module assessment strategy)					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Digital Design and Development	1	M	10	250	6	30		214		100%					
Data and Digital Marketing Analytics	1	M	10	250	6	30		214		100%					
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Strategic Planning, Search Engine Optimisation and Emerging Technologies	2	M	10	250	6	30		214		100%					
Inbound and Content Marketing	2	M	5	125	4.5	13.5		107		100%					
Research Methods 1	2	M	5	125	4.5	13.5		107		100%					

<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Digital Advertising and Brand Strategy	3	M	10	250	6	30		214		100%					
Business Intelligence and Visualisation	3	M	5	125	4.5	13.5		107		100%					
Research Methods 2	3	M	5	125	4.5	13.5		107		100%					
Dissertation	4	E	30	750		6		744					100%		
Placement	4	E	30	750		6		594	150				70%		30%

MSc in Digital Marketing and Analytics - UNYP Delivery - Part-Time

1B.6 Proposed Programme Schedule(s)																			
Name of Provider:		Dublin Business School (UNYP Delivery)																	
Programme Title (Principal)		Master of Science in Digital Marketing and Analytics				QQI Award Title			Master of Science			ECTS		90					
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Digital Marketing and Analytics						Stage ECTS		90					
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face				Blended				Online				Workplace Learning					
						✓													
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face				Synchronous Hybrid				Synchronous Online				Asynchronous				Work Based	
		✓								✓				✓				✓	
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment			Invigilated Exam – in person			Proctored Exam – online			Project			Practical Skills Demonstration		Work Based			
		✓									✓					✓			
Modules in this stage (add rows as required)																			
Total Student Effort Module (hours)										Assessment – Allocation of Marks (from the module assessment strategy)									
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %				
Digital Design and Development	1	M	10	250	6	30		214		100%									
Data and Digital Marketing Analytics	1	M	10	250	6	30		214		100%									
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A									
Strategic Planning, Search Engine Optimisation and Emerging Technologies	2	M	10	250	6	30		214		100%									
Inbound and Content Marketing	2	M	5	125	4.5	13.5		107		100%									
Research Methods 1	2	M	5	125	4.5	13.5		107		100%									

<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Digital Advertising and Brand Strategy	3	M	10	250	6	30		214		100%					
Business Intelligence and Visualisation	3	M	5	125	4.5	13.5		107		100%					
Research Methods 2	3	M	5	125	4.5	13.5		107		100%					
Dissertation	4	E	30	750		6		744					100%		
Placement	4	E	30	750		6		594	150				70%		30%

Postgraduate Diploma in Science - Dublin Delivery - Full-time

1B.7 Proposed Programme Schedule(s)																
Name of Provider:		Dublin Business School														
Programme Title (Principal)		Master of Science in Digital Marketing and Analytics				QQI Award Title			Postgraduate Diploma in Science			ECTS		60		
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Digital Marketing and Analytics						Stage ECTS		60		
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended				Online			Workplace Learning				
					✓											
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous			Work Based		
		✓						✓			✓					
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online			Project		Practical Skills Demonstration		Work Based			
		✓														
Modules in this stage (add rows as required)																
Total Student Effort Module (hours)										Assessment – Allocation of Marks (from the module assessment strategy)						
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Inbound and Content Marketing	1	M	5	125	24			101		100%						
Digital Design and Development	1	M	10	250	30	18		202		100%						
Research Methods 1	1	M	5	125	24			101		100%						
Data and Digital Marketing Analytics	1	M	10	250	30	18		202		100%						
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A						
Digital Advertising and Brand Strategy	2	M	10	250	30	18		202		100%						

Strategic Planning, Search Engine Optimisation and Emerging Technologies	2	M	10	250	30	18		202		100%					
Business Intelligence and Visualisation	2	M	5	125	24			101		100%					
Research Methods 2	2	M	5	125	24			101		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					

Postgraduate Diploma in Science - UNYP Delivery - Full-time

1B.8 Proposed Programme Schedule(s)																			
Name of Provider:		Dublin Business School (UNYP Delivery)																	
Programme Title (Principal)		Master of Science in Digital Marketing and Analytics				QQI Award Title			Postgraduate Diploma in Science			ECTS		60					
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Digital Marketing and Analytics						Stage ECTS		60					
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face				Blended				Online				Workplace Learning					
						✓													
Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face				Synchronous Hybrid				Synchronous Online				Asynchronous				Work Based	
		✓								✓				✓					
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online				Project		Practical Skills Demonstration		Work Based					
		✓																	
Modules in this stage (add rows as required)																			
Total Student Effort Module (hours)										Assessment – Allocation of Marks (from the module assessment strategy)									
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %				
Inbound and Content Marketing	1	M	5	125	24			101		100%									
Digital Design and Development	1	M	10	250	30	18		202		100%									
Research Methods 1	1	M	5	125	24			101		100%									
Data and Digital Marketing Analytics	1	M	10	250	30	18		202		100%									
Graduate Work Readiness - Bronze Award	1	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A									
Digital Advertising and Brand Strategy	2	M	10	250	30	18		202		100%									

Strategic Planning, Search Engine Optimisation and Emerging Technologies	2	M	10	250	30	18		202		100%					
Business Intelligence and Visualisation	2	M	5	125	24			101		100%					
Research Methods 2	2	M	5	125	24			101		100%					
<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					

Postgraduate Diploma in Science - Dublin Delivery - Part-Time

1B.9 Proposed Programme Schedule(s)																
Name of Provider:		Dublin Business School														
Programme Title (Principal)		Master of Science in Digital Marketing and Analytics					QQI Award Title			Postgraduate Diploma in Science			ECTS		60	
Stage (1,2,3, Award etc)		Award		Exit Award Title (if relevant)			Postgraduate Diploma in Science in Digital Marketing and Analytics					Stage ECTS		60		
Programme Delivery Mode - <i>✓ one as appropriate.</i>		On-site Face-to-Face				Blended				Online				Workplace Learning		
						✓										
Teaching and Learning Modalities – <i>✓ one or more as appropriate.</i>		On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous			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	In person	Synchronous	Asynchronous	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Digital Design and Development	1	M	10	250	6	30		214		100%						
Data and Digital Marketing Analytics	1	M	10	250	6	30		214		100%						
<i>Graduate Work Readiness - Bronze Award</i>	1	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A						
Strategic Planning, Search Engine Optimisation and Emerging Technologies	2	M	10	250	6	30		214		100%						
Inbound and Content Marketing	2	M	5	125	4.5	13.5		107		100%						
Research Methods 1	2	M	5	125	4.5	13.5		107		100%						

<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Digital Advertising and Brand Strategy	3	M	10	250	6	30		214		100%					
Business Intelligence and Visualisation	3	M	5	125	4.5	13.5		107		100%					
Research Methods 2	3	M	5	125	4.5	13.5		107		100%					

Postgraduate Diploma in Science - UNYP Delivery - Part-Time

1B.10 Proposed Programme Schedule(s)																		
Name of Provider:		Dublin Business School (UNYP Delivery)																
Programme Title (Principal)		Master of Science in Digital Marketing and Analytics				QQI Award Title			Postgraduate Diploma in Science				ECTS		60			
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)			Postgraduate Diploma in Science in Digital Marketing and Analytics							Stage ECTS		60			
Programme Delivery Mode - <i>✓ one as appropriate.</i>		On-site Face-to-Face				Blended				Online				Workplace Learning				
						✓												
Teaching and Learning Modalities – <i>✓ one or more as appropriate.</i>		On-site Face-to-Face				Synchronous Hybrid			Synchronous Online			Asynchronous			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 (from the module assessment strategy)								
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %			
Digital Design and Development	1	M	10	250	6	30		214		100%								
Data and Digital Marketing Analytics	1	M	10	250	6	30		214		100%								
<i>Graduate Work Readiness - Bronze Award</i>	1	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A								
Strategic Planning, Search Engine Optimisation and Emerging Technologies	2	M	10	250	6	30		214		100%								
Inbound and Content Marketing	2	M	5	125	4.5	13.5		107		100%								
Research Methods 1	2	M	5	125	4.5	13.5		107		100%								

<i>Graduate Work Readiness - Silver Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
<i>Graduate Work Readiness - Gold Award</i>	2	M	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A					
Digital Advertising and Brand Strategy	3	M	10	250	6	30		214		100%					
Business Intelligence and Visualisation	3	M	5	125	4.5	13.5		107		100%					
Research Methods 2	3	M	5	125	4.5	13.5		107		100%					