

Independent Panel Report on a Programme Review

Provider	Griffith College [PV03057]
Programme(s) Reviewed	Master of Science in Big Data Management and Analytics [PG24426] Postgraduate Diploma in Science in Big Data Management and Analytics [PG24428]
Date of Panel Event	13 th May 2025

Independent Panel Members

Name	Programme review function	Affiliations and roles
Dr Owen Ross	Panel Chair	Head of Transitions and Student Success, TUS
Dr Lee Richardson	Panel Secretary	Data Analytics & Reporting Manager and Student Engagement & Success Unit Team Lead, Dublin Business School
Renaat Verbruggen	Academic/ Subject Matter Expert	Assistant Professor, Chair and Director MSc Computing, DCU
Dr Ahmad Musa	Academic/ Subject Matter Expert [International /Cybersecurity]	Lecturer of Computing, Digital Forensics and Cybersecurity and Course Director for MSc Cybersecurity Technology, Canterbury Christ Church University, UK
Leanne Davies	Academic/ Subject Matter Expert [International]	Principal lecturer, Cybersecurity and Computing, Wrexham University
Dr Frank Glavin	Academic/ Subject Matter Expert [Computing]	Computer Science lecturer, Programme Director MSc Computing Science – Data Analytics), University of Galway
Sasan Sahraei	Employer Representative	Senior Principal Engineer, Mastercard
Damien Doherty	Learner Representative	Learner on PGDip Cyber Security Management, MTU Cork

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

Part 1. Introduction

The Master of Science in Big Data Management and Analytics (MSBDM) is a one-year full-time or two years part-time, NFQ Level 9, 90 ECTS programme comprising 60 ECTS of taught modules, plus a further 30 ECTS of research via a dissertation / dissertation by practice.

Embedded within the MSBDM is a Postgraduate Diploma in Big Data Management and Analytics (PGBDM) comprising the 60 ECTS taught stage of the Masters, at Level 9. Having completed the PGBDM, graduates of this standalone programme may choose to return, to complete the 30 ECTS dissertation module and achieve the Masters award. Part-time learners take the programme over a two-year period.

The programmes are delivered from the College's main campus in Dublin with two intakes per year, one in September and another in February.

The MSBDM and PGBDM were first validated in 2014 and have been subject to programme review, on a five-yearly basis since then; the last review taking place in 2020.

This review is presented to QQI by Griffith College as part of the programme's consortium steering group's proposal for the re-validation of the programme for a further five-year period.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1. Agenda and Terms of Reference		1.1 Agenda
		1.2 Terms of Reference
2. Key Documents (2025)		2.1 Letter of Application to QQI (from President)
		2.2 Proposed Programme Documents - MSc in Computing - MSc in Big Data Management and Analysis - MSc in Cybersecurity
		2.3 Programme Review Report
		3.1 Overview – Griffith College - GC Full Prospectus - Lecturer Handbook - Programme Staff CVs
3. Support Documents		3.2. Sample Assessment Handbook
		3.3 Learner Handbooks - GC Student Handbook - GC Class Rep Handbook - Programme Handbooks
		4.1 QAE Manual 2024-25
4. Governance Information		4.2 Annual Quality Reports
		4.3 QQI Awards Standards and Procedures
		4.4 GC Institutional Profile
		4.5 CINNTE Institutional Report
5. Legacy Programmes (2019-2020)		5.1. Approved Programme Documents – Legacy

	5.2 Certificates of Validation and Panel Reports
	5.3 Sample Assessments and Projects
	5.4 Sample Programme Handbooks
	5.5 External Examiners' Reports
	5.6 Annual Programme Reports
6. Panel Information and Templates	6.1a. QQI Programme Review Manual HET
	6.1b. Style Guide – Independent Programme Review Report
	6.1c. TEMPLATE_ Independent Review Report & Revalidation IER
	6.2 Roles, Responsibilities and Code of Conduct for QQI Reviewers and Evaluators
	6.3 Griffith College Expert Panel Fees
	6.4 Initial Comments Form

2.2 Provider's Representatives Met

Session 2: Senior Members of Griffith College

	Person	Role / Job Title
1.	Prof Diarmuid Hegarty	College President
2.	Dr Tomás Mac Eochagáin	Director of Academic Programmes
3.	Dr. Waseem Akhtar	Head of Faculty of Computing
4.	Kevin Geoghegan	Director, Global Engagement Office
5.	Ailish Finucane	Head of Academic Administration
6.	Mary Doyle	Head of Quality Assurance and Enhancement
7.	Barry Denby	Programme Director
8.	Brendan Fogarty	Programme Director

Session 3: Programme Team

	Person	Role / Job Title
1.	Dr. Waseem Akhtar	Head of Faculty of Computing
2.	Barry Denby	Programme Director
3.	Dr Aqeel Kazmi	Year Head
4.	Dr Abubkar Siddig	Year Head / Project Coordinator

5.	Brendan Fogarty	Programme Director
6.	Patrick Wall	Lecturer
7.	Nasim Siobhani	Lecturer & Project Supervisor
8.	Sheresh Zahoor	Lecturer & Project Supervisor
9.	Osama Abushama	Lecturer & Project Supervisor
10.	Ahmed Olalekan	Lecturer & Project Supervisor
16.	Dr Tomás Mac Eochagáin	Director of Academic Programmes

Session 4: Learners and Graduates

	Person	Role / Job Title
1.	Bipal Shakya	Learner - MSc in Big Data Management and Analytics - Graduated 2023
2.	Axel Mezade	Learner - MSc in Computing - Graduated 2024
3.	Lovely	Learner - MSc in Network and Information Security - Graduated 2024
4.	Veronica Irene Sonpiya Umar	Learner - MSc in Network and Information Security - Graduated 2024
5.	Abhishek Mathur	Learner - MSc in Computing - Completing Project
6.	Enoch Oluwabunmi Agbolade	Learner - MSc in Computing - Completing Project

7.	Brian Nyakeri Barongo	Learner - MSc in Big Data Management and Analytics - Completing Project
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Session 5: Team Responsible for Supervising the MSc Dissertations

	Person	Role / Job Title
1.	Dr Tomás Mac Eochagáin	Director of Academic Programmes
2.	Dr. Waseem Akhtar	Head of Faculty of Computing
3.	Barry Denby	Programme Director
4.	Dr Aqeel Kazmi	Year Head
5.	Dr Abubkar Siddig	Year Head / Project Coordinator
6.	Brendan Fogarty	Programme Director
7.	Nasim Siobhani	Lecturer & Project Supervisor
8.	Sheresh Zahoor	Lecturer & Project Supervisor
9.	Osama Abushama	Lecturer & Project Supervisor
10.	Ahmed Olalekan	Lecturer & Project Supervisor

Session 6: Learner Support

	Person	Role / Job Title
1.	Dr. Waseem Akhtar	Head of Faculty of Computing

2.	Barry Denby	Programme Director
3.	Brendan Fogarty	Programme Director
4.	Tina Kulojevic	Faculty Administrator
5.	Berat Ozmen	Faculty Administrator
6.	Yvonne Farrell	Teaching and Learning Faculty
7.	Emma Flynn	Careers Advisor
8.	Seán Martin	Learner Engagement
9.	Rob McKenna	Head Librarian
10.	Greg O'Brien	Learning Technologist
11.	Sarah Ward	Learning Support Department
12.	Dr Tomás Mac Eochagáin	Director of Academic Programmes

2.3 Description of evaluation process

Griffith College conducted a year-long review of its programmes within the Faculty of Computing, guided by QQI's QA guidelines. This review aimed to ensure the programmes' continued appropriateness, effective learning environment, manageable workload, and successful learner progression. The process involved consulting QQI, conducting a Provider's Programme Review, revising the programmes, and submitting documentation to an independent panel.

The review actively sought feedback from various stakeholders, including staff, current and past learners, external examiners, employers, and internal departments like marketing and student services. Key focus areas included addressing sectoral changes, incorporating research, considering UDL and Generative AI, and ensuring the programmes reflect the evolving computing sector.

The evaluation, based on five years of programme delivery and QQI's Programme Review Manual, aimed to understand the programme's evolution, analyze quantitative data (admissions, attrition, completion rates), assess its reputation, anticipate future challenges, and determine if it meets

learner and societal needs. The review also considered necessary modifications, alignment with QQI validation criteria, the provider's capacity, and the justification for continuing the programmes.

Finally, the revised programmes were evaluated against twelve QQI validation criteria, covering aspects like eligibility, objectives and outcomes, curriculum, staffing, resources, learning environment, teaching and assessment strategies, learner support, and programme management.

The Panel reviewed the programme documents and all supporting documentation supplied by Griffith College. A review meeting was conducted on Zoom on the 13th May 2025, during which the Panel met with representatives of Griffith College, including the programme team, learners, and members of senior management. A summary of findings, and recommendations made by the Panel 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

3.1 Context and Terms of Reference for the Programme Review

3.1.1 Commentary

Griffith College established clear objectives and a systematic approach for the programme review, ensuring alignment with the latest QQI policies implemented since the previous validation. The review documentation detailed proposed programme modifications along with their supporting rationale. Furthermore, in collaboration with QQI, Griffith College identified and incorporated three specific considerations within the review's terms of reference.

Special Consideration 1: Changes in QA since previous review

The provider and review Panel should consider objective 10 in the Terms of Reference Programme Review Document above having regard to the new QQI QA guidelines which were published since the programme was last validated.

Objective 10: What changes need to be made to related policies, criteria and procedures (including QA procedures)?

Special Consideration 2: Size of Learner Cohort

The programme team recommends increasing the intake size; the provider and the review panel should consider the appropriateness of the overall learner experience and the ongoing resource requirements for the programme.

Special Consideration 3: Dissertations

The review Panel should consider the College's capacity to supervise dissertations for the proposed maximum intake of learners, and that the Panel should review current/past dissertations and report on their quality.

The Panel was satisfied with the level of detail and discussions that took place in the review in relation to the three special considerations. The Panel made two recommendations in relation to Special Consideration 2 and Special Consideration 3.

3.1.2 Recommendations

The Panel supports the increase in the maximum intake to 120 learners per programme but recommends capping the total number of learners across all three programmes at 150 learners for the next intake, increasing to 200 learners for the following intake, and then reaching 250 learners for the remainder of this review period.

[Recommendation 1]

The Panel recommends that the 12 hours face-to-face meeting requirement between learner and Supervisor for the Dissertation be fulfilled.

[Recommendation 2]

3.2 Griffith College Information and Programme Context

3.2.1 Commentary

Established in 1974, Griffith College stands as one of Ireland's largest independent higher education institutions, currently serving over 7,500 learners annually. The college offers a comprehensive suite of undergraduate and postgraduate programmes, all validated by Quality and Qualifications Ireland (QQI).

Its main campus is situated on a historic seven-acre site in Dublin's South Circular Road. Expanding its reach, Griffith College also delivers academic and professional programmes through its Cork campus, city-centre locations in Limerick and Dublin, nationwide via rented facilities, on-company training, and online platforms. Furthermore, the college collaborates with industry partners and other educational institutions, such as Innopharma Labs Ltd and Pulse College/Windmill Lane Academy, to deliver some of its programmes.

Certain programmes offered by the college provide learners with pathways to additional recognition and accreditation from various Professional Statutory and Regulatory Bodies (PSRBs), including the Honourable Society of the King's Inns, the Irish Institute of Legal Executives (IILEX), and the Psychological Society of Ireland (PSI). Griffith College also equips learners for membership examinations of professional bodies like ACCA and CPA Ireland, and delivers professional skills development programmes leading to industry-recognized awards from organizations such as BTEC and Cisco.

Mission: To deliver a world-class, intercultural learning experience rooted in the College's values, fostering career success and impactful research for a diverse student body and the global community.

Vision: To be recognized as a leading, innovative, and socially enterprising university in Ireland.

Griffith College underwent a successful Cinnte review in November 2024, which included an updated Strategic Framework extending beyond 2025. This framework outlines well-considered strategic developments across the institution, impacting all departments and programme offerings.

3.2.2. Recommendations

Not applicable in this case.

3.3 Baseline qualitative and quantitative information - Programme Data Overview

3.3.1 Commentary

The Panel found that the baseline qualitative and quantitative information was thoroughly captured and analysed, in line with the whole review process.

3.3.2 Recommendations

Not applicable in this case.

3.4 Programme Delivery and Teaching & Learning Strategies

3.4.1 Commentary

The provided documentation clearly demonstrated a comprehensive review of the programme's delivery, teaching, and learning strategies. The Panel engaged in a thorough discussion with the Programme Team regarding current delivery methods and teaching approaches. Given the rise of generative AI, the Panel specifically sought further clarity on the policies and procedures in place to uphold academic integrity.

In response, the Programme Team detailed the College's new policy on Generative AI in assessments, which requires all assessment briefs to specify acceptable usage on a 0-5 scale. They also referenced the 'AI Control Principles for the Academic Use of AI' within the Learner Assessment Policy as directly addressing this issue. Furthermore, the team highlighted that the College may employ viva voce examinations if the use of generative AI is suspected.

Regarding the proposed PT Blended cohort, the Panel questioned the delivery method. The Programme Team clarified that lectures would be delivered live, recorded, and made available to learners.

The Panel noted the information provided by the Programme Team.

3.4.2 Recommendations

Not applicable in this case.

Part 4. Evaluation of the programme by stakeholders

4.1 Evaluation by current learners and graduates of the programme

4.1.1 Commentary

The Panel is satisfied that feedback from learners and graduates was taken into account in the review of the programme.

4.1.2 Recommendations

Not applicable in this case.

4.2 Evaluation of the programme by Staff

4.2.1 Commentary

The review process evidenced a strong, collaborative engagement by staff and the Programme Team. All aspects of the programme have been thoroughly reviewed and this was clearly documented.

4.2.2 Recommendations

Not applicable in this case.

4.3 External Stakeholder Feedback

1.1 4.3.1 Commentary

The programme report provides clear evidence of thorough engagement with industry stakeholders. Griffith College has established formal mechanisms for industry collaboration, and the Panel reviewed their feedback on the programme, confirming that it was duly considered and incorporated into the review process.

4.3.2 Recommendations

Not applicable in this case.

4.4 External Examiner Feedback

4.4.1 Commentary

The programme report clearly evidences thorough engagement with external stakeholders. Griffith College has formal mechanisms in place for working with External Examiners and the Panel reviewed their comments on the programme and found that they had been factored into the review.

4.4.2 Recommendations

Not applicable in this case.

Part 5. Programme Quality Assurance

5.1 Complaints, appeals and commendations

5.1.1 Commentary

The Panel is satisfied that there are clear mechanisms in place to address complaints and appeals.

5.1.2 Recommendations

Not applicable in this case.

5.2 Quality Assurance Systems and Processes

5.2.1 Commentary

Griffith College has robust quality assurance systems in place and it was clear from the documentation provided that these are updated and reviewed.

5.2.2 Recommendations

Not applicable in this case.

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

5.3.1 Commentary

Griffith College has robust quality assurance systems in place and it was clear from the documentation provided that these are updated and reviewed.

5.3.2 Recommendations

Not applicable in this case.

Part 6. Summary Analysis of the programme

6.1 Commentary

The Panel is satisfied that the programme review was comprehensive and engaged all pertinent stakeholder groups. The review and proposed revisions thoughtfully considered input from staff, learners, external examiners, and employers, alongside relevant reports. The programme demonstrates well-defined objectives, a logically structured curriculum, a clear pedagogical and assessment strategy, and sound quality assurance mechanisms. Furthermore, the Panel acknowledges the provision of thorough information and support for learners within a conducive environment, underpinned by adequate staffing and accessible physical and online resources for programme delivery.

6.2 Recommendations

Further details on recommendations are outlined in the Revalidation Report.

Part 7. Revision of the programme

7.1 Commentary:

The Panel is satisfied with the proposed revisions highlighted in the review. The special considerations identified in the terms of reference were discussed, and the Panel has two recommendations in regard to Special Consideration 2 and Special Consideration 3. This is addressed in detail under the relevant criteria in the Independent Evaluation Report.

7.2 Recommendations:

Eight recommendations were made by the Panel for consideration by Griffith College, as further changes to enhance the programme. The first two are outlined under section 3.1.2 above, with the remaining six set in detail under the relevant criteria in the Independent Evaluation Report, which follows below.

Part 8. Overall Findings

8.1 Commentary on review process

The Panel concluded that the review process was both comprehensive and thorough, marked by extensive consultation with staff, industry representatives, current learners, graduates, and External Examiners. Griffith College provided commendable documentation that clearly outlined both the programme review process and the specifics of the programme under review.

Part 9. Recommendations on review process

Regarding the programme review process, the Panel offers no specific recommendations. It is satisfied that Griffith College conducted a robust evaluation of the programmes and effectively utilized the review findings to implement revisions. These revisions are expected to enhance the overall programme quality and better equip learners to achieve the intended learning outcomes.

Part 10. Commentary on programme revisions

The Panel evaluated the revised Master of Science in Big Data Management and Analytics and embedded programme and were satisfied with the revisions.

Part 11. Recommendations on programme revisions:

The Independent Evaluation Report below details the panel's overall recommendations concerning the programme's validation, incorporating the proposed revisions. The panel expresses its satisfaction with these revisions, which are well-substantiated by thorough analysis of quantitative programme performance data and valuable input from employers, graduates, and current learners. No specific recommendations are made regarding the programme revisions themselves.

Signed:



Panel Chairperson:

Date:

29/5/2025

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

Part 2. Provider details

Provider name	Griffith College
Date of site visit	13 th May 2025
Date of report	27th May 2025

Section A. Overall recommendations

Principal programme	Title	Master of Science in Big Data Management and Analytics
	Award	Master of Science
	Credit	90 ECTS, Level 9
	Recommendation	Satisfactory

Embedded programme 1	Title	Postgraduate Diploma in Science in Big Data Management and Analytics
	Award	Postgraduate Diploma in Science
	Credit	60 ECTS, Level 9
	Recommendation	Satisfactory

Part 3. Expert Panel

Name	Programme review function	Affiliations and roles
Dr Owen Ross	Panel Chair	Head of Transitions and Student Success, TUS
Dr Lee Richardson	Panel Secretary	Data Analytics & Reporting Manager and Student Engagement & Success Unit Team Lead, Dublin Business School
Renaat Verbruggen	Academic/ Subject Matter Expert	Assistant Professor, Chair and Director MSc Computing, DCU
Dr Ahmad Musa	Academic/ Subject Matter Expert [International /Cybersecurity]	Lecturer of Computing, Digital Forensics and Cybersecurity and Course Director for MSc Cybersecurity Technology, Canterbury Christ Church University, UK
Leanne Davies	Academic/ Subject Matter Expert [International]	Principal Lecturer, Cybersecurity and Computing, Wrexham University
Dr Frank Glavin	Academic/ Subject Matter Expert [Computing]	Computer Science lecturer, Programme Director MSc Computing Science – Data Analytics), University of Galway
Sasan Sahraei	Employer Representative	Senior Principal Engineer, Mastercard
Damien Doherty	Learner Representative	Learner on PGDip Cyber Security Management, MTU Cork

Part 4. Programme Details

4.1 Master of Science in Big Data Management and Analytics

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Griffith College	480	10

Proposed Enrolment	
Date of first intake	September 2025
Maximum number of annual intakes	2 Intakes per annum – September and February
Maximum total number of learners per intake	FT – 120 PT – 60 PT Blended - 60
Programme duration (<i>months from start to completion</i>)	FT – 12 months PT / PT Blended – 24 months
Panel Commentary on proposed enrolment: The Panel engaged in robust discussion with the Programme Team and makes the following recommendation: Recommendation(s): 1. The Panel supports the increase in the maximum intake to 120 learners per programme but recommends capping the total number of learners across all three programmes at 150 learners for the next intake, increasing to 200 learners for the following intake, and then reaching 250 learners for the remainder of this review period.	
Target learner groups	
This programme is developed as a Level 9 programme for graduates from cognate honours degree programmes, or equivalent. Candidates with substantial industry experience and expertise may also be considered on a one-to-one basis. The programme has a strong international attraction with many learners coming from both EU and non-EU countries.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	FT, PT (Face to Face) and PT (Blended)
The teaching and learning modalities	
On site face to face; Synchronous Online; Asynchronous, Independent	
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 programme is 90 ECTS at Level 9 on the NQF, designed for learners from a computer science background who have already completed a level 8 cognate degree, and/or those who have been in industry for some time. It aims to prepare graduates to rigorously apply appropriate research, design and implementation strategies in the development of Big Data solutions. It further aims to address the 'IT supporting technology' and 'Big Data “savvy” talent' categorisations as outlined by the EGFSN. ¹ There is a heavy emphasis on key areas: tools, technology and the underlying	

¹ EGFSN (2019) Forecasting the Future Demand for High-Level ICT Skills in Ireland, 2017- 2022
<https://dbei.gov.ie/en/Publications/Publication-files/Forecasting-Future-Demand-High-Level-ICT-Skills-Ireland-2017-2022.pdf>

architectural theory; analysis techniques; critical thinking and research skills; and communication skills. To enable a more career-focused education, learners are introduced to critical thinking from day one via the core module, Research Methods. Not only does this module prepare the learners for the academic requirements of their Dissertation, it bridges the competence gap between level 8 programmes and Level 9 programmes, highlighting the analytic component of study required for all taught modules throughout the programme.

Semester one acts as a relatively generalised, solid base for core modules and semester two modules apply the specialisations that hone the learners' skills to that of an expert Big Data technologist. The third, and final, semester of the programme sees learners undertake their MSc Dissertation. This is a 12-week project where learners are required to pull together all of the skills and competences acquired during the first two semesters, research a related topic of specific interest, analyse the specification and design an appropriate implementation, perform suitable analysis of data and report findings at a Level 9 standard.

Summary of specifications for teaching staff	WTE
Programme Director - Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, and excellent communications skills. In addition, it is desirable that the individual has experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	1
Lecturer/s & Supervisors - Lecturers must be qualified to Level 9 in Computing Science. A PhD level qualification is desirable. Lecturers are also encouraged to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development from Griffith College, or equivalent qualification. The faculty maintains a pool of project supervisors (including programme lecturers) and additional supervisors are sourced when the needs and numbers dictate.	1 WTE (15 hours' lecturing per week FT) 0.2 WTE (Supervisors)

Learning Activity	Ratio of learners to teaching staff
Lectures	1:120
Tutorials	1:40
Research Supervision	1:1
Panel Commentary on programme outline and staffing:	
The panel is satisfied with the programme outline and staffing.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24426	Master of Science in Big Data Management and Analytics	August 2025

4.2 Embedded Programme – Postgraduate Diploma in Science in Big Data Management and Analytics

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Griffith College	220	10

Proposed Enrolment	
Date of first intake	September 2025
Maximum number of annual intakes	2 Intakes per annum – September and February
Maximum total number of learners per intake	FT – 90 PT – 60 PT Blended - 60
Programme duration (<i>months from start to completion</i>)	FT – 12 months PT / PT Blended – 24 months
Panel Commentary on proposed enrolment: The Panel is satisfied with the proposed enrolment numbers and that sufficient resources are in place to support students in their learning.	
Target learner groups	
Graduates from cognate honours degree programmes, or equivalent. Learners who wish to upskill to a Level 9 award for professional reasons by taking the postgraduate diploma as a stand-alone award. These learners may be taking a staged approach to an eventual masters' award as work and other commitments allow. The English language entry requirements for the programme are CEF B2+ or equivalent. Candidates with English language levels below CEF B2+ must first reach this minimum standard before enrolling on the academic programme.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	FT, PT (Face to Face) and PT (Blended)
The teaching and learning modalities	
On site face to face; Synchronous Online; Asynchronous, Independent	
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 embedded postgraduate diploma comprises the 60 ECTS credits of taught modules from the Masters programme detailed above. Graduates of the postgraduate diploma satisfy the taught element requirements of that parent programme (the MSC in Big Data Management and Analytics) and are well placed to proceed to masters level at a future date. The programme focuses on equipping graduates with “data-analytic thinking” and extends the learners' in-depth knowledge, understanding and practical skills in meeting the specific technical and design requirements of exacting industry standards as they emerge.	
The programme will enable graduates to implement robust, scalable Big Data applications with a focus towards providing business intelligence to key industry decision-making.	

Summary of specifications for teaching staff	WTE
Programme Director - Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, and excellent communications skills. In addition, it is desirable that the individual has experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	1
Lecturer/s & Supervisors - Lecturers must be qualified to Level 9 in Computing Science. A PhD level qualification is desirable. Lecturers are also encouraged to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development from Griffith College, or equivalent qualification. The faculty maintains a pool of project supervisors (including programme lecturers) and additional supervisors are sourced when the needs and numbers dictate.	1 WTE (15 hours' lecturing per week FT) 0.2 WTE (Supervisors)

Learning Activity	Ratio of learners to teaching staff
Lectures	1:120
Tutorials	1:40
Research Supervision	1:1
Panel Commentary on programme outline and staffing: The panel is satisfied with the programme outline and staffing.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24428	Postgraduate Diploma in Science in Computing	August 2025

Part 5. Other noteworthy features of the application

Expansion of mode of delivery to include part-time blended.

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 in this case.

Part 6. Evaluation against the validation criteria

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

a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. 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. c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.²		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel is satisfied that the provider Griffith College meets the prerequisites to apply for revalidation of the MSc in Big Data Management and Analytics and embedded programme. Griffith College has declared that the programme complies with the applicable statutory and regulatory requirements. The application was signed by Professor Diarmuid Hegarty, President, Griffith College Dublin.
Post Graduate Diploma in Big Data Management and Analytics	Yes	

² This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

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

a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. (i) Where applicable, a QQI award is specified for each embedded programme. c) There is a satisfactory rationale for the choice of QQI award(s). d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>. e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements. f) The programme title and any embedded programme titles are (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. g) For each programme and embedded programme (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.³ (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. For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.⁴		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel has evaluated the programme (and embedded programmes) and recommends that QQI can be satisfied that the programmes meet this criterion.
Post Graduate Diploma in Big Data Management and Analytics	Yes	The programme objectives and outcomes are clear, distinct, and consistent with the QQI award sought. They are mapped against award standards at NFQ Level 9. The Panel is satisfied that award titles are consistent with QQI policy, and programme titles are consistent with award titles and fit-for-purpose. During the review, the panel sought clarification on the PG Dip's status, specifically whether it was an embedded or an exit award. The Programme Team confirmed its embedded nature. They further explained that should a student who has received a PG Dip award wish to later pursue the full Masters qualification, they would be required to surrender their PG Dip award to QQI.

³ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

⁴ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

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

a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁵ 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 evidence⁶ of learner demand for the programme. (v) There is evidence of employment opportunities for graduates where relevant⁷. (vi) The programme meets genuine education and training needs.⁸ c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders. d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented. e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel concluded that the programme review effectively gathered input from a diverse range of stakeholders, including industry professionals, academics, current learners, and graduates. The programme demonstrates sufficient demand from both prospective learners and relevant industries, aligning with their respective needs. Furthermore, the review adequately addressed award standards, and appropriate mapping of these standards has been presented. Recommendation(s) 3. The Panel recommends the formation of an industry liaison board to encourage closer alignment and engagement from industry and collaboration opportunities.
Post Graduate Diploma in Big Data Management and Analytics	Yes	

⁵ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁶ This might be predictive or indirect.

⁷ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁸ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

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

a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁹. b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats. c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR¹⁰) in order to enable learners to reach the required standard for the QQI award. d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants). e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions. f) The programme title (the title used to refer to the programme):- (i) Reflects the core <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. g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	Procedures for access, transfer and progression are consistent with QQI's policy and criteria in this area.
Post Graduate Diploma in Big Data Management and Analytics	Yes	

⁹ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

¹⁰ 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

a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions. b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs. c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes. d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff. e) The programme is structured and scheduled realistically based on sound educational and training principles¹¹. f) The curriculum is comprehensively and systematically documented. g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes. h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes. i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements. j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹²		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	Having evaluated both the principal MSc in Big Data Management and Analytics and the embedded PgDip programme, the Panel recommends that QQI can be satisfied that this criterion is met. This 90-credit, NFQ Level 9 MSc (and its embedded 60 ECTS PgDip) is appropriately structured to enable learners to achieve the intended MIPLOs. The curriculum is clearly defined, and the overall structure is well-reasoned and fit for its purpose. In reviewing the curriculum, the panel identified the following recommendations: Recommendation(s): 2. The Panel recommends that the 12 hours face-to-face meeting requirement between learner and Supervisor for the Dissertation be fulfilled. 4. The Panel acknowledges the scope to include the topic of 'confidential computing' but recommends that 'confidential

¹¹ This applies recursively to each and every element of the programme from enrolment through to completion.

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

¹² If the duration is variable, for example, when advanced entry is available, this should be explained and justified

		computing’ be explicitly identified within individual module descriptors. 5. The Panel recommends that the Programme Team consider having a staged approach to the dissertation, for example the Literature Review could be presented should be completed and marked early in the dissertation process.
Post Graduate Diploma in Big Data Management and Analytics	Yes	Having evaluated both the principal MSc in Big Data Management and Analytics and the embedded PgDip programme, the Panel recommends that QQI can be satisfied that this criterion is met. This embedded 60 ECTS PgDip is appropriately structured to enable learners to achieve the intended MIPLOs. The curriculum is clearly defined, and the overall structure is well-reasoned and fit for its purpose. In reviewing the curriculum, the panel identified the following recommendations: Recommendation(s): 4. The Panel acknowledges the scope to include the topic of ‘confidential computing’ but recommends that ‘confidential computing’ be explicitly identified within individual module descriptors.

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

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). b) The programme has an identified complement of staff¹³ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments. 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. 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 development¹⁴ opportunities¹⁵. e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance. 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.		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel concluded that the qualifications and availability of staff to deliver the programme were satisfactory, raising no concerns. The expertise, knowledge, and experience of the programme team were further evident in the discussion held with the Panel. Recommendation(s) 6. The Panel recommends that there should be a guideline as to the level of expertise for inclusion in the supervision panel which outlines a minimum level of experience, qualifications, etc.
Post Graduate Diploma in Big Data Management and Analytics	Yes	The Panel concluded that the qualifications and availability of staff to deliver the programme were satisfactory, raising no concerns. The expertise, knowledge, and experience of the programme team were further evident in the discussion held with the Panel.

¹³ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

¹⁴ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁵ Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

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

a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d). b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of: (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment). d) There is a five-year plan for the programme. It should address (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel expressed satisfaction that the provider possesses adequate physical and online resources to deliver the programme according to the proposed plan. The Panel observed that learners may utilize their own devices and have access to all necessary software for programme completion. It was also noted that when student enrolment numbers necessitate, modules may be 'double delivered', additional lecturers may be engaged to assist with assessment marking and additional lecturers may be drawn upon to help in the classroom.
Post Graduate Diploma in Big Data Management and Analytics	Yes	

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

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. 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. 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.		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	Griffith College fosters a physical, social, cultural, and intellectual environment, complete with appropriate resources and support systems, that aligns with the intended programme learning outcomes and effectively addresses the needs of its learners.
Post Graduate Diploma in Big Data Management and Analytics	Yes	New learners benefit from a comprehensive induction programme, and essential information is readily accessible through the Student Handbook and Programme Learner Handbook. A designated Programme Director maintains regular communication with learners and provides ongoing support, complemented by the academic staff. Furthermore, the Faculty Administrator serves as a crucial point of contact, connecting learners with the broader Griffith College administration.

Criterion 9. There are sound teaching and learning strategies

a) The teaching strategies support achievement of the intended programme/module learning outcomes. b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes. c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload). d) Learning is monitored/supervised. e) Individualised guidance, support¹⁶ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel acknowledges the provider's extensive experience and expertise in delivering this programme. Notably, learner feedback and interactions with their representatives during the Panel event affirmed the programme's comprehensive support system for learners. Furthermore, the Panel is satisfied that the teaching and learning strategies are adequately supervised and offer authentic learning opportunities, effectively enabling learners to achieve the programme learning outcomes and successfully attain the award at the required standard.
Post Graduate Diploma in Big Data Management and Analytics	Yes	

¹⁶ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10. There are sound assessment strategies

a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁷ 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.¹⁸ d) The programme includes formative assessment to support learning. e) There is a satisfactory written <i>programme assessment strategy</i> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.¹⁹ 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.²⁰		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel is satisfied that assessment is undertaken consistently with 'Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards'. The provided documentation detailed the proposed programme assessment strategy, and sample assessments were also made available. The Panel queried the acceptable use of Generative AI in assessment, and the use of authentic assessment. The Panel acknowledged the comments made by the Programme Team. Recommendation(s) 7. The Panel recommends that the Programme Team takes the opportunity to issue learners with the assessment schedule at the earliest opportunity.
Post Graduate Diploma in Big Data Management and Analytics	Yes	

¹⁷ See the section on transitional arrangements.

¹⁸ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁹ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²⁰ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

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 disabilities²¹. i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²² 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).		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel is satisfied that learners enrolled in the programme receive comprehensive information, guidance, and care. The programme team demonstrated a clear and genuine commitment to their learners, which was evident in the provided documentation and throughout their interactions with the Panel.
Post Graduate Diploma in Big Data Management and Analytics	Yes	Upon enrolment, all learners undergo a thorough induction process and receive both the Griffith College Student Handbook and a Programme Learner Handbook. These resources detail the programme learning outcomes, the timetable, and comprehensive module descriptors. Griffith College offers a wide array of support services to its learners, including learners with disabilities, and the Programme Director actively engages in providing support throughout the duration of the programme. The learner representatives confirmed the availability and effectiveness of this support during their meeting with the Panel. Recommendation(s)

²¹ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²² See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

		8. The Panel recommends that support is clearly available to all learners whose circumstances may require it.
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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-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 assurance²³ 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.		
	Satisfactory? (yes, no, partially)	Comment
MSc in Big Data Management and Analytics	Yes	The Panel expresses its satisfaction with the effective management of the programme. The provided documentation clearly outlined the College's and the programme's management structures. The Programme Director benefits from strong support from Senior Management and the Faculty. Furthermore, Griffith College's governing and management structures, as detailed in their QAE documentation, are reflected in the programme's administration. Consequently, the Panel recommends that QQI can be satisfied that the programme meets this criterion.
Post Graduate Diploma in Big Data Management and Analytics	Yes	

²³ See also QQI's Policy on Monitoring (QQI, 2014)

Part 7. Overall recommendation to QQI

7.1 Principal programme: Master of Science in Big Data Management 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 Panel is pleased to confirm that the programme adheres to all 12 validation criteria and therefore recommends its revalidation for a period of 5 years. The Panel has formulated several recommendations for programme enhancement that Griffith College should consider implementing.

The Panel extends its gratitude to the staff at Griffith College for their active participation and engagement throughout the virtual programme review process. It is evident that Griffith College is committed to providing an excellent student experience for all its learners.

7.2 Recommendations

7.3 There are a number of recommendations:

- The Panel supports the increase in the maximum intake to 120 learners per programme but recommends capping the total number of learners across all three programmes at 150 learners for the next intake, increasing to 200 learners for the following intake, and then reaching 250 learners for the remainder of this review period.
- The Panel recommends that the 12 hours face-to-face meeting requirement between learner and Supervisor for the Dissertation be fulfilled.
- The Panel recommends the formation of an industry liaison board to encourage closer alignment and engagement from industry and collaboration opportunities.
- The Panel acknowledges the scope to include the topic of 'confidential computing' but recommends that 'confidential computing' be explicitly identified within individual module descriptors.
- The Panel recommends that the Programme Team consider having a staged approach to the dissertation, for example the Literature Review could be completed presented and marked early in the dissertation process. thus giving feedback to students
- The Panel recommends that there should be a guideline as to the level of expertise for inclusion in the supervision panel which outlines a minimum level of experience, qualifications, etc.
- The Panel recommends that the Programme Team takes the opportunity to issue learners with the assessment schedule at the earliest opportunity.
- The Panel recommends that support ,including computers, is clearly available to all learners whose circumstances may require it.

7.4 6.2 Embedded programme 1:

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

Reasons for the overall recommendation

The Panel is pleased to confirm that the programme adheres to all 12 validation criteria and therefore recommends its revalidation for a period of 5 years. The Panel has formulated several recommendations for programme enhancement that Griffith College should consider implementing.

The Panel extends its gratitude to the staff at Griffith College for their active participation and engagement throughout the virtual programme review process. It is evident that Griffith College is committed to providing an excellent student experience for all its learners.

Recommendations

There are a number of recommendations:

- The Panel recommends the formation of an industry liaison board to encourage closer alignment and engagement from industry and collaboration opportunities.
- The Panel acknowledges the scope to include the topic of 'confidential computing' but recommends that 'confidential computing' be explicitly identified within individual module descriptors.
- The Panel recommends that the Programme Team takes the opportunity to issue learners with the assessment schedule at the earliest opportunity.
- The Panel recommends that support, including computers, is clearly available to all learners whose circumstances may require it.

7.5 6.3 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 Owen Ross

Date: 29/5/2025



Signed:

7.6 6.4 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations expressed 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 8. Part 7. Proposed programme schedules (post panel feedback and consequent amendments, if any)