

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

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

Part 1. Provider details

Provider name	DBS
Date of site visit	8 th January 2024
Date of report	27 th February 2024

Section A. Overall recommendations

Principal programme	Title	Master of Science in Trading and Investing
	Award	Master of Scient
	Credit	90 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subjects to conditions set.

Embedded programme	Title	Postgraduate Diploma in Science in Trading and Investing
	Award	Postgraduate Diploma in Science
	Credit	60 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to condition set.

Section B. Expert Panel

Name	Role	Affiliation
Dr Pio Fenton	Chair	Munster Technological University
Dr Fabrice Rousseau	Subject Matter Expert	Maynooth University
Dr Sam Astill	Subject Matter Expert	University of Essex
PJ Davies	Industry Representative	Formerly State Street Global Advisors
Mary Jennings	Report Writer	Independent consultant
Michaela Waters	Learner Representative	Chartered Accountants Ireland

Section C. MSc in Trading and Investment

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)			
DBS Campus	450	150			
Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	September 2024	12 months/36 weeks	3	5	150
Part-Time	September 2024	24 months/48 weeks	2	5	150

Panel Commentary on proposed enrolment:

See recommendation in Criterion 4 in relation to broadening entry requirements for potential learners.

Section C Postgraduate Diploma in Trading & Investing

Names of centre(s) where the programme(s) is to be provided		Maximum number of learners (FT)	Maximum number of learners (PT)		
DBS Campus		As per principal programme	As per principal programme		
Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	As per principal programme	9 months/24weeks	As per principal programme	As per principal programme	As per principal programme
Part-Time	As per principal programme	18 months/36 weeks	As per principal programme	As per principal programme	As per principal programme

Panel Commentary on proposed enrolment:

See recommendation in Criterion 4 in relation to broadening entry requirements for potential learners.

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 DBS Master of Science in Trading and Investing programme aims to produce individuals with the specialised skills and attributes necessary to meet the demands of a professional career in Trading and Investing. Learners will understand the core principles of Trading and Investing, as well as advanced analytical skills, they will be equipped with understanding the regulatory environment both nationally and internationally; possess an integrated understanding of asset classes and financial markets; and be able to rationalise and justify stances and recommendations.

Learners will develop advanced critical thinking, writing and research skills through the completion of the Research Methods for Team Capstones module along with the completion of a Capstone Module (Applied Trading and Investing Team Capstone).

The Postgraduate Diploma in Science in Trading and Investing is an embedded, exit award only. It may be awarded to learners who successfully complete all modules except the Capstone Project .

Target learner groups

The MSc in Trading and Investing is aimed at graduates of Level 8 programmes in both cognate and non-cognate disciplines, such as BA (hons) in Accounting and Finance or those from business, computer science, mathematics or economics undergraduate courses who wish to engage in study, or a career, in this field. Applicants are required to hold a minimum of an upper Second-Class Honours degree from a recognised University/College course.

As such, the profile of learners for this programme are those who meet the entry requirements and have a deep level of interest in this subject area. As the programme aims to develop learners' knowledge of the theory and practice of trading and investing, the design of the programme fosters and develops skills necessary for them to perform at postgraduate level and to secure employment in the areas of finance, trading and investing, or as an independent markets' trader. Thus, the learners enrolling in this programme should be equipped with the competencies and skills to understand individual, organisational, social and cultural influences on trading and investing on a global scale and the ability to relate theory to practical applications and skills.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time/part-time

The teaching and learning modalities		Staff/learner ratio
Lecture classroom-based sessions	Face to face on site lecture-led classroom-based sessions	1:50
Workshops	Face to face on site workshops	1:25
Practical lab sessions	Practical on-site lab computer lab sessions	1:35
Online class (broadcast live)	Online class (broadcast live - non interactive transmission)	1:50
Online tutorial (interactive)	Online class (broadcast live - interactive such as Zoom)	1:25
Asynchronous	On demand content	N/A

Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
Lecturer	Faculty delivering this programme will have a minimum of a Level 9 Master's degree in Business, Trading and Investing, Technology, Computing, Accounting, Finance or a relevant discipline. Additionally, experienced	1.2 This programme will require 9 staff with a whole-time equivalent contract.

	<p>practitioners within the fields of, for example, investment and trading, or advanced quantitative analysis, and those with research supervision experience are required to deliver the programme. They will have relevant academic and specialist knowledge and experience in fields related to Trading, Investment and Finance.</p> <p> Holders of Level 8 honours Bachelor's degrees in a relevant discipline, who are exceptionally qualified by virtue of significant experience in the field, will also be considered.</p>	We have 7 full-time and 10 part-time existing staff and require no new appointments.
Administrati on and Support Staff	Such as Library, Admissions, Student Experience, Finance etc. Experience and qualifications relevant to the role.	0.64
Academic Director	The Academic Director for this programme will have a minimum of an NFQ Level 9 Postgraduate Diploma or master's qualification in Trading and Investing, Business, Computing, Technology, or a related field or related areas along with programme management/ academic leadership experience.	0.1
Subject Matter Expert	The Subject Matter expert for this programme will have a minimum of an NFQ Level 9 Postgraduate Diploma or master's qualification in a relevant trading, investing, accounting, finance or business discipline with relevant and significant industry experience and/or PhD. Holders of level 8 honours business degrees in a relevant discipline, who are exceptionally qualified by virtue of significant industry experience will also be considered.	0.1
Delivery Mode	Proportion (% of Total Directed Learning)	
Classroom / Face to Face	50% (onsite) approximately*	
Workplace	0%	
Online	25% (Synchronous) approximately*	
Other	25% (Asynchronous) approximately*	

*Delivery will never be less than 50% face- to-face, and synchronous and asynchronous never more than 25%. Delivery may adjust with these parameters subject to the requirements of a period of intake.

Section D. Other noteworthy features of the application

N/A

Part 2. 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. ¹		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

As an established provider of higher education programmes DBS has met the prerequisites (section 44(7) of the 2012 Act) to apply for validation of this programme. It was noted that DBS has in place procedures for access, transfer and progression. The College has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI.

DBS provided the panel with a copy of the letter to be submitted to QQI with the application for the validation of the programme. The letter contained the signature and declaration required under sub-criteria 1b) and 1c).

The panel is satisfied that the criterion has been met.

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

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

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme. (i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>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.</p> <p>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.² (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.³</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

The panel is satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought. The MIPLOs and MIMLOs are set out clearly and consistently throughout.

It was stated that DBS choose the Master's in Science award for the programme given the technical and mathematical elements in the programme and that the QQI science awards standards were used in the development of the programme.

It was further stated that the title, including the terms trading as well as investing, was chosen to reflect the range of skills that could be acquired through participation in the programme. The terms also reflect the varied careers that that may be open to graduates of the programme.

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

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

The panel is in agreement that the award type and programme title are appropriate for the proposed programme.

The panel is satisfied that the criterion has been met.

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

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁴
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
 - (i) There is a satisfactory rationale for providing the programme.
 - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
 - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
 - (iv) There is evidence⁵ of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant⁶.
 - (vi) The programme meets genuine education and training needs.⁷
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

The panel is satisfied that the programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based.

DBS informed the panel that the college had identified a clear need for the type of programme proposed, one which was centred on developing the skills and attributes required to be successfully employed in the area of trading and investing within the broader financial service sector. In the first

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

⁵ This might be predictive or indirect.

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

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

instance, the college had noted that, within their own learner cohort in undergraduate programmes in accounting and finance, up to 40% of learners had chosen topics in trading and investing for their capstone projects. This pointed to a strong interest by learners in this discipline - as well as learners from other disciplines such as computing and finance - which might be served by offering a postgraduate degree on the topics and provide a clear progression path for those interested in this field.

Research undertaken by the team showed that there was only a small number of programmes offered by other Irish providers specifically offering programmes in trading and investing as their primary objective; a programme dedicated to this area would therefore provide a clear point of difference for DBS. (See Table 2.6, page 34 of the programme document for reference).

The DBS team advised the panel that there had been a high degree of involvement of employers and practitioners in the design of a vocationally oriented programme in trading and investing. An initial survey was conducted with experts in the sector who expressed their support for the introduction of the proposed programme. The DBS team stated that, following this initial contact with industry stakeholders, the team continuously consulted stakeholders, taking on board feedback as the indicative content was being developed. This involvement and feedback helped to shape the overall approach taken to the curriculum development and teaching methods proposed. It also helped to refine DBS's understanding of the desired graduate attributes which include:

- Proficient at building relationships and able to work with people at all levels.
- Capable of working well as part of a team as well as individually in a demanding environment.
- Able to manage, organise and lead projects.
- Critical thinking and problem-solving skills.
- Able to apply their disciplinary knowledge to real world problems and challenges.
- Capable of gleaning actionable insights from a variety of data types.

See Criterion 5 and Criterion 10 for further discussion on these points.

Further evidence for the need for the proposed programme had been outlined in The Department of Enterprise Trade and Employment's *Critical Skills Occupation List (2022)* which had identified a range of skills shortages in the Irish economy which continued to show a high demand for "*Business and financial project management, professionals specialising in finance & investment analytics, risk analytics, credit, fraud analytics*", which includes the trading and investing sector.

The panel commended the DBS team on its background research and stakeholder engagement in the development of the proposed programme and in the way it was presented in the documentation provided to the panel.

Commendation 1

The panel commends the commitment of the proposing team in DBS in identifying the market and educational opportunity and bringing it to life in documentation and during the validation visit.

Commendation 2

The panel commends DBS for the exceptional quality of the documentation provided for the programme validation. The extent, thoroughness and accuracy of the documentation was particularly noted and appreciated.

The panel is satisfied that the criterion has been met.

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

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁸.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR⁹) 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
MSc in Trading and Investing	Yes	See recommendations in relation to entry requirements below.
Postgraduate Diploma in Science in Trading and Investing	Yes	See recommendations in relation to entry requirements below.

In general, the panel is satisfied that the programme's arrangements for access, transfer and progression are satisfactory.

In reviewing the specific entry requirements set out in the documentation (Section 4) and in further discussion at the review session, it was evident to the panel that the requirements for potential learners with a degree from a cognate discipline were less stringent (Level 8, honours) than for those whose degrees were from a non-cognate discipline (Level 8 + 3-5 years' experience in similar area, on a case-by-case basis). The panel acknowledged that the latter cohort did have the

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

- Progression and transfer routes
- Entry arrangements
- Information provision

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

opportunity to gain entry through DBS's flexible RPL process.

The panel indicated however, that within the trading and investment industry, it was frequently the case that entrants came from many different disciplines, including, for instance, those with a degree in history, philosophy, languages or literature. It was stated that study in these disciplines fostered the development of creativity and critical thinking, desirable skills and attributes sought by employers in the sector.

It was further stated that it was also the case that employees from a non-cognate discipline were generally offered any necessary training in trading and investment in the workplace and that this was a common practice. This approach, the panel stated, had proved to be effective in providing new entrants from different backgrounds with the required skill-set to be successful in their careers.

In response, DBS stated that there can be difficulties in bringing those from a non-cognate background quickly up to speed with, for instance, sufficient competence in mathematics or statistics to allow them to immediately engage with the required course material.

Nevertheless, the panel is of the view that there may be an educationally viable market for non-cognate, pre-experience learners to gain entry on a similar basis to those from a cognate discipline. They acknowledged that providing an entry route for this cohort may still require consideration on a case-by-case basis. The panel made the following recommendation:

Recommendation 1

It is recommended that DBS consider an entry route for this programme that more easily accommodates potential learners from a non-cognate discipline.

In further discussion at the review, the panel suggested that, in general, a bridging programme may be a more suitable outlet for certain topics in basic mathematics and statistics listed in the programme's modules as some are at a fundamental level that may not be suited to a level 9 programme. Such a programme, the panel stated, could not only facilitate the entry of a cohort of learners from a non-cognate background onto the programme but also provide for the reallocation of resources to topics more relevant to a Level 9 programme.

Recommendation 2

It is recommended that DBS consider offering a bridging programme to cover topics elements of mathematics and statistics at a fundamental level so that learners commence the Level 9 programme with the competencies needed to effectively engage with the course material from the beginning of the formal programme.

The panel is satisfied that the criterion has been met.

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 principles¹⁰.</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.¹¹</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Trading and Investing	Yes	See recommendation in relation to specific module content.
Postgraduate Diploma in Science in Trading and Investing	Yes	See recommendation in relation to specific module content.

In general, the panel is satisfied that the curriculum is well constructed and fit for purpose.

At the review, the panel engaged in discussion with the lecturers and staff on the content of the modules and is satisfied that the MIMLOs are clearly set out and the indicative content is clear.

The panel noted that the main terminal used by learners to access live feed across global financial markets was FactSet. The panel indicated that other live feeds such as Bloomberg were commonly used in the trading and investment sector and considered that it would be important for learners to have a range of tools available to them, particularly those very commonly used. DBS confirmed that FactSet was selected as the principal terminal available to learners due to its capabilities in both professional and educational contexts. FactSet was also a cost-effective way for DBS to provide this facility for a large cohort of learners. The panel acknowledged the cost constraints involved and

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

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

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

suggested that reaching out to other providers might be useful in securing a wider range of tools within budgets available.

The panel set a condition in relation to the balance of assessment methods used and this should be taken into account in reviewing *Module 8, Research Methods for Team Capstones and Module 9, Applied Trading and Investing Team Capstone*. See Criterion 10 for the conditions set by the panel.

Some specific recommendations for DBS to consider on the modules are set out below.

Recommendation 3

It is recommended DBS consider the following points raised by the panel in relation to the programme modules:

Module 1: Securities Markets Structure and History

Bring micro working of markets more to the fore; this topic is covered implicitly but might benefit from further highlighting.

Module 2: Financial Econometrics

- Frontload basic maths (through a bridging programme, see Criterion 4 on this point also) or consider having asynchronous content that learners can take outside of class time.
- Relate econometrics more to real life, e.g. highlight market 'bubbles', demonstrating there is no ideal model; this provides a greater link between theory and practice.

Module 3: Technical Analysis and Financial Visualisation

Connect theory/real life to technical analysis. For instance, review the existence of possible anomalies in the number of years in a market cycle than is generally the norm.

Module 4: Financial Reporting and Fundamental Analysis

Review the assessment approach to allow for formative assessment if appropriate.

Module 5: Portfolio planning, Risk management and Valuation

No changes recommended.

Module 6: ESG, Ethics and Regulation in Trading and Investing

- It is worth emphasising that different rating models of ESG exist and there is no consistency in this evolving concept. This means that the module content should be kept under regular review.
- Provide examples of different Codes of Governance, e.g. UK/Irish Codes of Governance are different to US and other countries (note that the FRC website has good material on governance which may provide useful context).

Module 7: Applied Financial Market Analytics

No changes recommended.

Module 8 Research Methods for Team Capstones and Module 9: Applied Trading and Investing Team Capstone

- Implement the conditions set by the panel in Criterion 10 in relation to the balance of assessment methods.
- It is also recommended to review content of Module 8 (MIMLO and indicative content) to reflect the simulation aspect of the programme described by the DBS team at the panel review session. Currently, as outlined in the programme documentation, it has a large

focus on traditional research skills without application to the context of investment and trade.

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

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff¹² (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹³ opportunities¹⁴.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

The panel is satisfied that there are sufficient qualified and capable programme staff available to implement the programme as planned .

The panel was informed that DBS has clear processes to ensure that there are an adequate number of staff in place for the programme to run effectively. This includes a continuous recruitment process, with institutional oversight along the way. There is a clear pathway of support and mentoring of new lecturers, both formally through a probation period during which there are

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

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

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

performance reviews and informally through regular drop-in meetings with other faculty members with opportunities to discuss and review any issues arising.

It was stated that DBS has a consistent pool of supervisors that it can draw on as needed.

The panel was informed that DBS is about to publish a new CPD policy which is linked to its overall strategic objectives. Staff, including part-time staff, are encouraged to undertake continuous development with hours allocated from their timetable for this purpose as appropriate.

The panel is satisfied that the criterion has been met.

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
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

The panel is satisfied that there are sufficient physical resources to implement the programme.

DBS advised the panel that the college had made considerable investment and improvement in the physical, ICT and learner support service environments at DBS. A number of physical environments have been transformed with the addition of new classroom layouts, such as two new café-style rooms to promote group work alongside upgraded ICT facilities, including fixed and mobile computer laboratories. The library now has three private study rooms for group work and an enhanced learner support area. Over twenty classes are equipped with wide-screen TVs and Audio Bars with powerful mics, speakers and a dynamic camera to follow the lecturer around the room for an immersive hybrid delivery.

It was reported that DBS has plans to provide a physical environment that mirrors a typical trading environment within companies. The objective is to provide learners with ‘real world experience’ as far as possible during their studies as preparation for the world of business; this dovetails with DBS’s overall strategy of producing ‘work ready graduates’, the panel was informed.

The panel welcomed these developments, particularly as it facilitated greater learner engagement for learners online. The programme team also told the panel that all lectures are recorded, providing opportunities for learners to review material either individually or in peer study groups at their own pace.

The panel is satisfied that this criterion has been met.

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
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

The panel is satisfied that the learning environment is consistent with the needs of the programme’s learners.

As noted in Criterion 7 above, DBS has invested in the physical and ICT infrastructure in recent years. The programme team advised the panel that many of the changes to the physical spaces facilitated learners to undertake group project work which, as noted in Criterion 5 and Criteria 10 & 11, is a particular feature of the curriculum structure as well as the teaching, learning and assessment strategies proposed for the programme.

The panel found that DBS also has in place a variety of learner support services that range from academic support to technical support with ICT to pastoral care, all designed to meet the needs of learners on the programme. See Criterion 11 for more information on how learners are guided and cared for.

The panel is satisfied that the learners are supported by lecturers, mentors and supervisors and that, as outlined in Criterion 6 there is a sufficient number in place to run the programme as planned. The DBS team stated that peer review and peer study was particularly encouraged as part of the approach to the programme as there is an emphasis on creating a culture of collaboration between learners. It was reported that, in turn, this supported the development of the necessary teamwork skills and desired graduate attributes required for employment in the trading and investing sector.

The panel welcomed the fact that the Student Handbook was very comprehensive, with up to date, accessible information, with good links throughout.

The panel is satisfied that the criterion has been met.

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

The panel is satisfied that there are sound teaching and learning strategies in place for the programme.

The Programme Team advised the panel that a variety of teaching and learning methods are used. These include asynchronous content, with built in checks for reflection, to explain the theoretical underpinnings and concepts and to contextualise the practical aspects of trading and investing.

Other methods include practical in-class and online workshops which provide scenario-based problems in the trading and investment fields to ensure that learners understand which principles and concepts operate in real life settings. The exercises used are designed to allow them to test a range of tools to provide work-based problems with appropriate solutions.

Course material is provided on Moodle, and includes directed e-learning objects, such as annotated case studies, videos and reading and exercises, where the lecturer provides prescriptive guidance on interacting with the objects. The directed e-learning objects supplements the in-class and online learning.

This integrated approach, with a mix of in-class teaching, peer learning and self-directed learning, is supported by formative assessment in class, such as individual and group exercises, online polling, and interactive presentation applications.

The use of group projects as a teaching tool was noted. While the panel agrees that this is a valid and useful method, they did express some concern about the balance between group and individual assessment used across the modules on the programme, including the Capstone Project which is envisaged as a group project. This is discussed in some detail in Criterion 10 below.

The panel is satisfied that that the criterion has been met.

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

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁶</p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.¹⁷</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written <i>programme assessment strategy</i> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.¹⁸</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.¹⁹</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Trading and Investing	Partially	See conditions set by the panel in relation to the overall balance in the assessment strategy and the specific condition in relation to the research methods and capstone project.
Postgraduate Diploma in Science in Trading and Investing	Partially	See condition set in relation to the overall balance in the assessment strategy.

The panel is not fully satisfied that the assessment strategy is soundly based, particularly in relation to the balance between group and individual assessments.

The panel noted that, roughly estimated, 79% of assessments were group-based. The panel considered that this was high and was unusual in these type of programmes. DBS indicated that their own research on similar programmes showed that group-based assessments were relatively common and opted for this approach as, in their view, it simulated the work environment where there was a requirement for a high level of collaborative teamwork. The panel said that, while teamwork was key, it was essential that individuals were clear that they were accountable for their own decisions and that this should also be reflected in the way projects were assessed.

¹⁶ See the section on transitional arrangements.

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

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

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

DBS confirmed that there is always an individual mark assigned in each assessment, with learners being required to keep a reflective journal for instance on their individual contribution. In addition, DBS said that each member of the group is invited to provide an indicative mark on their peers' contribution to the overall project, providing a corrective if appropriate.

DBS also told the panel that it had clear processes in place for any disputes or conflicts arising within teams/group projects which mitigated the risk of individual team members losing out because of a lack of engagement or performance by project colleagues. It was noted that supervisors and mentors kept in close contact with the team over the course of group projects to ensure that there was an equitable distribution of effort and to mediate in any conflict or pressure arising.

The panel was particularly concerned that the capstone project in Module 9: *Applied Trading and Investing Team Capstone* was totally team-based. It was noted that Module 8: *Research Methods for Team Capstones* also emphasised a team-based research approach. The panel pointed out that the MSc is an award to individuals in Trading and Investment, not an award in teamwork per se: this should be reflected in the assessment of each individual's skills and competencies with marks allocated to each individual's demonstrable performance.

The panel set a condition in this regard based on ensuring that the larger part of each learner's mark relates to individual work on the Capstone Module 9 that does not require the direct input of other students. At the same time, the panel encourages the Programme Team to continue to engender a collaborative aspect to the project as appropriate.

In relation to Module 8 (Research Methods), DBS described the process whereby research methods are engaged with and taught through a simulation of a typical problem that might arise in the trading and investment environment. Guided by supervisors, the team is expected to go through the research process, including, for instance, using methods to clarify the issue, set project milestones, gather and analyse data, carry out a risk assessment, justify the reasons for data selection and produce a business research report as an end product. DBS indicated that this process then leads on, in an integrated way, to a team capstone project in Module 9.

The panel found that the module descriptor and MIMLOs for Module 8 were generic in nature and did not align with the description outlined at the review session and described above: this would need to be reviewed as part of the overall assessment review (see Criterion 5 in relation to suggested changes to this and other modules) that the panel requested.

The panel set the following conditions:

Condition 1

It is a condition that the capstone module (*Module 9: Applied Trading and Investing Team Capstone*) and the associated module (*Module 8: Research Methods for Team Capstones*) be reviewed such that the overall level of assessment is balanced in favour of individual assessment in Module 9.

As there is a high level of group-based assessment through the programme, the panel considered that DBS should review the balance between group-based assessment and individual assessment in the overall programme, with a view to aligning it with similar programmes in DBS and other colleges. This is in addition to the condition set in relation to Modules 8 and 9 above.

Condition 2

It is a condition that DBS review the amount of group-based assessment proposed for the programme with a view to aligning the level with other programmes of this nature within DBS and other institutions through an overall reduction in the level of group-based assessment.

The panel is not satisfied that the criterion has been fully met.

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

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²⁰.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²¹ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

The panel is satisfied that learners enrolled on the programme are well informed, guided and cared for.

The panel was informed of the many services available to support learners from pre-enrolment to induction to ongoing support and information on career opportunities. The DBS support team tracks learner engagement from an early stage and plans appropriate interventions to support learners who may be experiencing difficulties. The support team liaises with the Programme Team on these matters.

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

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

An external company providing counselling services has been retained by DBS with the stipulation that a learner needing support receive contact from the service within 72 hours of a referral.

It was stated that the location of Students Services was beside the Common Room, which is the main hub of learner activity. This proximity promoted ease of access to, and engagement with, services. A designated Programme Coordinator provides the first point of contact, usually on a face-to-face basis, for learners who may have queries on a wide range of topics.

DBS uses a variety of communication methods to ensure that learners know about the range of services available, including channels provided by the Student Council, class reps, mentors, lectures, social media, email, website and noticeboards. The college uses the concept of 'themed weeks' to draw attention to particular, important aspects of college life that are supported by the college by a range of activities.

Any learner with special educational needs can register with the Disability Officer who is tasked with providing as much supports as possible.

DBS also supports learners to actively participate in various clubs and societies, from sporting clubs to musical societies, to enable learners to mix and socialise during their time in the college.

DBS organises a system of trained Class Reps so that learners have the opportunity to provide feedback to the college on any aspect of their experience as learners. DBS uses surveys, as well regular meetings with representatives for this purpose.

Commendation 3

The panel commends DBS for its evident student-centric approach and its commitment to ensuring a very positive student experience across its increasingly diverse portfolio.

The panel is satisfied that this criterion has been met.

Criterion 12. The programme is well managed

<ul style="list-style-type: none"> 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 assurance²² 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
MSc in Trading and Investing	Yes	
Postgraduate Diploma in Science in Trading and Investing	Yes	

The panel is satisfied that there are effective structures in place for the governance and management of the programme under review. These are clearly outlined in DBS’s Quality Assurance Manual which has QA approval from QQI. The academic management of the programme is the responsibility of the Programme Level Manager, supported by an Assistant Academic Director and the Academic Director, the discipline lead.

Structures include a Programme Team and a Programme Board, the latter with representatives from both faculty and learners. Through regular meetings that involves a review of feedback from faculty members and learners, any amendments deemed necessary are discussed and brought to DBS’s Board of Studies for formal consideration. If amendments are approved, these are implemented in a manner that is consistent within the scope allowed by QQI for programmes that have been validated.

The panel is satisfied that this criterion has been met.

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

Part 3. Overall recommendation to QQI

3.1 MSc in Trading and Investing

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 conditions set.	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. The programme meets satisfactorily meets 11 of the criteria and the panel is satisfied to recommend validation of the programme.

Commendations

1. The panel commends the commitment of the proposing team in DBS in identifying the market and educational opportunity and bringing it to life in documentation and during the validation visit.
2. The panel commends DBS for the exceptional quality of the documentation provided for this programme validation. The extent, thoroughness and accuracy of the documentation was particularly noted and appreciated.
3. The panel commends DBS for its evident student-centric approach and its commitment to ensuring a very positive student experience across its increasingly diverse portfolio.

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

1. It is a condition that the capstone module (Module 9: Applied Trading and Investing Team Capstone) and the associated module (Module 8: Research Methods for Team Capstones) be reviewed such that the overall level of assessment is balanced in favour of individual assessment in Module 9.
2. It is a condition that DBS review the amount of group-based assessment be undertaken with a view to aligning the level with other programmes of this nature within DBS and other institutions through an overall reduction in the level of group-based assessment.

Postgraduate Diploma in Science in Trading and Investing::

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 condition set.	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. The programme meets satisfactorily meets 11 of the criteria and the panel is satisfied to recommend validation of the programme.

Commendations

1. The panel commends the commitment of the proposing team in DBS in identifying the market and educational opportunity and bringing it to life in documentation and during the validation visit.
2. The panel commends DBS for the exceptional quality of the documentation provided for this programme validation. The extent, thoroughness and accuracy of the documentation was particularly noted and appreciated.
3. The panel commends DBS for its evident student centric approach and its commitment to ensuring a very positive student experience across its increasingly diverse portfolio.

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

1. It is a condition that DBS review the amount of group-based assessment be undertaken with a view to aligning the level with other programmes of this nature within DBS and other institutions through an overall reduction in the level of group-based assessment.

Summary of recommended special conditions of validation

1. It is a condition that the capstone module (Module 9: Applied Trading and Investing Team Capstone) and the associated module (Module 8: Research Methods for Team Capstones) be reviewed such that the overall level of assessment is balanced in favour of individual assessment in Module 9.
2. It is a condition that DBS review the amount of group-based assessment be undertaken with a view to aligning the level with other programmes of this nature within DBS and other institutions through an overall reduction in the level of group-based assessment.

Summary of recommendations to the provider

1. It is recommended that DBS consider an entry route for this programme that more easily accommodates potential learners from a non-cognate discipline.
2. It is recommended that DBS consider offering a bridging programme to cover topics elements of mathematics and statistics at a fundamental level so that learners begin the Level 9 programme with the competencies needed to effectively engage with the course material from the beginning of the formal programme.
3. It is recommended that DBS consider the following points raised by the panel in relation to the programme modules:

Module 1: Securities Markets Structure and History

Bring micro working of markets more to the fore; this topic is covered implicitly but might benefit from further highlighting.

Module 2: Financial Econometrics

- Frontload basic maths (through a bridging programme, see Criterion 4 on this point also) or consider having asynchronous content that learners can take outside of class time.
- Relate econometrics more to real life, e.g. highlight market 'bubbles', demonstrating there is no ideal model; this provides a greater link between theory and practice.

Module 3: Technical Analysis and Financial Visualisation

Connect theory/real life to technical analysis. For instance, review the existence of possible anomalies in the number of years in a market cycle.

Module 4: Financial Reporting and Fundamental Analysis

Review the assessment approach to allow for formative assessment if appropriate.

Module 5: Portfolio planning, Risk management and Valuation

No changes recommended.

Module 6: ESG, Ethics and Regulation in Trading and Investing

- It is worth emphasising different rating models of ESG exist and there is no consistency in this evolving concept and the module content should be kept under review.
- Provide examples of difference Codes of Governance, e.g. UK/Irish Codes of Governance are different to US and other countries (note that the FRC website has good material on governance which may provide useful context).

Module 7: Applied Financial Market Analytics

No changes recommended.

Module 8: Research Methods for Team Capstones and Module 9: Applied Trading and Investing Team Capstone

- Implement the condition set by the panel in Criterion 10 in relation to the balance of assessment methods.
- It is also recommended to review content of module 8 (MIMLO and indicative content) to reflect the simulation aspect of the programme described by the DBS team at the panel review session. Currently, as outlined in the programme documentation, it has a large focus on traditional research skills without application to the context of investment and trade.


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 Pio Fenton

Date: 27/02/2024

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)

Master of Science in Trading and Investing FT

Name of Provider:		Dublin Business School												
Programme Title		Master of Science in Trading and Investing (With embedded Postgraduate Diploma in Trading and Investing)												
Award Title		Master of Science in Trading and Investing												
Stage Exit Award Title		Postgraduate Diploma in Science in Trading and Investing												
Modes of Delivery (FT/PT):		Full-time												
Teaching and learning modalities		In-class Face-to-Face; Live Online (synchronous); Asynchronous (OnDemand)												
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):			Stage NFQ Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	9	7	Award			9	90	January 2024	0412					
Module (Up to 70 Characters including spaces)	Title	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status	NFQ Level where specified	Credit Units HET Credits	Total Hours	Class or equivalent Contact	Directed e-learning	Hours of independent learning	Work-based learning	C.A. %	Supervised Project %	Demonstration %	Proctored Practical
	Securities Markets Structure and History	1	M	9	5	125	24	50	51		100			
	Financial Econometrics	1	M	9	10	250	48	50	152		100			
	Technical Analysis and Financial Visualisation	1	M	9	10	250	48	50	152		100			
	Financial Reporting and Fundamental Analysis	1	M	9	5	125	24	50	51		100			
	Portfolio planning, risk management and valuation	2	M	9	10	250	48	50	152		100			
	ESG, Ethics and Regulation in Trading and Investing	2	M	9	5	125	24	50	51		100			
	Applied Financial Market Analytics	2	M	9	10	250	48	50	152		100			
	Investment Portfolio Research and Preparation	2	M	9	5	125	24	50	51		100			
	Applied Trading and Investing Capstone	3	M	9	30	750	6		744			100		
Special Regulations (Up to 280 characters)		Learners must complete the DBS OnDemand Python introduction lessons before commencing the programme. *FT Learners take 30 ECTS per semester.												

** Students will not progress to Applied Trading and Investing Capstone unless all taught modules have been passed i.e. 60 ECTS.

**Students only have two opportunities to successfully complete the Applied Trading and Investing Capstone. Learners who do not successfully complete this module after two opportunities will be Exited from the programme with the Postgraduate Diploma award.

Master of Science in Trading and Investing PT

Name of Provider:		Dublin Business School																
Programme Title		Master of Science in Trading and Investing (With embedded Postgraduate Diploma in Trading and Investing)																
Award Title		Master of Science in Trading and Investing																
Stage Exit Award Title		Postgraduate Diploma in Science in Trading and Investing																
Modes of Delivery (FT/PT):		Part-time																
Teaching and learning modalities		In-class Face-to-Face; Live Online (synchronous); Asynchronous (OnDemand)																
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):			Stage NFQ Level	Stage Credit (ECTS)		Date Effective		ISCED Subject code							
Major	9	7	Award			9	90		January 2024		0412							
Module (Up to 70 Characters including spaces)	Title	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)							
			Status	NFQ Level where specified	Credit Units	Total Hours	Contact Hours	Class or equivalent	Directed e-learning	Hours of independent learning	Work-based learning effort	C.A. %	Supervised Project %	Practical	Proctored	Written Exam	Proctored	
					HET Credits													
Securities Markets Structure and History		1	M	9	5	125	21	50	54		100							
Financial Econometrics		1	M	9	10	250	42	50	158		100							
Technical Analysis and Financial Visualisation		2	M	9	10	250	42	50	158		100							
Financial Reporting and Fundamental Analysis		1	M	9	5	125	21	50	54		100							
Portfolio planning, risk management and valuation		2	M	9	10	250	42	50	158		100							
ESG, Ethics and Regulation in Trading and Investing		3*	M	9	5	125	21	50	54		100							
Applied Financial Market Analytics		3*	M	9	10	250	42	50	158		100							
Investment Portfolio Research and Preparation		3*	M	9	5	125	21	50	54		100							
Applied Trading and Investing Capstone		4*	M	9	30	750	6		744			100						
Special Regulations (Up to 280 characters)		*PT Learners take 20 ECTS per taught semester. ** Students will not progress to Applied Trading and Investing Capstone unless all taught modules have been passed i.e. 60 ECTS.																

Semester 3 at Part Time is the first semester of the second year, and Semester 4 is the second semester of that same year.

Postgraduate Diploma in Science in Trading and Investing FT

Name of Provider:		Dublin Business School											
Programme Title		Postgraduate Diploma in Science in Trading and Investing											
Award Title		Postgraduate Diploma in Science											
Stage Exit Award Title		N/A											
Modes of Delivery (FT/PT):		Full-time											
Teaching and learning modalities		In-class Face-to-Face; Live Online (synchronous); Asynchronous (OnDemand)											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):			Stage NFQ Level	Stage Credit (ECTS)		Date Effective	ISCED code	Subject		
Major	9	7	Award			9	60		January 2024	0412			
Module Title (Up to 70 Characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Units	Total Hours	Class or equivalent Contact Hours	Directed e-learning	Hours of independent learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored Practical Demonstration %	Proctored Written Exam %
				HET Credits									
Securities Markets Structure and History	1	M	9	5	125	24	50	51		100			
Financial Econometrics	1	M	9	10	250	48	50	152		100			
Technical Analysis and Financial Visualisation	1	M	9	10	250	48	50	152		100			
Financial Reporting and Fundamental Analysis	1	M	9	5	125	24	50	51		100			
Portfolio planning, risk management and valuation	2	M	9	10	250	48	50	152		100			
ESG, Ethics and Regulation in Trading and Investing	2	M	9	5	125	24	50	51		100			
Applied Financial Market Analytics	2	M	9	10	250	48	50	152		100			
Investment Portfolio Research and Preparation	2	M	9	5	125	24	50	51		100			
Special Regulations (Up to 280 characters)	*FT Learners take 30 ECTS per semester.												

Postgraduate Diploma in Science in Trading and Investing PT

Name of Provider:		Dublin Business School													
Programme Title		Postgraduate Diploma in Science in Trading and Investing													
Award Title		Postgraduate Diploma in Science													
Stage Exit Award Title		N/A													
Modes of Delivery (FT/PT):		Part-time													
Teaching and learning modalities		In-class Face-to-Face; Live Online (synchronous); Asynchronous (OnDemand)													
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):			Stage NFQ Level	Stage Credit (ECTS)			Date Effective	ISCED code	Subject code			
Major	9	7	Award			9	90			January 2024	0412				
Module (Up to 70 Characters including spaces)		Title	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
				Status	NFQ Level where specified	Credit Units	Total Hours	Class or equivalent Contact Hours	Directed e-learning	Hours of independent learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored Practical Demonstration %	Proctored Written
						HET Credits									
		Securities Markets Structure and History	1	M	9	5	125	21	50	54		100			
		Financial Econometrics	1	M	9	10	250	42	50	158		100			
		Technical Analysis and Financial Visualisation	2	M	9	10	250	42	50	158		100			
		Financial Reporting and Fundamental Analysis	1	M	9	5	125	21	50	54		100			
		Portfolio planning, risk management and valuation	2	M	9	10	250	42	50	158		100			
		ESG, Ethics and Regulation in Trading and Investing	3*	M	9	5	125	21	50	54		100			
		Applied Financial Market Analytics	3*	M	9	10	250	42	50	158		100			
		Investment Portfolio Research and Preparation	3*	M	9	5	125	21	50	54		100			
Special Regulations (Up to 280 characters)		*PT Learners take 20 ECTS per taught semester.													

Semester 3 at Part Time is the first semester of the second year.