Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	MSc in Information Systems with Computing (embedded exit award Postgraduate Diploma in Science in Information Systems with Computing)

Independent Panel Members

Name	Role on Panel	Affiliation
Professor Paul Stynes	Chair	Dean of School of Computing, National College of Ireland
Trudi Barnett	Report Writer	Independent
Dr John Healy	Academic Representative	Department of Computer Science & Applied Physics, ATU Galway
Dr Natalie Culligan	Academic Representative	Faculty of Science & Engineering, Maynooth University
Dr Abdel-Karim Al-Tamimi	International Academic Representative	School of Computing and Digital Technologies, Sheffield Hallam University
Mark Kelly	Industry Representative	AI Ireland
Anastasia Potyagalova	Student Representative	Dublin City University (DCU)

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

Part 1. Introduction

The Master of Science (MSc) in Information Systems with Computing, along with its embedded Postgraduate Diploma, is a leading Level 9 programme at Dublin Business School (DBS). Designed to address the growing demand for IT professionals, it combines academic rigour with practical skills in areas such as data analytics, software engineering, and enterprise information systems. The programme prepares graduates to meet the challenges of a rapidly evolving tech industry.

With nearly 50 years of experience, DBS is recognized for delivering student-focused education that aligns with industry needs. DBS has a diverse portfolio with over 9,000 students and significant resources, including 70,000 square feet of classroom space and state-of-the-art IT labs, which demonstrate the institution's capacity to support the delivery of a technology-focused programme.

First launched in 2008 and revalidated by QQI in 2013 and again in 2019, the programme has incorporated significant updates to its structure and content. These changes reflected valuable feedback from students, graduates, industry partners, and academic staff, ensuring the programme remained responsive to industry trends and stakeholder needs. This commitment to continuous improvement has positioned the MSc as a leader in preparing graduates for both professional advancement and research opportunities.

As part of the current revalidation process, the programme has undergone a comprehensive review to further align with QQI standards and to modernise the curriculum. Key updates include a stronger focus on emerging technologies such as data visualisation and web development, as well as enhancements to teaching, learning, and assessment strategies to ensure alignment with industry needs.

Since its acquisition by Kaplan International in 2003, DBS has consistently delivered student-focused education supported by modern facilities, expert faculty, and flexible delivery modes. This ensures that the MSc caters to a diverse student population, including recent graduates and professionals seeking career progression. The programme exemplifies DBS's mission to provide industry-relevant education, equipping graduates with the skills to excel in today's dynamic IT landscape.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Agenda Programme Review	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS
2.	QQI Criteria and Handbook	QQI Awards Standards in Science, Computing and Assessment
3.	Programme Review Report	Programme Review Report – MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
4.	Programme Document	Programme Document - MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS

5.	Programme Reports	Board Report Computing 2022 Board Report Computing 2023
6.	Learner and Alumni Feedback	Class Representative Meeting Notes Current Student Learners Feedback Alumni Survey Results 2024 Industry Feedback (Responses) 2024 Current Student Feedback (Responses)
7.	Independent Evaluation Report	IER MSc Computing & Systems
8.	External Examiner Reports	External Examiner Annual Report 2324 External Examiner End of Year Report 2021 External Examiner Annual Report 2122 External Examiner Annual Report 1920
9.	Exam Papers/ CA Samples (Module Documents)	Web Development for Information Systems Computer Systems Security Data Analytics and Visualisation Enterprise Information Systems Applied Research Methods Web and Mobile Technologies Programming for Information Systems Networks and Systems Administration Advanced Databases Software Engineering
10	Enrolment, Progression and Attendance Data	Attendance Progression Statistics (33) BMS09ISCQ.xlsx PG24222_Cert of Validation_MScInfoSystwComp_extension2019-25.pdf MSc IS_Stats.xlsx MSc in Info sys with comouting.xlsx Demographics BMS09ISCQ.xlsx
11	Certificate of Validation	Copy of PG24222_ Cert of Validation_MScInfoSystwComp_extension2019-25.pdf
12	Board of Studies	Minutes: 2020, 2021, 2022, 2023
13	SLATE2.pdf	Dublin Business School SLATE2 2023
14	RIPE23-Research, Innovation , Practice, Enterprise Strategy.pdf	Dublin Business School 2023-2026
15	Module Document	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
16	Sample Assessment Materials	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
17	Programme Team CVs	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
18	Placement Handbook	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS

19	Dissertation Handbook	Postgraduate Business Dissertation Guidebook
20	Programme Handbook	MSc in Management Practice NFQ Level 9, 90 ECTS
21	DBS ERRATA Note	MSc in Management Practice NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science of Management Practice NFQ Level 9 60 ECTS
22	DBS Postgraduate Business Guide Book	DBS Postgraduate Business Guide Book.pdf
23	DSB Postgraduate Applied Research Project Guidebook	Postgraduate Computing Applied Research Project Guidebook
24	Terms of Reference	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
25	Programme Team CVs	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
26	DBS Programme Handbook	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
27	Module & Assessment Document	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
28	DBS Cover Letter Declaration	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
29	DBS Deed of Guarantee	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
30	DBS Fee Cover Note	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
31	PEL Refund Arrangements Document	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS
32	Confirmation of Approved Positive Self-Evaluation by Provider	MSc in Information Systems with Computing NFQ Level 9, 90 ECTS & Postgraduate Diploma in Science in Information Systems with Computing NFQ Level 9 60 ECTS

2.2 Provider's Representatives Met

	Person	**Role / Job Title**

1.	Dr Lori Johnston	Academic Dean
2.	Dr David Williams	Academic Director
3.	Dr Paul McEvoy	Assistant Academic Director
4.	Dr Shazia Afzai	Programme Level Manager
5.	Amy Hayes	Programmes Manager
6.	Nicholas Kelly	Faculty Manager
7.	Vincent Raepsaet	Faculty Manager (Training)
8.	Shane Mooney	Head of Student Experience
9.	Darragh Breathnach	Registrar & Director of Campus Operations
10	Anita Dwyer	Assistant Registrar
11	Kesya Rodrigues	Business Manager
12	Sarah Sharkey	Student Engagement Officer
13	Trevor Haugh	Head of Academic Information & Resource Centre/Library
14	Tanya Balfe	Admissions Manager
15	Francisca Knight	Head of Academic Operations
16	Bujar Raufi	Lecturer
17	Kingsley Ibomo	Lecturer
18	Pete Cassidy	Lecturer
19	Rudi O Reilly Meehan	Lecturer
20	Alexander Victor	Lecturer
21	Ehtisham Yasin	Lecturer
22	Obinna Izima	Lecturer
23	Others	Students/Graduates

2.3 Description of evaluation process

The panel's evaluation process for the MSc in Information Systems with Computing and the Postgraduate Diploma in Science in Information Systems with Computing was aimed at ensuring the programmes meet high standards of quality, relevance, and compliance with QQI regulations.

This comprehensive review involved a thorough analysis of the programme's documentation, stakeholder engagement, and alignment with current industry needs. The panel assessed the

structure of the curriculum, the clarity and alignment of learning outcomes, and the suitability of assessment methods to ensure they supported the overarching goals of the programme.

Stakeholder engagement was a critical element of the evaluation. DBS actively included input from students, alumni, faculty, and industry representatives. Both past and current students shared their perspectives on the programme, focusing on aspects such as workload, assessment practices, and overall learning experience. Alumni provided quite specific feedback on how the programme had prepared them for industry roles, highlighting the applicability of skills and knowledge acquired. Faculty members contributed insights on pedagogy and programme delivery, while industry stakeholders emphasized the alignment of the curriculum with emerging trends in information systems and computing.

The panel placed particular emphasis on access in particular recognition of prior learning, the diversity and authenticity of assessments in light of generative AI, ensuring they accommodated the varied needs of learners while offering opportunities to demonstrate competence, future proofing the curriculum structure to incorporate newer technologies, and stakeholder engagement. This included a detailed review of the alignment of module-level learning outcomes with the overall programme objectives.

Benchmarking against comparable programmes ensured that the MSc and Postgraduate Diploma maintained relevance and quality on a national and international scale. Attention was given to key industry trends such as data analytics, cloud computing, artificial intelligence, and systems integration to confirm the curriculum addressed these critical areas.

Through this structured and collaborative process, the panel ensured the DBS MSc in Information Systems with Computing and the associated Postgraduate Diploma are positioned to deliver high-quality education, respond effectively to industry demands, and meet the diverse needs of students.

Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence. References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management

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

Commentary:

The panel recognizes that the review was conducted in alignment with QQI's statutory requirements and best practices. The context and scope of the review were clearly defined, incorporating both internal and external stakeholder feedback. The inclusion of a structured approach to addressing programme alignment with market needs, student outcomes, and industry trends is commendable.

The review demonstrated a proactive approach to integrating feedback from diverse stakeholders, ensuring the terms of reference provided a solid foundation for evaluating the programme's performance and areas for development.

The main programme changes under consideration are as follows:

- A new module, Research Methods.
- Retire **Software Engineering** (5 ECTS) module.
- Two separate elective modules, Applied Research Project or Dissertation.
- Other small changes have been put forward, such as updating certain module learning outcomes.

Recommendations:

The Panel is satisfied with the context and terms of reference for the programme review and has no specific recommendations to make.

Section B. Provider Information and Programme Context

Commentary:

The panel acknowledges the detailed overview provided by DBS, which highlights its strategic commitment to student success and alignment with institutional goals. The efforts to integrate international student needs through tailored orientation and support services reflect the provider's focus on inclusivity and accessibility.

The programme's alignment with industry requirements and its responsiveness to technological trends were clearly articulated. The inclusion of a Postgraduate (Higher) Diploma exit award was particularly noted as an excellent initiative to support student progression.

Recommendations:

The Panel is satisfied with the provider information and programme context and has no specific recommendations to make.

Section C. Baseline qualitative and quantitative information

Programme Data Overview

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

Commentary:

The quantitative data presented offered valuable insights into student demographics, progression, and graduate destinations. The analysis of enrolment trends and student progression reflects the programme's effectiveness in meeting educational and professional goals.

Graduates have successfully secured employment in roles such as Associate Analyst, Software Engineer, and Engineer, with prestigious employers including JP Morgan, Apple, and Sagax Technologies. The document details that 55% of MSc graduates obtained employment within two months of completing their programme. This rapid transition to the workforce demonstrates the programme's alignment with market needs and its effectiveness in equipping learners with job-ready skills.

The inclusion of practical and transferable (essential) skills, such as teamwork, self-management, and leadership, further enhances the employability of graduates. Furthermore, the integration of core computing areas such as software engineering, web technologies, and data analytics ensures that students are prepared for industry roles, including consultancy and systems analysis. Feedback from alumni and employers confirms the direct applicability of the knowledge and skills gained during the programme.

These outcomes, combined with the programme's ability to prepare graduates for global opportunities, affirm its relevance and quality in a competitive field.

Recommendations:

The Panel is satisfied with the baseline qualitative and quantitative data and has no specific recommendations to make.

Programme Delivery and Teaching & Learning Strategies

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

Commentary:

The panel commends the institution's efforts to foster an engaging and inclusive learning environment. The introduction of innovative modules, such as "Web Development for Information Systems," addresses identified gaps and enhances the programme's relevance to current industry needs.

The use of diverse assessment methods and reflective practices supports varied learning styles and ensures students have meaningful opportunities to demonstrate their competencies. The integration of emerging technologies, such as Generative Artificial Intelligence (GenAI), was

noted as a forward-thinking approach. The panel commends DBS efforts to create and ensure an engaging and inclusive learning environment. This is underpinned by a robust teaching and learning strategy that prioritises student-centred approaches, ensuring accessibility for all students. The expertise of the teaching team, with a mix of academic and industry practitioners, significantly enhances the delivery of the curriculum. Their ability to incorporate real-world insights and current industry practices adds value to the educational experience, preparing students for professional challenges.

The introduction of innovative modules, such as "Web Development for Information Systems," reflects a proactive response to identified gaps and strengthens the programme's alignment with current industry needs. These modules are designed to equip students with cutting-edge skills in areas such as programming, data visualization, and systems integration, ensuring their relevance in a competitive job market.

The use of diverse assessment methods, including project-based assessments, case studies, and reflective practices, caters to varied learning styles and provides students with meaningful opportunities to demonstrate their competencies. Finally, the integration of emerging technologies, such as Generative Artificial Intelligence (GenAI), further highlights the institution's forward-thinking approach and commitment to embedding innovative tools in the learning process.

Recommendations:

The Panel is satisfied with the Programme Delivery and Teaching and Learning Strategy and has several recommendations with respect to Teaching and Learning. A number of recommendations have been made to further strengthen teaching, learning and assessment. These can be observed in Part 2 of this document (The Independent Evaluation Report on the validation of the programme). They do not specifically relate to the programme review.

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

Feedback from current students and graduates highlights the programme's success in providing a positive educational experience. Students commended the programme's alignment with career objectives and its focus on practical, industry-relevant skills.

The testimonials from graduates further emphasized the programme's effectiveness in preparing them for professional roles, with many noting the practical applicability of their learning.

Recommendations:

The Panel is satisfied with the evaluation of the programme by stakeholders and has no specific recommendations to make.

Evaluation of the programme by Staff

Commentary:

Feedback from staff members highlights their strong engagement in the programme's development and delivery. The teaching team's diverse expertise ensures a curriculum that is both theoretically robust and practically relevant. Staff with expertise in fields such as web development, data analytics, and systems integration bring current industry practices into their teaching, providing students with real-world insights that enhance the learning experience.

The panel notes the faculty's commitment to professional development. Many staff members participate in activities such as workshops on emerging technologies, including Generative Artificial Intelligence (GenAI), and pedagogical training sessions to refine teaching strategies. This reflects a culture of continuous improvement and aligns with the institution's goals of fostering innovation and inclusivity in education.

The collaborative culture within the teaching team further strengthens the programme. Regular sharing of best practices and interdisciplinary collaboration contribute to the integration of advanced teaching methods. Modules such as "Web Development for Information Systems" and "Data Analytics and Visualization" benefit from cross-disciplinary input, ensuring alignment with complex industry demands. Faculty also engage in reflective practices and curriculum reviews, demonstrating their commitment to maintaining high standards and responding to the evolving needs of students and the sector. The teaching team's commitment to professional development further enhances the programme's quality. Faculty regularly engage in upskilling activities, such as attending workshops on emerging technologies and participating in pedagogical training to refine teaching strategies. This dedication to continuous improvement aligns with the institution's goal of fostering an inclusive and innovative learning environment.

Recommendations:

The Panel is satisfied with the evaluation of the programme by staff and has no specific recommendations to make.

External Examiner Feedback

Commentary:

The external examiners' reports affirmed the programme's adherence to academic and professional standards.

Examiners noted challenges faced by some students who appeared less prepared for the demands of a Level 9 award, highlighting the need for robust entry requirements and additional preparatory supports where necessary. While most students performed well and engaged effectively, the panel suggested improvements to ensure consistent academic readiness among all entrants.

The examiners acknowledged the institution's commitment to providing diverse and authentic learning experiences. The teaching team's responsiveness to previous feedback, including refinements in curriculum and assessment strategies, was also commended.

Overall, the external examiners recognized the programme's strong foundation while providing constructive insights to further enhance academic outcomes and ensure alignment with Level 9 standards.

Recommendations: The Panel is satisfied with the evaluation of the programme by the external examiner and has no specific recommendations to make.

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The establishment of a transparent complaints and appeals process was noted as a critical component of the institution's quality assurance framework. Positive feedback from learners indicated trust in these mechanisms, further supporting the institution's commitment to quality.

Recommendations: The Panel is satisfied that DBS has good systems in place to monitor and support complaints, appeals and commendations and has no specific recommendations to make.

Quality Assurance Systems and Processes

Commentary:

The panel found the quality assurance systems to be robust and effective in monitoring programme delivery and learner outcomes. The integration of feedback loops enhances the responsiveness of the QA framework, ensuring continuous improvement.

The institution's proactive development of guidelines for new technologies, such as GenAI, was commended for promoting ethical engagement with emerging tools.

Recommendations: The Panel is satisfied that DBS has robust quality assurance systems and processes in place to monitor and support programme delivery and outcomes and has no specific recommendations to make.

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

Commentary:

The panel noted DBS's observation for the need for further enhancements to support the integration of online and hybrid delivery methods. Ensuring consistency in learner experience across delivery modes was identified as a priority.

Recommendations: The Panel has no specific recommendations to make in relation to this area.

Section F. Summary Analysis of the programme

Commentary:

The programme's balance between theoretical knowledge and practical application was evident, addressing both academic and professional objectives effectively. The revisions proposed, including new modules, retiring modules, updated module content and the introduction of applied modules, were well-justified and aligned with industry needs.

The introduction of new assessment methods and a focus on reflective practices demonstrate the institution's commitment to enhancing the learning experience and ensuring alignment with global standards.

Recommendations:

The Panel recommends that its recommendations, as outlined within the Independent Evaluation Report , be considered, and implemented in the revalidated programme**.**

Section G. Revision of the programme

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

Commentary:

DBS has proposed several changes to its programme, as follows:

Change Category	Summary of Change
Intakes – size, frequency	The addition of a third FT April Intake. Raising the maximum enrolment figure to 120 per intake (maximum 600 students per annum).
Modules added	The module 'Research Methods' has been added to the programme. The elective module 'Dissertation' has been added to the programme.
Modules removed	'Software Engineering' has been retired
Module content / MIMLOs	The module 'Applied Research Project' has been made an elective (in conjunction with the new 'Dissertation' capstone elective). MIMLOs have been updated.
Teaching and Learning Strategy	The Teaching and Learning strategy across modules has been reviewed and updated. A portion of teaching delivery in both Full Time and Part Time mode will formally move online.
Assessment Strategy	The assessment strategy across modules has been updated. Proctored exams have been removed from the programme, and practical demonstrations have been re-deployed under the broader category of Continuous Assessment)

The proposed revisions were supported by comprehensive stakeholder feedback and aligned with emerging trends in computing and information systems. The reduction of dissertation credits to introduce applied modules was noted as a strategic decision to enhance practical learning opportunities.

The panel commends the institution for its efforts to respond to market needs through curriculum enhancements and the incorporation of new technologies.

Recommendations:

The Panel is satisfied with the changes proposed by DBS, and the panel has no specific recommendations to make with this area.

Part 4. Overall Findings

In this section the panel will give its overall feedback on the conduct of the review and the findings therein. This feedback will inform future provider review processes and will also contribute to the refinement of any programmes being proposed for revalidation following this review process.

Section A. Commentary on review process:

The Panel is satisfied that the review process undertaken was a genuine critical self-evaluation of the programme. That the review process was collaborative, engaging a diverse range of stakeholders and aligning with QQI standards. The institution demonstrated a strong commitment to continuous improvement and responsiveness to feedback.

Section B. Recommendations on review process:

The Panel is satisfied that the revisions to the programme have been carefully considered and derived from feedback from the various stakeholders.

Section C. Commentary on programme revisions:

The revisions reflect a forward-thinking approach to curriculum design, addressing both learner and industry needs effectively. The panel supports the institution's ongoing efforts to refine and enhance the programme, ensuring its continued relevance and quality.

Section D. Recommendations on programme revisions:

Seven recommendations were identified by the Panel at the conclusion of the virtual visit and the Panel's evaluation of the programmes:

Recommendations:

1. Review Module Descriptions

Ensure that module descriptions are language-agnostic, particularly in modules such as Programming for Information Systems, which currently reference specific technologies like JavaScript and SQLite.

2. Devise a Word Count Strategy

Develop a consistent word count strategy for text-based reports to standardise expectations and improve clarity for both students and lecturers.

3. Student Induction on AI Guidelines

Implement a structured induction session for students on the guidelines for the use of Generative AI, as referenced in commendation no. 6.

4. Recognition of Prior Learning (RPL)

Include a dedicated section on Recognition of Prior Learning (RPL) in the Access and Progression section of the Programme Validation document (Section 4), with specific references to industrial certifications and relevant work experience.

5. Assessment Duration Management

Review the scheduling of assessments to ensure that their duration does not excessively reduce the lecturing time available within the semester.

6. Embedding Key Competencies in Assessment

Incorporate elements such as internationalisation, reflective practices, and soft skills (e.g., presentations) into assessment design to align with global standards and industry expectations.

7. Update Recommended Reading Lists

Conduct a comprehensive review of the recommended reading lists for all modules to ensure they adequately support the knowledge, programming languages, and technologies covered in the module content.

Signed: 

Panel Chairperson:

Date: 13th February 2025

Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

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

Part 1. Provider details

Provider name	Dublin Business School
Date of site visit	Tuesday 14th January 2025
Date of report	Monday 27th January 2025

Section E. Overall recommendations

Principal programme[1]	**Title**	Master of Science in Information Systems with Computing
	Award	Level 9
	Credit	90ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

Embedded programme 1[2]	**Title**	Postgraduate Diploma in Science in Information Systems with Computing
	Award	Level 9
	Credit	60ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

[1] Replace throughout with actual programme title.

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

Section F. **Expert Panel**

Name	Role	Affiliation
Professor Paul Stynes	Chair	Dean of School of Computing, National College of Ireland
Trudi Barnett	Report Writer	Independent
Dr John Healy	Academic Representative	Department of Computer Science & Applied Physics, ATU Galway
Dr Natalie Culligan	Academic Representative	Faculty of Science & Engineering, Maynooth University
Dr Abdel Karim Al-Tamimi	International Academic Representative	School of Computing and Digital Technologies, Sheffield Hallam University
Mark Kelly	Industry Representative	AI Ireland
Anastasia Potyagalova	Student Representative	Dublin City University (DCU)

Section G. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners *(FT)*	Maximum number of learners *(PT)*
Master of Science in Information Systems with Computing	120*	120*

*per intake

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

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

Panel Commentary on proposed enrolment:

The panel is satisfied with the proposed enrolment numbers, which are appropriate for the programme's capacity and resources. The institution has demonstrated that its facilities, teaching staff, and support systems are equipped to accommodate the planned cohort size while maintaining a high standard of delivery.

The panel acknowledges the provider's consideration of both domestic and international student needs, ensuring accessibility and inclusivity in enrolment processes.

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 MSc in Information Systems with Computing is designed for graduates and professionals seeking advanced expertise in information systems and computing. It equips learners with critical technical and analytical skills to solve complex problems in areas such as data analytics, software engineering, and enterprise information systems. The programme combines theoretical knowledge with hands-on practical learning, ensuring students can apply their skills to real-world challenges. Learners engage with a comprehensive curriculum that includes modules on programming, web development, and data visualization, as well as research and professional development. Flexible delivery modes accommodate diverse learning needs, making the programme accessible to both full-time students and working professionals. Graduates of the MSc are well-prepared for leadership roles in the IT sector, with opportunities to work in areas like data analysis, software development, and systems integration. The programme also provides a pathway to further research and academic advancement, ensuring graduates are equipped to succeed in a competitive and evolving global industry.
Target learner groups
This programme is aimed at learners with second class second division (2.2) honours undergraduate bachelor degree in a cognate area who wish to specialise in the field of information systems with computing with a view to entering industry. Cognate subjects include science, technology, computing, engineering, mathematics or related discipline. This programme may also be of interest to those with a second class second division (2.2) honours undergraduate bachelor degree in a non-cognate area plus 4 years professional experience in a related field and who require a qualification in this area in order to progress professionally. Learners will be assessed on a case-by-case basis. The programme has specific aims to cultivate a deep understanding of current and emerging computer technologies, particularly in the development and use of information systems. It also provides students with the knowledge and skills to effectively manage information technology within organisational contexts. Recognising the dynamic nature of the computing sector, the programme promotes the development of autonomous learning skills, enabling graduates to adapt to evolving industry needs. It also instils a strong ethical awareness, preparing graduates to respond thoughtfully to unforeseen challenges. Ultimately, this programme provides a comprehensive foundation for career development, innovation, and further study in the field of information systems and computing. Graduates will possess a critical understanding of core concepts, enhanced practical skills, and the research capabilities needed to excel in this dynamic field. Specific entry requirements for the MSc in Information Systems with Computing are laid out in detail in Section 4 of this document.

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

The teaching and learning modalities
The teaching and learning modalities for the MSc in Information Systems with Computing include: 1. **Classroom-Based Lectures**: On-site Face to Face/Synchronous Online. 2. **Practical Lab Sessions**: On-site lab computer sessions. 3. **Asynchronous**: On demand content. These modalities reflect a blended learning approach, combining face-to-face and online elements to suit diverse learner needs.

Summary of specifications for teaching staff		
Role	**Profile**	**WTE**
Lecturer	Lecturing staff will have a minimum of a Masters and/or PhD in the following areas: ● Computing science / Computing ● Quantitative methods and project management ● Information Systems ● Networking ● Cybersecurity ● Computer Technology ● Mathematics and statistics In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant experience may also be considered.	0.64
Academic Director	The Academic Director will be responsible for the overall management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme through Assistant Academic Directors and Programme Level Managers. The Academic Director is responsible for the suite of programmes in their discipline area and ensures programme offerings are current, employment-focused and academically robust and coherent in construct. The Academic Director provides academic leadership to Faculty and to Programme Teams in the development and delivery of high-quality, progressive, learner-centred education. The Academic Director role is focused around 3 distinct areas: ● Governance of discipline area programmes. ● Programme development, review, and retention for discipline areas. Programme innovation, employer engagement and foster business opportunity in the discipline area.	1
Assistant Academic Director	The Assistant Academic Director works alongside the Academic Director across many of their duties, including the management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme. The Assistant Academic Director also works in a student-facing capacity, through teaching and supporting students more generally throughout their time as DBS. The Assistant Academic Director role is focused around 3 distinct areas: ● Effective programme management and teaching, learning and assessment initiatives in DBS programmes.	1

	● Implementation of programme development, review, and retention initiatives in the discipline area. Supporting the discipline Academic Director in discipline development, enhancement and innovation including opportunities for business development, employer-facing initiatives and improved graduate outcomes.	
Programme Level Manager	The Programme Level Manager (PLM) provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise, keeping up to date with teaching and learning developments and being alert to best practice, providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries and requests for accommodations from learners.	1
Faculty Managers	The Faculty Managers (FM) are key members of the academic management team in DBS who assist the Head of Teaching Delivery and Content Production in the management of the academic full-time and part-time staff. Each Faculty Manager has direct line-management responsibility for a large number of staff, ensuring that programmes are staffed correctly, staff performance is measured and reviewed, annual budgets are prepared, costs are controlled, and reporting on academic performance to internal governance and quality boards. While FMs have overall responsibility for academic staff management, operational responsibility for academic management and support of students at programme level is the responsibility of Academic Directors.	1
Programme Coordinators	Programme Coordinators provide administrative support to learners and ensure all students are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning. Programme Coordinators are responsible for day-to-day management of student information and data.	1

Learning Activity	**Ratio of learners to teaching staff**
Classroom sessions	1:120
Workshops	1:30
Practical sessions	1:30
Online Class (live)	1:30

Panel Commentary on programme outline and staffing:

The panel commends the clear and well-structured design of the MSc in Information Systems with Computing and its embedded Postgraduate Diploma exit award. The programme outline is well-organized, with modules that build logically on one another to support the learning outcomes. The inclusion of relevant and emerging topics, such as information systems, software engineering, programming, advanced databases, web technologies, networking while also offering applied skills in contemporary topics such as data analytics, visualisation, mobile and social computing, ensures

the programme stays up-to-date with current industry needs and prepares students for real-world challenges.

The teaching team is a key strength of the programme. The staff are highly qualified, with a mix of academic expertise and industry experience. This combination provides students with both theoretical knowledge and practical insights. Many staff members actively engage in professional development, which ensures their teaching is relevant and informed by the latest developments.

The panel also acknowledges the strong culture of collaboration among the teaching team. This teamwork supports the delivery of a cohesive curriculum and ensures that complex topics are addressed effectively across modules. Staff are well-supported through clear performance management processes and opportunities for professional growth, which help maintain high standards of teaching.
Overall, the panel is confident that the programme outline and staffing arrangements meet the required standards. They contribute to a high-quality student experience and ensure graduates are well-prepared for careers in the IT sector.

Programmes being replaced (applicable to applications for revalidation)		
Code	**Title**	**Last enrolment date**
PG24222	MSc Information Systems with Computing	Sep 2025
PG24223	Postgraduate Diploma in Science in Information Systems with Computing	Sep 2025

Section H. Other noteworthy features of the application

The MSc in Information Systems with Computing, along with its embedded Postgraduate Diploma, stands out for its strong programme design, focus on practical skills, and alignment with industry needs. The application reflects DBS's commitment to delivering high-quality, innovative education that keeps pace with the rapidly changing sector.

The programme's curriculum is a key strength, blending theoretical knowledge with practical, job-ready skills. Modules such as Data Analytics and Visualisation, Advanced Databases, Web and Mobile Technologies, to name but a few, address current trends and ensure graduates are prepared for real-world challenges.

The teaching team brings both academic expertise and industry experience, enhancing the relevance of the programme. Faculty regularly participate in professional development, ensuring teaching practices stay current and innovative. Collaboration between staff further strengthens the programme, creating interdisciplinary connections that reflect the complexity of the field.

Students are well-supported throughout their studies, with clear communication about programme requirements, well-structured orientation sessions, and resources tailored to meet diverse needs. International students and those with additional learning needs benefit from targeted supports, showing DBS's commitment to accessibility and inclusion.

The institution provides excellent facilities, including modern IT labs and virtual learning tools, which help deliver the programme effectively. These resources promote student engagement and ensure

the programme meets its learning objectives. DBS's emphasis on gathering feedback from students, alumni, and employers ensures the programme stays relevant and continues to improve.

Strong governance and quality assurance processes underpin the programme. Regular monitoring, external examiner input, and compliance with QQI guidelines ensure high standards are maintained and that the programme evolves to meet changing demands.

Overall, the MSc in Information Systems with Computing is a well-designed programme that equips graduates with the knowledge, skills and competence, needed for success in the IT industry, making it highly relevant and valuable in today's job market.

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

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

N/A

Part 2. Evaluation against the validation criteria

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

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

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

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

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.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 1 and its sub-criteria (a-c). The provider meets the prerequisites outlined in Section 44(7) of the 2012 Act, demonstrating compliance with statutory and regulatory requirements. The validation submission is endorsed by the provider's chief executive, confirming its accuracy and adherence to applicable criteria.

		The panel is satisfied that the provider's quality assurance procedures are robust and align with the requirements for the revalidation of the MSc in Information Systems and its embedded Postgraduate Diploma. The panel is also satisfied that Dublin Business School, as the provider, is eligible to seek revalidation for the mentioned programme.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

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

a) The programme aims and objectives are expressed plainly.
b) A QQI award is specified for those who complete the programme.
    (i) Where applicable, a QQI award is specified for each embedded programme.
c) There is a satisfactory rationale for the choice of QQI award(s).
d) The award title(s) is consistent with unit 3.1 of QQI's Policy and Criteria for Making Awards.
e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
f) The programme title and any embedded programme titles are
    (i) Consistent with the title of the QQI award sought.
    (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
g) For each programme and embedded programme
    (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.
    (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.
h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.
i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
j) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 2 and its sub-criteria (a-j). The panel commends the crafting of clear and comprehensive Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs), ensuring alignment with academic standards and professional requirements. The inclusion of a Postgraduate Diploma as an embedded exit award enhances the programme's flexibility, providing students with alternative progression routes while maintaining the integrity of the overall award. This pathway is particularly beneficial for students who may need to pause their studies while still gaining a recognized qualification. The ongoing review and refinement of programme and module learning outcomes, informed by feedback from stakeholders such as students, alumni, and employers, further demonstrates the provider's commitment to maintaining the relevance and quality of the award. The Panel is satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought. They are clearly stated in the supporting documentation, and representatives of DBS defended the proposed changes in an informed and informative manner.

Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

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

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

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 3 and its sub-criteria (a-e). The programme has been carefully developed with significant input from stakeholders, including employers, alumni, and industry representatives. This collaborative approach ensures that the programme is designed to meet both current and future demands within the information systems and computing sectors, effectively addressing academic and professional needs. The alignment with professional and academic benchmarks is evident, ensuring the programme's relevance both nationally and internationally. The curriculum integrates globally recognized practices and industry-relevant skills, preparing graduates for diverse roles in a competitive and evolving market. This is particularly reflected in the inclusion of emerging technologies and methodologies, equipping students to succeed in dynamic professional environments. Mechanisms for review and stakeholder consultation are well-embedded, enabling the programme to adapt to changing needs. Regular engagement through multi-modal research and consultation provides a clear pathway for

		incorporating feedback into programme development, ensuring its continuous improvement. The programme's strategy is grounded in best practices in higher education, effectively combining theoretical knowledge with practical applications. Students are provided with opportunities to contextualize and apply their learning through project-based assessments and reflective practices, ensuring they are well-prepared for professional challenges. Additionally, the programme adheres to QQI awards standards, with its objectives and learning outcomes designed to meet the expectations of Level 9 qualifications on the National Framework of Qualifications. This alignment reinforces the quality of the programme and its ability to provide graduates with meaningful, industry-relevant qualifications. The panel acknowledges the provider's commitment to designing a forward-thinking curriculum that reflects academic rigor while remaining attuned to the needs of industry and society.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

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

a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.
b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL[3]) in order to enable learners to reach the required standard for the QQI award.
d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
f) The programme title (the title used to refer to the programme):-
    (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
    (ii) Is learner focused and meaningful to the learners;
    (iii) Has long-lasting significance.
g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 4 and its sub-criteria (a-g). The programme provides clear and accessible information on entry requirements, ensuring transparency and alignment with QQI guidelines. The programme offers strong progression opportunities. The programme also offers a transfer opportunity with the embedded Postgraduate Diploma providing an alternative exit award. This flexibility enhances the accessibility and appeal of the programme, ensuring it caters to diverse student needs. The panel commends the inclusion of a Postgraduate Diploma in Information Systems and Computing as an exit award, which provides a valuable alternative pathway for students who may need to step back due to personal circumstances.

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

		provider's commitment to equity in access, transfer, and progression arrangements and recommends strengthening programme-level clarity to ensure alignment with the institutional RPL framework. While the provider has an institutional strategy for Recognition of Prior Learning (RPL), the panel notes that this is not explicitly tailored to the programme. This limits the clarity for prospective students seeking to leverage industrial certifications or relevant work experience to meet entry requirements and informal learning for noncognate Level 8 applicants or even Level 7 applications with a significant amount of industry experience in the area. To further enhance adherence to sub-criteria e the panel recommends the following: **Recommendation 1: Recognition of Prior Learning (RPL)** Include a dedicated section on Recognition of Prior Learning (RPL) in the *Access and Progression* section of the Programme Validation document (Section 4), with specific references to industrial certifications and relevant work experience.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

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 *programme* 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 principles.
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.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 5 and its sub-criteria (a-j). The panel acknowledges the strength of the programme's curriculum structure. It is coherently structured, facilitating the achievement of intended learning outcomes, which are clearly articulated and supported by the design of each module. The modules are well-aligned and provide students with a balance of theoretical knowledge and practical application. This alignment is further reinforced by the inclusion of applied assessments, such as project-based learning, which support critical thinking and professional preparedness. The curriculum ensures that all elements are integrated, contributing to the overall coherence of the programme. The panel confirms that the allocation of credits across the programme is appropriate, reflecting the effort required to achieve the intended learning outcomes. Furthermore, the programme duration aligns with the credit workload meeting the requirements for a Level 9 award. The panel observes the flexibility built into the curriculum, which accommodates diverse student needs through elective modules and learning pathways. The alignment of

		the curriculum with global industry trends ensures that graduates are well-prepared for employment in competitive markets. To further enhance adherence to sub-criteria d and f, the panel recommends the following: **Recommendation 2: Review Module Descriptions** Ensure that module descriptions are language-agnostic, particularly in modules such as *Programming for Information Systems*, which currently reference specific technologies like JavaScript and SQLite. **Recommendation 3: Update Recommended Reading Lists** Conduct a comprehensive review of the recommended reading lists for all modules to ensure they adequately support the knowledge, programming languages, and technologies covered in the module content.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

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 staff (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 development opportunities.
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.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 6 and its sub-criteria (a-f).

		The teaching team demonstrates strong expertise, integrating both academic and industry insights to enhance programme delivery. The diverse backgrounds of the faculty ensure that the programme is delivered by staff with the appropriate qualifications, practical experience, and subject-matter expertise required for a Level 9 programme. Their combined skills enrich the curriculum by bringing real-world scenarios and cutting-edge practices into the learning environment. Mechanisms for staff development are well-embedded, providing opportunities for continuous professional growth. This includes training in emerging technologies such as Generative Artificial Intelligence (GenAI) and participation in pedagogical workshops aimed at refining teaching strategies. The emphasis on staying current with technological and instructional advancements reflects the provider's commitment to maintaining high-quality delivery standards. The panel acknowledge the performance management systems in place, which are robust and supportive of staff development needs. These systems ensure that faculty performance is regularly reviewed, providing constructive feedback and access to resources that enable teaching staff to excel in their roles. Additionally, the provider has demonstrated a commitment to fostering a collaborative teaching environment where staff share best practices and engage in interdisciplinary approaches to programme delivery. Staffing levels are appropriate for the delivery of the programme. The institution ensures that the programme is adequately resourced, supporting the effective implementation of the curriculum and ensures that students receive consistent and high-quality instruction. Overall, the teaching team's expertise, combined with the institution's strong focus on professional development and performance management, significantly contributes to the quality and relevance of the programme. The Panel is satisfied that DBS has a full complement of suitably qualified staff who are dedicated and passionate about their subjects.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above

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

a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
   (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
   (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
   (iii) printed and electronic material (including software) for teaching, learning and assessment
   (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
   (v) technical support
   (vi) administrative support
   (vii) company placements/internships – if applicable
c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
d) There is a five-year plan for the programme. It should address
   (i) Planned intake (first five years) and
   (ii) The total costs and income over the five years based on the planned intake.
e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 7 and its sub-criteria (a-e). The programme benefits from well-equipped facilities, including advanced IT resources and learning environments designed to meet students' needs. These resources support the effective delivery of the curriculum, providing students with access to computer labs, collaborative workspaces, and online learning platforms that align with the requirements of a modern Level 9 programme. The institution has shown a strong commitment to maintaining high-quality physical and digital resources, ensuring they remain up to date with industry and academic standards. The facilities are sufficient to meet the needs of the programme and its students, including access to online libraries and virtual collaboration tools that enhance both in-person and hybrid learning environments. The institution's focus on inclusivity is evident in the accessibility of its facilities, ensuring all students can fully engage with their learning.

		Mechanisms are in place to regularly review and maintain the facilities, ensuring they continue to support the programme's objectives and meet the expectations of students and staff. The Panel is satisfied that DBS has excellent physical and digital resources and provides an admirable learning environment for full-time and part-time learners. The Panel is satisfied with DBS's ability to implement the programme as planned. The Panel is satisfied that DBS has suitable physical premises, and technological equipment and expertise, to offer its programmes in a combination of classroom-based and online modalities The panel observes the institution's approach to resourcing, which effectively supports academic delivery and the overall student experience.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above

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.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 8 and its sub-criteria (a-c). The learning environment supports student interaction, collaboration, and engagement, both physically and virtually. The integration of online tools and platforms ensures that virtual learning environments are equally effective, allowing students to engage in collaborative projects and discussions regardless of location. Robust support systems are in place, tailored to meet the diverse needs of students. Specific provisions for international students, such as tailored orientation programmes and access to visa-related guidance, ensure that they are well-integrated into the academic and social fabric of the institution. The institution actively promotes student engagement by providing access to learning resources, academic advisors, and extracurricular activities that enhance the overall student experience. Mechanisms for gathering student feedback are in place, ensuring that the learning environment evolves to meet student expectations and programme objectives. This feedback loop is a critical component in maintaining a responsive and supportive environment for all students. The panel recognises the institution's efforts to create a learning environment that is inclusive, interactive, and responsive to the needs of a diverse student body. This approach ensures that students feel supported and are able to fully engage with their learning experience, both academically and socially. The panel comments the proactive development of clear guidelines on the use of Generative Artificial Intelligence (GenAI), which promote ethical and effective engagement with emerging technologies.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	The Panel is satisfied that DBS has provided a positive physical, social, cultural, and intellectual environment. Systems are in place to provide learners with additional support where necessary.

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, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.		
Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 9 and its sub-criteria (a-e). The programme employs innovative teaching strategies that effectively support the achievement of learning outcomes. Feedback and feed-forward loops are well-integrated into the teaching and assessment process. These mechanisms ensure that students not only receive constructive feedback on their performance but also have clear guidance on how to improve and build upon their learning. Authentic learning opportunities are a core strength of the programme, provided through project-based assessments, reflective practices, and collaborative activities. The use of diverse assessment methods caters to a wide range of learning styles and ensures alignment with the intended learning outcomes. These assessments emphasize the development of both technical competencies and transferable skills, fostering a holistic approach to education. Guidance and support for student learning are actively monitored and supervised by the teaching team. Faculty are accessible and provide individualized support to address academic challenges and foster student development. Regular monitoring of student progress ensures that learning objectives are met, while supervision during project work and assessments helps maintain high academic standards.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

Criterion 10. **There are sound assessment strategies**

a) All assessment is undertaken consistently
b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.
d) The programme includes formative assessment to support learning.
e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.
f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
g) There are sound procedures for the moderation of summative assessment results.
h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 10 and its sub-criteria (a-h). Assessment strategies are well-designed and diverse, addressing different learning preferences and ensuring alignment with Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs), ensuring transparency and relevance. Students benefit from clear marking schemes/rubrics, which promote fairness and consistency in grading. Formative assessments, such as draft submissions and in-class activities, provide timely feedback to support student learning and development, while summative assessments effectively evaluate their mastery of knowledge and skills. Authentic assessment methods, including practical tasks and real-world problem-solving activities, align well with industry standards. Support for students during assessments is strong, with clear guidance and accessible resources provided throughout the process. To enhance adherence to sub-criteria (a) and (f), the panel recommends the following: **Recommendation 4: Devise a Word Count Strategy** Develop a consistent word count strategy for text-based reports to standardise expectations and improve clarity for both students and lecturers.

		Recommendation 5: Assessment Duration Management Review the scheduling of assessments to ensure that their duration does not excessively reduce the lecturing time available within the semester. **Recommendation 6: Embedding Key Competencies in Assessment** Incorporate elements such as internationalisation, reflective practices, and soft skills (e.g., presentations) into assessment design to align with global standards and industry expectations. **Recommendation 7: Student Induction on AI Guidelines** Implement a structured induction session for students on the guidelines for the use of Generative AI, as referenced in commendation no. 6.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

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

a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
b) Information is provided about learner supports that are available to learners enrolled on the programme.
c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
g) The programme provides supports for enrolled learners who have special education and training needs.
h) The programme makes reasonable accommodations for learners with disabilities.
i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 11 and its sub-criteria (a-j). Students benefit from robust support mechanisms, including clear communication of programme requirements, schedules, and available resources. Orientation programmes for international students are particularly effective. These programmes provide guidance on academic requirements, cultural integration, and institutional policies, ensuring that international students are well-prepared to engage with the programme and campus life. The panel commends the effective orientation programme designed specifically for international students, enabling them to integrate seamlessly into the academic and social environment of the programme. The institution's complaints and appeals policies are transparent, accessible, and consistently applied. Students are informed of their rights and the procedures for raising concerns, reflecting the institution's commitment to fostering a supportive and fair learning environment.

		Feedback mechanisms are also in place, allowing students to share their experiences and contribute to continuous improvements in programme delivery and support services. Additional provisions for students with specific needs, including those requiring learning accommodations or pastoral care, demonstrate the institution's inclusive approach to student welfare. Academic advising and mentoring systems are available, ensuring students can access guidance on their studies and career pathways when needed. The panel commends the student complaint policy that establishes a formal and transparent complaint policy, offering students a clear and accessible mechanism for addressing their concerns. The panel acknowledges the institutions proactive approach to student support, which combines clarity, accessibility, and responsiveness. These efforts contribute to a positive student experience and align with the programme's overall commitment to student success. The panel comments the student service support for the robust management of the programme, which includes comprehensive support mechanisms such as assistance with visa applications and collaboration with the immigration office to address student needs efficiently.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

Criterion 12. **The programme is well managed**

a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
e) Quality assurance is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
g) The programme operation and management arrangements are coherently documented and suitable.
h) There are sound procedures for interface with QQI certification.

Programme	**Satisfactory? (yes, no, partially)**	**Comment**
MSc in Information Systems with Computing 9M20829 90ECTS	Yes	The panel has thoroughly assessed the programme based on the criteria and confirms that QQI can confidently affirm that the programme meets Criterion 12 and its sub-criteria (a-h). The programme demonstrates effective governance, with clear structures and processes in place to oversee its delivery and alignment with QQI standards. Quality assurance systems are well-integrated, ensuring the programme is regularly monitored and continuously improved based on stakeholder feedback and emerging needs. The panel observes the structured approach to programme management, which includes defined roles and responsibilities and regular communication between faculty and leadership. Stakeholder engagement, including input from employers, alumni, and external examiners, plays an important role in shaping the programme and maintaining its relevance. This governance framework ensures the programme meets its objectives while maintaining high academic standards and supporting continuous improvement.
Postgraduate Diploma in Science in Information Systems with Computing 9M20830 60ECTS	Yes	As above.

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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

Reasons for the overall recommendation (MSc Information Systems with Computing):

1. **Programme Alignment with Validation Criteria**
   The panel has carefully evaluated the MSc in Information Systems and Computing against the specified validation criteria and sub-criteria. Based on this thorough review, the panel is satisfied that the programme meets the required standards and fully supports its alignment with the outlined validation framework. The programme demonstrates a clear and coherent structure, underpinned by rigorous academic and professional benchmarks, ensuring its relevance and quality.

2. **Recognition of Programme Development Excellence**
   The panel commends the programme team for their exceptional work in developing the MSc in Information Systems and Computing. The team showcased extensive knowledge, skills, and competence in producing a professional, well-documented submission. Their robust and articulate defence of the programme during the evaluation process further highlights the level of commitment and expertise involved in designing a programme that meets both academic and industry needs.

Commendations: The panel commends Dublin Business School for the:

1. **Development of Learning Outcomes**
   The crafting of clear and comprehensive Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs), ensuring alignment with academic standards and professional requirements.
2. **Provision of an Exit Award**
   The inclusion of a Postgraduate Diploma in Information Systems and Computing as an exit award, which provides a valuable alternative pathway for students who may need to step back due to personal circumstances.
3. **Orientation for International Students**
   The effective orientation programme designed specifically for international students, enabling them to integrate seamlessly into the academic and social environment of the programme.

4. **Student Support Services**
   The robust management of the programme, which includes comprehensive support mechanisms such as assistance with visa applications and collaboration with the immigration office to address student needs efficiently.
5. **Student Complaint Policy**
   The establishment of a formal and transparent complaint policy, offering students a clear and accessible mechanism for addressing their concerns.
6. **Guidelines on Generative AI**
   The proactive development of clear guidelines on the use of Generative Artificial Intelligence (Generative AI), which promote ethical and effective engagement with emerging technologies.
7. **Positive Student Feedback**
   The cultivation of a positive student experience, as evidenced by strong and favourable feedback from current students, highlighting the programme's commitment to quality and student satisfaction.

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

N/A - There are no special conditions.

a. Embedded programme:

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

Reasons for the overall recommendation

The Postgraduate Diploma in Science in Information Systems with Computing programme is recommended for validation, without special conditions (as per the MSc in Information Systems with Computing).

Commendations: The panel commends Dublin Business School for the:

1. **Development of Learning Outcomes**
   The crafting of clear and comprehensive Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs), ensuring alignment with academic standards and professional requirements.
2. **Provision of an Exit Award**
   The inclusion of a Postgraduate Diploma in Information Systems and Computing as an exit award, which provides a valuable alternative pathway for students who may need to step back due to personal circumstances.
3. **Orientation for International Students**
   The effective orientation programme designed specifically for international students, enabling them to integrate seamlessly into the academic and social environment of the programme.
4. **Student Support Services**
   The robust management of the programme, which includes comprehensive support mechanisms such as assistance with visa applications and collaboration with the immigration office to address student needs efficiently.
5. **Student Complaint Policy**
   The establishment of a formal and transparent complaint policy, offering students a clear and accessible mechanism for addressing their concerns.
6. **Guidelines on Generative AI**
   The proactive development of clear guidelines on the use of Generative Artificial Intelligence (Generative AI), which promote ethical and effective engagement with emerging technologies.
7. **Positive Student Feedback**
   The cultivation of a positive student experience, as evidenced by strong and favourable feedback from current students, highlighting the programme's commitment to quality and student satisfaction.

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

N/A

b. Summary of recommended special conditions of validation: N/A

c. Summary of recommendations to the provider

The panel recommends the following enhancements to further strengthen the programme:

1. **Recognition of Prior Learning (RPL)**
   Include a dedicated section on Recognition of Prior Learning (RPL) in the *Access and Progression* section of the Programme Validation document (Section 4), with specific references to industrial certifications and relevant work experience.

2. **Review Module Descriptions**
   Ensure that module descriptions are language-agnostic, particularly in modules such as *Programming for Information Systems*, which currently reference specific technologies like JavaScript and SQLite.

3. **Update Recommended Reading Lists**
   Conduct a comprehensive review of the recommended reading lists for all modules to ensure they adequately support the knowledge, programming languages, and technologies covered in the module content.

4. **Devise a Word Count Strategy**
   Develop a consistent word count strategy for text-based reports to standardise expectations and improve clarity for both students and lecturers.

5. **Assessment Duration Management**
   Review the scheduling of assessments to ensure that their duration does not excessively reduce the lecturing time available within the semester

6. **Embedding Key Competencies in Assessment**
   Incorporate elements such as internationalisation, reflective practices, and soft skills (e.g., presentations) into assessment design to align with global standards and industry expectations.

7. **Student Induction on AI Guidelines**
   Implement a structured induction session for students on the guidelines for the use of Generative AI, as referenced in commendation no. 6.

d.

e.

f.

g.

h.

i. Declarations of Evaluators' Interests

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

Panel chairperson: Prof. Paul Stynes Date: 13/02/2025

Signed: 

3.2 Disclaimer

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

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

Part 4. Proposed programme schedules *(post panel feedback and consequent amendments, ifany)*

4a Proposed Programme Schedule(s) - FULL TIME														
Name of Provider:	Dublin Business School													
Programme Title *(Principal)*	MSc in Information Systems with Computing			**QQI Award Title**	Master of Science							**ECTS**	90	
Stage (1,2,3, Award etc)	Award	**Exit Award Title** *(if relevant)*		Postgraduate Diploma in Science in Information Systems with Computing								**Stage ECTS**	90	
Programme Delivery Mode - ✓ *one as appropriate.*	**On-site Face-to-Face**		**Blended**		**Online**		**Apprenticeship**							
			✓											
Teaching and Learning Modalities – ✓ *one or more as appropriate.*	**On-site Face-to-Face**		**Synchronous Hybrid**		**Synchronous Online**		**Asynchronous**		**Independent**		**Work Based**			
	✓				✓		✓		✓					
Assessment Techniques Utilised in Stage – ✓ *one or more as appropriate.*	**Continuous Assessment**		**Invigilated Exam – in person**		**Proctored Exam - online**		**Project**		**Practical Skills Demonstration**		**Work Based**			
	✓						✓							
Modules in this stage (add rows as required)														
			Total Student Effort Module (hours)						**Assessment – Allocation of Marks** *(from the module assessment strategy)*					
Module Title	**Semester**	**Mandatory (M) or Elective (E)**	**Credits (ECTS)**	**Total Hours**	**On-site Face-to-Face**	**Synchronous**	**Independent (Directed e-Learing, Asynchronous etc.)**	**Work Based**	**Continuous Assessment %**	**Invigilated Exam – in person %**	**Proctored Exam – online %**	**Project**	**Practical Skills Demonstration %**	**Work Based %**
Programming for Information Systems	1	M	10	250	36	12	202		100%					
Advanced Databases	1	M	5	125	24		101		100%					

Networks and Systems Administration	1	M	5	125	24		101		100%					
Web and Mobile Technologies	1	M	5	125	24		101		100%					
Research Methods	1	M	5	125	24		101		100%					
Enterprise Information Systems	2	M	5	125	24		101		100%					
Data Analytics and Visualisation	2	M	10	250	36	12	202		100%					
Computer Systems Security	2	M	10	250	36	12	202		100%					
Web Development for Information Systems	2	M	5	125	24		101		100%					
Applied Research Methods	2	M	5	125	24		101		100%					
Applied Research Project	3	E	25	625	6		619					100%		
Dissertation	3	E	25	625	6		619					100%		

4b Proposed Programme Schedule(s) - PART TIME

Name of Provider:	Dublin Business School				
Programme Title *(Principal)*	MSc in Information Systems with Computing	**QQI Award Title**	Master of Science	**ECTS**	90
Stage (1,2,3, Award etc)	Award	**Exit Award Title** *(if relevant)*	Postgraduate Diploma in Science in Information Systems with Computing	**Stage ECTS**	90

Programme Delivery Mode - ✓ *one as appropriate.*	**On-site Face-to-Face**	**Blended**	**Online**	**Apprenticeship**
		✓		

Teaching and Learning Modalities – ✓ *one or more as appropriate.*	**On-site Face-to-Face**	**Synchronous Hybrid**	**Synchronous Online**	**Asynchronous**	**Independent**	**Work Based**
	✓		✓	✓	✓	

Assessment Techniques Utilised in Stage – ✓ *one or more as appropriate.*	**Continuous Assessment**	**Invigilated Exam – in person**	**Proctored Exam - online**	**Project**	**Practical Skills Demonstration**	**Work Based**
	✓			✓		

Modules in this stage (add rows as required)

					Total Student Effort Module (hours)				**Assessment – Allocation of Marks** *(from the module assessment strategy)*					
Module Title	**Semester**	**Mandatory (M) or Elective (E)**	**Credits (ECTS)**	**Total Hours**	**On-site Face-to-Face**	**Synchronous**	**Independent (Directed e-Learning, Asynchronous)**	**Work Based**	**Continuous Assessment %**	**Invigilated Exam – in person %**	**Proctored Exam – online %**	**Project**	**Practical Skills Demonstration %**	**Work Based %**
Programming for Information Systems	1	M	10	250	3	33	214		100%					
Advanced Databases	1	M	5	125	3	15	107		100%					

Networks and Systems Administration	2	M	5	125	3	15	107		100%					
Web and Mobile Technologies	2	M	5	125	3	15	107		100%					
Research Methods	2	M	5	125	3	15	107		100%					
Enterprise Information Systems	3	M	5	125	3	15	107		100%					
Data Analytics and Visualisation	3	M	10	250	3	33	214		100%					
Computer Systems Security	4	M	10	250	3	33	214		100%					
Web Development for Information Systems	4	M	5	125	3	15	107		100%					
Applied Research Methods	4	M	5	125	3	15	107		100%					
Applied Research Project	5	E	25	625	6		619					100%		
Dissertation	5	E	25	625	6		619					100%		

4c Proposed Programme Schedule(s) - FULL TIME

Name of Provider:	Dublin Business School					
Programme Title *(Principal)*	Postgraduate Diploma in Science in Information Systems with Computing	**QQI Award Title**	Postgraduate Diploma	**ECTS**	60	
Stage (1,2,3, Award etc)	Award	**Exit Award Title** *(if relevant)*		**Stage ECTS**	60	

Programme Delivery Mode - ✓ *one as appropriate.*	**On-site Face-to-Face**	**Blended**	**Online**	**Apprenticeship**
		✓		

Teaching and Learning Modalities – ✓ *one or more as appropriate.*	**On-site Face-to-Face**	**Synchronous Hybrid**	**Synchronous Online**	**Asynchronous**	**Independent**	**Work Based**
	✓		✓	✓	✓	

Assessment Techniques Utilised in Stage – ✓ *one or more as appropriate.*	**Continuous Assessment**	**Invigilated Exam – in person**	**Proctored Exam - online**	**Project**	**Practical Skills Demonstration**	**Work Based**
	✓			✓		

Modules in this stage (add rows as required)

					Total Student Effort Module (hours)				**Assessment – Allocation of Marks** *(from the module assessment strategy)*					
Module Title	**Semester**	**Mandatory (M) or Elective (E)**	**Credits (ECTS)**	**Total Hours**	**On-site Face-to-Face**	**Synchronous**	**Independent (Directed e-Learing, Asynchronous etc.)**	**Work Based**	**Continuous Assessment %**	**Invigilated Exam – in person %**	**Proctored Exam – online %**	**Project**	**Practical Skills Demonstration %**	**Work Based %**
Programming for Information Systems	1	M	10	250	36	12	202		100%					
Advanced Databases	1	M	5	125	24		101		100%					

Networks and Systems Administration	1	M	5	125	24		101		100%					
Web and Mobile Technologies	1	M	5	125	24		101		100%					
Research Methods	1	M	5	125	24		101		100%					
Enterprise Information Systems	2	M	5	125	24		101		100%					
Data Analytics and Visualisation	2	M	10	250	36	12	202		100%					
Computer Systems Security	2	M	10	250	36	12	202		100%					
Web Development for Information Systems	2	M	5	125	24		101		100%					

4d Proposed Programme Schedule(s) - PART TIME

Name of Provider:	Dublin Business School					
Programme Title *(Principal)*	Postgraduate Diploma in Science in Information Systems with Computing	**QQI Award Title**	Postgraduate Diploma		**ECTS**	60
Stage (1,2,3, Award etc)	Award	**Exit Award Title** *(if relevant)*			**Stage ECTS**	60

Programme Delivery Mode - ✓ *one as appropriate.*	**On-site Face-to-Face**	**Blended**	**Online**	**Apprenticeship**
		✓		

Teaching and Learning Modalities – ✓ *one or more as appropriate.*	**On-site Face-to-Face**	**Synchronous Hybrid**	**Synchronous Online**	**Asynchronous**	**Independent**	**Work Based**
	✓		✓	✓	✓	

Assessment Techniques Utilised in Stage – ✓ *one or more as appropriate.*	**Continuous Assessment**	**Invigilated Exam – in person**	**Proctored Exam - online**	**Project**	**Practical Skills Demonstration**	**Work Based**
	✓			✓		

Modules in this stage (add rows as required)

					Total Student Effort Module (hours)				**Assessment – Allocation of Marks** *(from the module assessment strategy)*					
Module Title	**Semester**	**Mandatory (M) or Elective (E)**	**Credits (ECTS)**	**Total Hours**	**On-site Face-to-Face**	**Synchronous**	**Independent (Directed e-Learning, Asynchronous)**	**Work Based**	**Continuous Assessment %**	**Invigilated Exam – in person %**	**Proctored Exam – online %**	**Project**	**Practical Skills Demonstration %**	**Work Based %**
Programming for Information Systems	1	M	10	250	3	33	214		100%					
Advanced Databases	1	M	5	125	3	15	107		100%					

Networks and Systems Administration	2	M	5	125	3	15	107		100%					
Web and Mobile Technologies	2	M	5	125	3	15	107		100%					
Research Methods	2	M	5	125	3	15	107		100%					
Enterprise Information Systems	3	M	5	125	3	15	107		100%					
Data Analytics and Visualisation	3	M	10	250	3	33	214		100%					
Computer Systems Security	4	M	10	250	3	33	214		100%					
Web Development for Information Systems	4	M	5	125	3	15	107		100%					