

VALIDATION REPORT

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	H Dip in Business in Business Analytics Certificate in Business Analytics (35 ECTS), Minor Award The Certificate in Business Analytics will also act as an exit award for the HDip programme.
2.	NFQ Level(s)/ No. ECTS:	Level 8 H Dip (60 ECTS), Certificate (35 ECTS)
3.	Duration:	1 Year
4.	ISCED Code:	0610
5.	School / Centre:	School of Business
6.	Department:	Department of Enterprise and Technology
7.	Type of Review:	New Programme
8.	Date of Review:	1 February 2021
9.	Delivery Mode:	Online
10.	Panel Members:	Dr Joe McGarry, Educational Consultant (Chair) Mr Gerard O Donovan, Head of Faculty of Business and Humanities, Munster Technological University Dr Geraldine Gray, Senior Lecturer, Department of Informatics, TU Dublin Ms Nicola Glynn, Manager, Wayfair Ms Carmel Brennan, Assistant Registrar (Quality), GMIT (Secretary)
11.	Proposing Staff:	Dr Orla Flynn Mr Eamon Walsh Mr Phelim Murnion Dr Trevor Clohessy Dr Rachel Shaw Dr Eoin Cullina Dr Eoin Foley Dr Ian O'Connor
12.	Programme Rationale:	The rationale of the proposed programme is to provide students with a specialised education in Business Analytics. This will provide students with the knowledge, skills and techniques to be able to extract, analyse and present data in their own discipline. The programme will service the industry demand for upskilling in the field of Business Analytics with a good working knowledge of databases, analytics tools and techniques and business reporting. At a national level, the rationale for the programme is clearly established by a range of reports commissioned directly and indirectly by <i>inter alia</i> the Department of Education and Skills

		(DES), the Expert Group on Future Skills Needs (EGFSN) and the Higher Education Authority (HEA) ¹²³⁴⁵ . The Expert Group on Future Skills Needs in their September 2016 bulletin identified skills shortages in many areas related to Business Analytics – Database Administration, Business Intelligence & Data Analytics, Big Data Analytics, Data Architecture and Data Warehousing, Data Visualisations and Quantitative Modelling.
13.	Potential Demand for Entry:	Strong demand has been identified for the proposed programme through the <i>Springboard+</i> website. An initial intake of 30 students is planned.
14.	Stakeholder Engagement:	The consultation process embarked upon for this proposed programme was facilitated through the Department's ongoing consultations with employers, industry partners, and other professional groups in the normal course of business. In addition, this programme was specifically supported by the Regional Skills Forum, who identified that it represents programme provision in priority areas for companies in the region.
15.	Graduate Demand:	Graduates of this course can expect to have the necessary qualifications and knowledge to take on a number of roles in an industry setting. In particular, graduates can expect to attain employment as a Business Analyst, Business Intelligence Analyst, Business Process Manager, Business Systems Analyst, IT Systems Analyst, Integration Analyst and other such roles that involve the implementation of business processes.
16.	Entry Requirements, Access, Transfer & Progression:	A Bachelor degree at level 8 in any discipline is the minimum entry requirement for this programme. GMIT is committed to the principles of transparency, equity and fairness in recognition of prior learning (RPL) and to the principle of valuing all learning regardless of the mode or place of its acquisition. Recognition of Prior Learning may be used to gain entry to this programme and gain credits and exemptions from programme modules after admission.

¹ Action plan for Education (Department of Education & Skills),

[https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/Departmentof-Education-and-Skills-Strategy-Statement-2016-2019.pdf](https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/Department-of-Education-and-Skills-Strategy-Statement-2016-2019.pdf)

² Assessing the Demand for Big Data and Analytics Skills 2014,

http://www.skillsireland.ie/media/07052014-assessing_the_demand_for_big_data_and_analytics_skills_full-publication.pdf

³ Technology Skills 2022, Department of Education and Skills,

<https://www.education.ie/en/Publications/Policy-Reports/technology-skills-2022.pdf>

⁴ Future Jobs Ireland 2019, Department of Business, Enterprise and Innovation,

<https://dbei.gov.ie/en/Publications/Publication-files/Future-Jobs-Ireland-2019.pdf>

⁵ Forecasting the Future Demand for High-Level ICT Skills in Ireland, 2017- 2022, Expert Group on Future Skills, <https://dbei.gov.ie/en/Publications/Publication-files/Forecasting-Future-Demand-High-Level-ICTSkills-Ireland-2017-2022.pdf>

		Non-EU applicants who are not English speakers must have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the International English Language Testing System (IELTS) or equivalent. All results must have been achieved within 2 years of application to GMIT.
17.	Programme Structure:	The programme is delivered over two semesters with the project module running through the entire year. The sequence of modules over both terms facilitates an increasing exposure to business analysis skills using increasingly targeted applications. The Professional Practice Project provides the student with practical learnings from the business analysis domain and from real world data sets.
18.	Learning, Teaching & Assessment Strategies:	<p>The purpose of the course in question has been highlighted as providing access to a specific cohort of students converting to a new industry. In developing this programme, the course designers were mindful of the specific challenges faced by those seeking to enter the domain of business analytics.</p> <p>The overall strategy and learning methods applied through the programme of study in this course seek to promote learner autonomy. Access to the learning ecosystem is provided remotely which assists students in accessing the tools required to enhance their learning at times that suit their existing work schedules. Also, students are provided with materials at specific time instances to allow effective management of study workload.</p> <p>A range of assessment tools will be used to measure students' attainment of learning outcomes.</p>
19.	Resource Implications:	One additional lecturer will be required to deliver this programme.
20.	Synergies with Existing Programmes:	Some modules are common with the BSc (Hons) in Business Information Systems, but it is not envisaged that these cohorts will be taught collectively.
21.	Findings and Recommendations:	<p>General:</p> <p>The programme was approved subject to the following conditions (5) and recommendations (7):</p> <p>Commendations (if any):</p> <ol style="list-style-type: none"> 1. The proposers were commended on the standard and professionalism of the documentation presented to the review panel. 2. It was evident to the panel that the programme was devised using a team-based approach. 3. Industry engagement in developing the programme was commended. 4. The inter-departmental cooperation between the Schools of Business and Science was positively received. 5. The new graduate mentorship scheme which will be utilised on this programme was complimented. <p>Special conditions attaching to approval (if any):</p>

		<ol style="list-style-type: none"> 1. The Professional Practice Project should be given a grade rather than Pass/Fail to ensure that students get appropriate recognition for achievement in this module. 2. Enhance the emphasis on communication of data outputs and on data visualisation in module descriptors and assessment strategy, given the importance of this to employability. Include how the models used can be actionable in a business context. 3. Include the robust evaluation of models used in evaluating business problems as a module learning outcome. 4. Ensure that the Programme Learning Outcomes fully reflect the knowledge that students will gain throughout the programme to ensure that the programme doesn't undersell what it achieves through the modules. 5. Revise the programme title to be 'Higher Diploma in Business in Business Analytics'. 	
Recommendations of the panel in relation to award sought:			
		<ol style="list-style-type: none"> 1. Provide students with a clear calendar in relation to activities and assessments to allow them to plan their workload. 2. Articulate clearly how and where industry links will be embedded in the programme delivery to ensure that this occurs on an annual basis. Include this in the teaching and learning strategy within module descriptors. 3. Record end of module examinations as such on the Approved Programme Schedule to accurately reflect the student assessment methodology. 4. Ensure that repeat assessment mechanisms are detailed and consistently recorded in all modules. 5. Ensure that reading resources are up to date and that reading is appropriately classified as required or recommended. 6. Consider professional certification for elements of this programme, as appropriate. 7. Consider the development of single subject certification aimed at specific industry cohorts and the development of targeted electives/elective streams. 	
22.	FAO: Academic Council:	<p>Approved:</p> <p>Approved subject to recommended changes:</p> <p>Not approved at this time:</p>	
	Signed:		
		Chair	Secretary