



Programme Validation Report

Postgraduate Certificate in Applied Data Science and Analytics

Certificate in Applied Data Science and Analytics

Certificate in Applied Data Science and Text Analytics

Five micro-credentials in Data Science and Cyber security: Algorithms for Data Science; Secure Programming; Application Security; Secure Communications and Cryptography; Digital Forensics

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
1.0	Gráinne Hurley	08/05/2024
		Click or tap to enter a date.
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<i>Approval</i>	<i>Date</i>
Programme Proposal approved by Faculty Board	14/03/2024
Programme Proposal approved by University Programmes Board	16/04/2024
Programme approved by Faculty Board	Click or tap to enter a date.
Programme approved by University Programmes Board	Click or tap to enter a date.

NOTE: There are no new modules proposed for the awards. The School is seeking validation for the packaging of existing, validated modules into the three each minor award and five micro-credentials. Changes to policies in TU Dublin requires the four 10 credit special purpose awards to be re-validated as micro-credentials.

Section A - Programme Details

Title	Postgraduate Certificate in Applied Data Science and Analytics Certificate in Applied Data Science and Analytics Certificate in Applied Data Science and Text Analytics Five micro-credentials in Data Science and Cyber security: Algorithms for Data Science; Secure Programming; Application Security; Secure Communications and Cryptography; Digital Forensics
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NFQ Level	9
ECTS Credits	<p>Postgraduate Certificate in Applied Data Science and Analytics (30 credits)</p> <p>Certificate in Applied Data Science and Analytics (20 credits)</p> <p>Certificate in Applied Data Science and Text Analytics (20 credits)</p> <p>Algorithms for Data Science (10 credits)</p> <p>Secure Programming (10 credits)</p> <p>Application Security (10 credits)</p> <p>Secure Communications and Cryptography (10 credits)</p> <p>Digital Forensics (10 credits)</p>
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/>
Duration	<p>Part-time: Postgraduate Certificate in Applied Data Science and Analytics (1 Year)</p> <p>Full-time: Certificate in Applied Data Science and Analytics (1 year)</p> <p>Certificate in Applied Data Science and Text Analytics (1 year & 6 months)</p> <p>Algorithms for Data Science Secure Programming; Application Security; Secure Communications and Cryptography; Digital Forensics</p>
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/>
Classification of award	
Discipline Programmes Board	School of Informatics and Cyber security
Faculty Board	Faculty of Computing
Schools involved in delivery	School of Informatics and Cyber security
Delivery location	Blanchardstown
Collaborative Partner (where applicable)	
Date of Commencement	September 2024

Section B - Awards

Award Title	Postgraduate Certificate in Applied Data Science and Analytics
NFQ Level	9
Award Class	Minor
ECTS Credits	30 credits
Classification of award	
Award Title	Certificate in Applied Data Science and Analytics
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	9
Award Class	Minor
ECTS Credits	20
Classification of award	
Award	Certificate in Applied Data Science and Text Analytics
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	9
Award Class	Minor
ECTS Credits	20
Classification of award	
Award	Micro-credential Algorithms for Data Science Secure Programming Application Security Secure Communications and Cryptography Digital Forensics
Exit Award	
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	9
Award Class	Special Purpose
ECTS Credits	10
Classification of award	

Section C - Programme Derogations (if required)

<i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i>	
N/A	
Date of University Programmes Board Approval	Click or tap to enter a date.

Section D**Validation Process**

Please tick the process that was followed:

Validation Panel <input checked="" type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input type="checkbox"/>
Date: 8 May 2024	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr Ciarán O'Leary	Chair	Head of Learning Development, Chairperson
Andrew Chisholm	External Panel Member	Lecturer, University of Chichester
Dr Susan McKeever	Internal Panel Member	Head of Artificial Intelligence and Data Science, School of Computer Science
Dr Carl Sullivan	Internal Panel Member	Head of Pure and Applied Mathematics, School of Mathematics and Statistics
Dr Gráinne Hurley	Internal Panel Member	Quality Assurance Office

Section E - Programme Evaluation

Governance & Management		
<i>Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment: These three minor awards and five micro-credentials address the three pillars of the TU Dublin Strategic Intent, as highlighted below:</p> <p>People: The School promotes a culture that inspires, supports and develops staff and students in reaching their full potential. The programme educates students to confidently tackle the challenges they may face in their future career and aims to foster a curiosity for developing innovative solutions. These minor awards provide a more accessible offering in a key skills area and at a high level of challenge.</p> <p>Planet: Improving the sustainability of the planet requires data informed problem solving and critical thinking, and secure, reliable IT solutions. Therefore, the School places great importance in increasing the number of graduates with the skills to provide data informed, reliable, unbiased solutions and to critically evaluate their processes and resulting models. In addition, an increasingly sophisticated threat landscape demands that higher education provisions level 9 continuous professional development for experienced IT professionals. Data science and cyber security are both critical skills for this technology age, which will be highlighted by case studies and class discussions throughout all of the modules.</p> <p>Partnership: The proposed programmes are meeting an identified industry need for accessible education with short term time commitments that also upskills employees in data science and cyber security competencies. The inherent applied nature of these programmes produces graduates that are industry-focused and ready to add value to their organisation by combining profession-specific technical knowledge with analytic, numeric, communication, technical and research skills in the provision of critical thinking and reasoned problem solving.</p> <p>TU Dublin's University Education Model: A key pillar of the UEM is learning pathway and, in line with this pillar, these minor awards and micro-credentials increase the number of pathways for prospective students to achieve level 9 qualifications in applied data science and cyber security.</p>		

<i>Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The Quality Framework is designed to support all of the university's academic programmes and provide robust processes to assure the quality of its awards and nurture the essential graduate attributes. TU Dublin has developed Quality Assurance and Enhancement Processes that supports staff to continuously improve the TU Dublin Student Experience and enhance the University's Quality Culture. This processes are underpinned by the University's Academic Quality Framework Principles</p>		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Comment:</p> <p>The programme learning outcomes need to be rewritten for more clarity and references need to be updated.</p>		
<i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p>		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>A variety of teaching and learning methods are employed across modules, including online lectures and recordings of all lectures, additional case students and peer reviewed papers via the Virtual Learning Environments, online support, literature reviews, work-based projects, and guest lectures. All modules are 100% CA, allowing flexibility for students to gain an in depth understand of methods relevant to their work contexts. Students are made aware of all information relevant to the assessments including the criteria by which they are graded. Detailed, individual feedback is given on all submissions. In keeping with the terms of the TU Dublin Student Charter students are provided with a schedule of assignments for each module in the first two weeks of the academic semester. By using assessment schedules, the programme team can review the workload of the students and spread the coursework across a number of weeks to avoid congestion in the student workload. There are also several resources on the TU Dublin website for all stakeholders.</p>		
<i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The School developed the certificates and micro-credentials in direct response to industry, which highlighted a need to upskill employees in the areas of data science and cyber security, where there are noticeable skill shortages, via shorter level 9 programmes whilst giving more flexibility to the student. The School, cognisant of these demands, developed micro-credentials derived from the MSc in Applied Data Science and Analytics. The School was successful in securing HEA funding which will fund 80% of the fees for successful applicants of three minor awards and one micro-credential that are constituents of the MSc in Applied Data Science and Analytics.</p>		

<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		

Programme Design		
<i>Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <p>The School responded to the growing demand from employers to address skills shortages in the areas of cyber security and data science and for shorter level 9 programmes. In addition, it recognised professionals' need for flexibility, focus and a more 'hands-on', practical approach. The School's use of Mercer Mettl (online assessment platform that allows for remote learners to undertake class test online) and their 'hands-on' approach demonstrates their commitment to facilitating this particular cohort of students. The School has agreements with Workday and Orange to offer four 10-credit special purpose awards based on modules on the MSc in Applied Cyber security (changes to policies in TU Dublin requires the four 10 credit special purpose awards to be re-validated as micro-credentials). The programmes are designed for students in the workplace who need to upskill or reskill in data science and cyber security. The fact that the HEA increased their support for these specific programmes reflects the predicted strong demand in this area, and the relevance of these minor awards to meet industry needs.</p>		
<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <p>The TU Dublin Quality Assurance & Enhancement policies and procedures for all TU Dublin programmes include both a student feedback mechanism for individual modules and a requirement for student representation at all boards and committees governing the programme. Supports are also made available to both staff and students regarding ways in which the Student Voice can be used at all stages of programme design. https://www.tudublin.ie/explore/about-the-university/academic-affairs/our-student-voice/.</p>		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <p>The School has forged impressive links and relationships with industry and regularly consults with various external stakeholders in order to identify and fulfil their demands.</p>		
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	No <input type="checkbox"/>

<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students employ datasets from their own workplaces in many instances.		
<i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<i>Is the required programme and module information provided in the correct format?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		

Learning, Teaching & Assessment		
<i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<i>Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>An Epigeum training module on Academic Integrity, developed for students, is available on all of TU Dublin's VLE instances. Academic integrity is critical to the reputation of higher education, including the recognition of the 15 Postgraduate Certificate in Applied Data Science and Analytics; Certificate in Applied Data Science and Analytics; Certificate in Applied Data Science and Text Analytics graduate's academic learning and qualifications. It can be defined as "compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship" as defined by Quality and Qualifications Ireland.</p>		
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Comment:</p> <p>The panel advised that programme learning outcomes should be mapped to module learning outcomes.</p>		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Timely feedback is provided on all assessments in order that students can identify areas that have been completed satisfactorily and clearly know which sections require further study. Students can expect the return of marked assignments with feedback within two weeks. All feedback will be designed to achieve its intended purpose.</p> <ul style="list-style-type: none"> • summative - providing an accurate judgement and record of a student's attainment; • formative - helping a student to learn from previous performance in order to improve; 		

<ul style="list-style-type: none"> • diagnostic - ascertaining students' strengths, learning or developmental needs. <p>Each module leader is responsible for the type and approach taken to feedback. The vast majority of personalised feedback is provided through the VLE. Here, lecturers can comment, grade and provide detailed feedback which can be made available to the students to view online. Generalised feedback is also given during scheduled classes.</p>		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		

Student Supports & Learning Environment		
<i>Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>As these awards will be offered online, induction and orientation are conducted asynchronously via emails to students prior to commencing on the programme, and a detailed student handbook on how to get started. Staff are also on hand to meet students online and address any issues they may have. All lectures are delivered live and are recorded. The University has a dedicated LTA team which works closely with academic staff to bring a commitment of research-informed teaching that promotes a programme-based culture and helps to create a quality inclusive learning experience for all our students. In addition, the Faculty's Head of Learning Development organises regular lunch time symposiums on examples of good teaching and learning practice happening in across the faculty, covering themes such as AI in the classroom, creative coding, building sustainability into our programmes, incorporating soft skills in a technical programme and many more. Recordings are available on the Faculty's intranet. A range of technologies are used to support learning and teaching and the Virtual Learning Environment (VLE) forms a core component of all module delivery in terms of provision of notes, supporting reading and reference materials, discussion boards, assessment and feedback.</p>		
<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?</i>	Yes <input checked="" type="checkbox"/>	
<p>The programme team staff are engaged in a wide range of research activities including peer reviewed conferences, journals and industry-related research reports and guidance notes. Staff members are also actively involved in a range of scientific committees for international journals and conferences. Members of the team have successfully competed for research funding and are involved in a range of strategically important research initiatives in online safety, malware analysis, fraud detection, cellular network security, internet of things, computer vision and AI, data science, learning analytics, Education & IT, GIS and High Performance Computing. A range of research outputs are accessible through the university repository, Arrow, and on staff's Google Scholar pages.</p>		
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>As these awards will be offered online, induction and orientation are conducted asynchronously via emails to students prior to commencing on the programme, and a detailed student handbook on how to get started. Staff are also on hand to meet students online and address any issues they may have.</p> <p>Timely feedback is provided on all assessments in order that students can identify areas that have been completed satisfactorily and clearly know which sections require further study. Students can</p>		

<p>expect the return of marked assignments with feedback within two weeks. All feedback will be designed to achieve its intended purpose:</p> <ul style="list-style-type: none"> • summative - providing an accurate judgement and record of a student's attainment; • formative - helping a student to learn from previous performance in order to improve; • diagnostic - ascertaining students' strengths, learning or developmental needs. <p>Each module leader is responsible for the type and approach taken to feedback. The vast majority of personalised feedback is provided through the VLE. Here, lecturers can comment, grade and provide detailed feedback which can be made available to the students to view online. Generalised feedback is also given during scheduled classes</p>		
<p><i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i></p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Comment:</p> <p>Admission is through a portal on the HEA website. Direct applications to TU Dublin can also be accepted, but these will not be eligible for HEA funding. The minimum entry requirement is a Second Class Honours Grade 2 (GPA 2.5 or equivalent), in a NFQ Level 8 Degree. For Cyber security, their degree must be in Computing or equivalent. For Data Science, applicants from Engineering, Business with IT, or equivalent numerate degrees are also eligible. The acceptance of candidates with Third Class Honours degrees and appropriate work experience and industrial certification on this course will be allowed provided there is evidence that the candidate can cope with the learning objectives of the course. RPL (recognition of prior learning) applicants will also be considered where RPL applications are submitted in sufficient time for evaluation as being equivalent to a level 8 award.</p>		
<p><i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i></p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Comment:</p> <p>A core element of the TU Dublin Strategic Intent is equality and diversity across all stakeholders and TU Dublin has a Directorate of Equality, Diversity, and Inclusion with responsibility for the development of strategy, policies and practices across the university (see TU Dublin Equality and Diversity). The programme is aligned to this strategy in its commitment to fostering and ensuring equality and diversity. The aim is to be inclusive in all aspects of the programme and to create a welcoming atmosphere in which students can study and grow while maintaining individuality.</p>		
<p><i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i></p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Comment:</p>		
<p><i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i></p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Comment:</p>		

Collaborative Provision (if applicable)		
<p><i>Are the roles and responsibilities of each partner clearly defined?</i></p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>N/A</p>		
<p><i>In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?</i></p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>N/A</p>		

Section F - Overall Recommendation

1.	Recommend approval of programme as submitted, without amendment	<input type="checkbox"/>
2.	Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration. Note: recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	<input type="checkbox"/>
3.	Recommend approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached. Note: conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.	<input checked="" type="checkbox"/>
4.	Do not recommend approval of programme.	<input type="checkbox"/>

Areas for commendation

1.	The panel commends the School for engaging with and embracing the new micro-credentials policy.
2.	The panel recognises the School's impressive engagement with industry and its responsiveness to its needs.
3.	The panel were impressed with the School's use of datasets and the embedding of the students' professions in the programme implementation.
4.	The panel commends the practical 'hands-on' approach.
5.	The panel commends the use of Mercer Mettl (online assessment platform) to facilitate class tests for remote learners.

Conditions of Approval	
1.	<p>The Learning outcomes need to be mapped to the assessments in all cases. There are some cases where learning outcomes are not correctly mapped to the assessment strategy for the module.</p> <p>Response: We addressed this in the program documentation, all modules were updated as required.</p>
2.	<p>The learning hours need to be correctly recorded in Akari. In some cases, learning hours are given per week and in other cases they are given per module. The latter approach is the correct one.</p> <p>Response: We updated this in the program documentation, all learning hours are by module.</p>
3.	<p>Programme Learning outcomes need to be rewritten to be consistent with the required style and structure for learning outcomes. While the panel is satisfied that the Programme Learning Outcomes are at the correct level, not all programme learning outcomes are correctly structured to clearly communicate what is expected of the learner.</p> <p>Response: We addressed this in the program documentation.</p>
4.	<p>Award classifications need to be provided. The School needs to clarify whether it is intended that awards will be classified. The School should consult with Academic Affairs to ensure that any proposal in this regard is consistent with University policy.</p> <p>Response: We added the award classification to the documentation. Pass, Merit and Distinction with the following calculations:</p> <ul style="list-style-type: none"> • Pass: GPA of 2.00 • Merit: GPA of 3.00 • Distinction: GPA of 3.25

Recommendations	
1.	<p>The panel recommends that the School does a 'sanity check' of modules before they go live on the TU Dublin website. While recognising that modules have been written in the past and at that time, they were written for internal quality assurance purposes, the use of module information on public websites as part of a high profile recruitment campaign for microcredentials may require that some elements of module descriptors should be updated. The panel accepts that all module descriptors for the Masters programmes from which the modules for these minor awards were taken will be reviewed as part of the upcoming reviews of the Masters programmes in the next academic year.</p> <p>Response: We reviewed all modules that are part of this validation and ensured they are up-to-date, relevant and complete. We also made changes to the reading list where required.</p>

2.	The panel recommends that the School should include reference to the use of structured data in the Algorithms for Data Science module and micro-credential. Response: We added this to the module description. All data, even when originating from unstructured data, must be in structured format prior to being processed by the algorithms.
3.	The panel recommends that the School provide additional sections to the Student Handbook to cover certificates and micro-credentials. Response: This will be in place prior to the rollout of the programs.

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board

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Section G - Approvals

Validation Report

This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.

Chairperson: Dr Ciarán O'Leary

Signed: 

Date: 17/05/2024

School Response

The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.

Head of School: Dr Geraldine Gray


Signed: 

Date: 07/06/2024

Faculty Board

The report and response have been approved by Faculty Board

Vice-Dean for Education:

Signed: 

Date: 20/06/2024

University Programmes Board (Programmes of 30 ECTS or great)	
The report and response have been approved by the University Programmes Board	
Registrar:	
Signed:	Date: Click or tap to enter a date.