



CERTIFICATE OF VALIDATION

New validation

Validation Process: **New**

| | |
|---------------------------|--------------------|
| Provider Name | CCT College Dublin |
| Date of Validation | 01-Dec-22 |

| | Code | Title | Award | Exit Only |
|----------------------------|---------|--|--|-----------|
| Principal Programme | PG24970 | Higher Diploma in Science in Computing | Higher Diploma in Science (Higher Diploma at NFQ Level 8) 8M21985 60 credits | N/A |
| Embedded Programme | N/A | | | |

| | First Intake | Last Intake |
|---------------------------|--------------|-------------|
| Enrolment Interval | Jan-23 | Dec-27 |

Principal Programme

| | Full Time | Part Time | Delivery Mode: full-time / part-time |
|-------------------------------------|-----------|-----------|--------------------------------------|
| Maximum Intakes per Annum: | 2 | 2 | Full Time, Part Time |
| Minimum Learners per Intake: | 16 | 16 | |
| Maximum Learners per Intake: | 60 | 60 | |
| Duration (months) | 12 | 12 | |

Target Learner Groups

The programme is available in both full and part-time mode and through blended learning to both domestic and international applicants. Applicants will require a high level of motivation, be able to apply arithmetic and logical thinking, and will evidence the capacity to complete studies at level 8 including the ability to analyse and evaluate information to draw conclusions, inform decisions and or propose solutions.

Applicants will normally be graduates of degree programmes in disciplines without a significant IT element, looking to upskill to refocus their career. RPEL applicants will also be considered.

Brief Synopsis of the Programmes

The programme is a 60 ECTS conversion programme designed to attract graduates from non-IT disciplines and re-train them to facilitate transitioning to employment or further study in IT. The programme is available on both full and part time basis and can be completed on campus or through blended learning. An active learning methodology is employed alongside an authentic assessment strategy.

| | |
|------------------------------------|---|
| Teaching and Learning Modes | <ol style="list-style-type: none"> 1. Directed Learning 2. E-learning (directed) 3. E-learning (self-directed) 4. Group Discussions/Interactions 5. Lectures / Classes 6. Practical/workshop/Laboratories/studio sessions 7. Tutorials |
|------------------------------------|---|



| | |
|---------------------------|---------|
| Approved Countries | Ireland |
|---------------------------|---------|

Physical Resource Requirements

No specialist resources are required. The existing physical and virtual campus facilities will ensure effective programme delivery and assessment and the management and support of learners.

| Staff Profiles | Qualifications and Experience | WTE |
|-----------------------------|---|------------|
| Programme Administration | Experienced academic administrator with knowledge of programme and quality assurance arrangements. | 0.5 |
| Tech Support | Qualified IT practitioner equipped with the knowledge and skills to support faculty and students with technology related issues. | 0.1 |
| Student Services Support | Suitably qualified and experienced student services professional | 0.1 |
| Programme Leader | Member of teaching faculty of responsibility for programme management | 0.2 |
| Librarian / Library Support | Qualified librarian or library assistant experienced in the provision of library services and supports in the higher education context. | 0.2 |
| Ed Tech Support | Expertise in using technology to design, create, and deliver curriculum content and learning and assessment activities, employing a variety of tools and platforms, to provide an effective and interactive learning experience in blended learning mode. Works with academic faculty to inform develop, assist in design and creation of content, and undertakes testing as required. | 0.25 |
| Lecturer | <ul style="list-style-type: none"> Evidence of appropriate subject matter expertise is essential, evidenced through academic or professional qualifications, and advanced professional, vocational, technical or research activity in a relevant field. Normally, candidates should have a qualification at the NFQ level above the programme on which they will be teaching. In the case of Masters programmes, a Masters or equivalent professional qualification is normally required. Where potential applicant lecturers do not possess a Masters qualification but are identified as experts in their field, applications should be brought to the attention of the Chair of Academic Council, Dean of Faculty and Dean of Academic Affairs who are authorised to approve a derogation, where deemed appropriate. In such cases, supervision and mentorship in matters relating to teaching and assessment may be required. Currency of subject matter expertise should be evidenced through recent and regular professional development activity including training and practice. Training in pedagogy or experience in teaching and assessing is also desirable. Where this is not evidenced, successful candidates will be required to commit to engaging in appropriate activities to develop their experience in this area. | 7 |

| Approved Centres | Centre | Minimum Number of Learners per Intake per Centre | Maximum Number of Learners per Intake per Centre |
|-------------------------|---------------------------|---|---|
| | 38484N CCT College Dublin | 16 | 120 |

| Additional Locations | Location Name | Minimum Enrolment per Annum | Maximum Enrolment per Annum |
|-----------------------------|----------------------|------------------------------------|------------------------------------|
| | N/A | | |



| Learner Teacher Ratios | Learning Activity | Ratio |
|------------------------|---|-------|
| | Tutorials | 1:20 |
| | Discussion forums | 1:60 |
| | Labs | 1:60 |
| | Group sessions / classes / online classes | 1:60 |
| | Lectures | 1:120 |

| Programme being replaced by this Programme | Prog Code | Programme Title | Validated |
|--|-----------|-----------------|-----------|
| | N/A | | |



Conditions of Validation of the Programmes Covered by this Certificate of Validation

Part 1: Statutory Conditions of Validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

1. Co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
2. Establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
3. Continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
4. Provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act

Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

1. Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

1. The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

Part 2.3 General Condition of Validation

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.
3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.



9. Adhere to QQI regulations and procedures for certification.

10. Notify QQI in writing without delay of: a. Any material change to the programme; a. Anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; b. Anything that infringes the conditions of validation; or c. Anything that would be likely to cause QQI to consider reviewing the validation.

11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)) .

12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria

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Part 2.5 Special Conditions of Validation



Programme and stage schedules

PG24970 Higher Diploma in Science in Computing

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|---|--------------------|--|------------------------|--|----------------------------|--------------------------|--------------------------------------|------------------------------------|----------------------------|-------------------|-------------------------------|---------------|--------------------|
| Name of Provider | | CCT College Dublin | | | | | | | | | | | |
| Programme Title | | PG24970 Higher Diploma in Science in Computing | | | | | | | | | | | |
| Award Title | | Higher Diploma in Science | | | | | | Exit Award | | N/A | | | |
| Teaching and learning modalities | | Directed Learning; E-learning (directed); E-learning (self-directed); Practical/workshop/Laboratories/studio sessions; Tutorials; Lectures / Classes; Group Discussions/Interactions | | | | | | | | | | | |
| Delivery Modes | Award Class | Award NFQ Level | Award EQF Level | Stage | Stage NFQ Level | Stage Credits | First Intake | | | ISCED Code | | | |
| Both | Major | 8 | 6 | Award Stage | 6 | 60 | Jan 2023 | | | 06.1.1 | | | |
| Module | | | | Total Student Effort Module (Hours) | | | | | Allocation of Marks | | | | |
| Title | Semester | Status | Credit | Total Hours | Class Contact Hours | Direct e-learning | Hours of independent learning | Work-based learning efforts | C.A. % | Project % | Skills demonstration % | Exam % | Workbased % |
| Introduction to Computing | 1 | M | 5 | 125 | 30 | 0 | 95 | 0 | 100 | 0 | 0 | 0 | 0 |
| Introduction to Programming | 1 | M | 10 | 250 | 60 | 0 | 190 | 0 | 100 | 0 | 0 | 0 | 0 |
| Maths for Computing | 1 | M | 5 | 125 | 30 | 0 | 95 | 0 | 100 | 0 | 0 | 0 | 0 |
| Operating Systems and Architecture | 1 | M | 5 | 125 | 30 | 0 | 95 | 0 | 100 | 0 | 0 | 0 | 0 |
| Databases | 1 | M | 5 | 125 | 30 | 0 | 95 | 0 | 100 | 0 | 0 | 0 | 0 |
| Web Development | 2 | M | 5 | 125 | 30 | 0 | 95 | 0 | 100 | 0 | 0 | 0 | 0 |
| Software Development Fundamentals | 2 | M | 5 | 125 | 30 | 0 | 95 | 0 | 100 | 0 | 0 | 0 | 0 |
| Algorithms and Constructs | 2 | M | 5 | 125 | 30 | 0 | 95 | 0 | 100 | 0 | 0 | 0 | 0 |
| Networking and Virtualisation | 2 | M | 5 | 125 | 30 | 0 | 95 | 0 | 100 | 0 | 0 | 0 | 0 |
| Project Skills and Professionalism | 2 | M | 10 | 250 | 60 | 0 | 190 | 0 | 100 | 0 | 0 | 0 | 0 |