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 Quality and Qualifications Ireland
 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Report of the Programme Evaluation Panel

Provider's Name:	National College of Ireland
Address:	Mayor Square
	IFSC
	Dublin 1
QA procedures agreed on:	2006
QA procedures reviewed on:	2010
Programme submitted for approval*:	Leading to the award of:
1. Bachelor of Science (Honours) in Computing	Honours Bachelor Degree
2.	
3.	
4.	
5.	
Date submitted to QQI:	11 th April 2016
Date of Evaluation:	16 May 2016
Date of Report:	16 May 2016

Membership of the Programme Evaluation Panel:

Role	Name	Area of Expertise	QQI Peer Review Reference Listing
Chairperson	Dr Joseph Ryan	Registrar, Athlone Institute of Technology	
External Specialist	Prof Christian Horn	Dundalk Institute of Technology	
External Specialist	Dr Liam Noonan	Limerick Institute of Technology	
Industry/Employer Perspective	Mr Derek Harnett	Intel	
Rapporteur	Dr Maurice FitzGerald	National College of Ireland	

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1 Profile of provider:

The National College of Ireland (NCI) has an immensely proud history as a third level educational institution. Established by the Jesuit order in 1951 as the Catholic Workers College it quickly gained recognition for excellence in its subject fields, particularly human resource management and industrial relations, and for the provision of high quality educational opportunities for employees entering third level education. In the late 1990's the College became the National College of Ireland and entered a new phase of its development expanding its part-time provision to a number of off-campus locations throughout the country and extending its full-time undergraduate programmes to include accountancy, finance and informatics. In 2002 the College moved from its original site in Ranelagh to a new 'State of the Art' purpose built premises in Dublin's International Financial Services Centre.

NCI's educational philosophy and operational structure embody participation, collaboration and applied problem solving strategies. These are enabled by a faculty whose qualifications and professional experience help integrate academic theory with current practical application. The College assesses both the quality of its academic programmes and the academic achievement of its students and utilises the results of these assessments to improve academic and institutional quality.

The primary focus of NCI is on maintaining a centre of excellence that is centered on the changing needs of today's learner. National College of Ireland provides a broad range of high-quality education programmes for today's knowledge-based society.

In line with its mission of widening access to education, the College places a strong emphasis on the needs of the learner, bringing a unique student-centered approach to all aspects of its teaching and research. National College of Ireland provides a range of learning options that extend beyond traditional classroom dynamics, including distance learning and internet-based learning programmes.



2 Context of validation

The BSc in Computing was last programmatically reviewed in 2014/15 with 5 elective streams. In order to accommodate the evolving nature of the Computing discipline, the College wishes to introduce three additional elective streams to the programme.

- Internet of Things, (Group Elective 6)
- Cyber Security, (Group Elective 7)

These specialisations complement the existing programme and the suite of specialisations already validated in the area of Mobile Application Development, Software Development, Cloud Computing, Mobile Cloud Gaming and Computing Infrastructure.

In addition, as a result of the most recent Springboard call for tenders, an additional elective module – Domain Skills – has been included in the schedule. This module has been designed to accommodate localised requirements of specific companies or sectors who may wish to offer the programme in-house or to recruit candidates with a specific skillset.

In accordance with QQI Criteria and Policy for Validation, these amendments have been proposed to be considered under differential validation. The report below therefore reflects the consideration of the panel on those elements of the programme that have been amended.

3 Planning:

Programme development since agreement of QA procedures / the last review

The College has developed a significant number of programmes since its last institutional review culminating in 2015 with a complete programmatic review of its portfolio across the Business, Computing and Education subject areas.

3.1 Purpose of the award

Does the proposed programme address a clear market demand? Yes✓ No

The **IoT** elective group comprises a suite of modules which enables the learners to obtain specialised knowledge and technical skills in the area of Internet of Things. In particular, the IoT principles module imparts knowledge of underlining technologies, and the potential impacts of the many machine to one human paradigm. This core theoretical basis is augmented by Fundamentals of Mobile Communication module. IoT is inherently a physical computing domain, as such IoT Software Development serves as the primary practical module for the stream. Therein, the learner will gain experience in building reusable and bespoke IoT software. It was a natural fit to incorporate the existing Multimedia and Mobile Application Development module in the curriculum. Mobile phones, tablets, and wearables are key candidates for M2M communication with constrained devices. The judicious use of multimedia is key to providing a fluid interaction experience for the user.

The **Cyber Security** elective group comprises a suite of modules that enables the learners to obtain specialised knowledge and technical skills in the area of Cyber Security. In particular,


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the learners would first get grounding in the key concepts from the Security area (e.g. Security principles module) and practical experience in Cyber Security by developing secure applications (e.g. Secure Programming module) and by identifying malware, attacks, issues and discrepancies (Digital Forensics module and Penetration Testing module).

The **Software Quality and Testing** elective group comprises a suite of modules which enables the learners to obtain specialised knowledge and technical skills in the area of Software Quality and Testing. The modules for this stream were designed and developed based on Industry feedback given by SQS, an international Software Quality and Testing provider and trainer, and Irish Software Association. The modules were developed over a series of discussions, and are designed to meet the industry needs of project management, Quality and Testing theory and practical software testing.

3.2 Avoidance of duplication

Has the Programme Development Team identified the availability of similar programmes locally, regionally, nationally?

Comment: None	Yes✓	No
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3.3 Stakeholder consultation

Was the level of stakeholder engagement satisfactory?

Comment: None	Yes✓	No
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<i>Support for the programme (industry/business/community)</i>	Yes✓	No
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The programme is satisfied that the rationale for the amendments made have included appropriate consultation. The programme information would benefit from an articulation of the expected role that graduates would undertake for each of the streams added to the programme – particularly in relation to ensuring that the scope of the role is clearly identified. This is particularly true of the Cybersecurity stream.

3.4 Efficient and effective use of resources

Does the proposed programme represent both efficient and effective use of the provider's resources?

Comment: None	Yes✓	No
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3.5 Resource development over last 5 years (or in direct support of this programme)

Specific Comments:

Staff: The panel is satisfied that there are appropriate staff employed to deliver this programme.

Accommodation: The panel is satisfied that the College's accommodation is appropriate to this programme.

Information technology: The panel is satisfied that the College's ICT infrastructure is appropriate to this programme.

Library: The panel is satisfied that the College's Library & Information Service is appropriate to this programme.

Administration: The panel is satisfied that there are appropriate administrative and programme administration structures appropriate to this programme.

Publicity/public information: The panel is satisfied that appropriate marketing and public information materials are available

3.6 Planned development over the coming 5 years?

Have the QQI award standards been explicitly referred to in the programme and does the programme meet those standards at the specified level?

Comment: None

Yes✓ No

Has the Provider complied with Protection for Enrolled Learner requirements?

The panel understands that PEL requirements for any learners recruited under HEA labour activation schemes will be provided by the HEA. Otherwise PEL will be provided under an arrangement with HECA which is currently being finalised and will be made available to QQI prior to the enrolment of any learner.

Yes✓ No

3.7 Access

Is the expected minimum and maximum number of all learners entering the programme explicitly stated?

Comment: None

Yes✓ No

Have any/all prerequisite knowledge, skills or competence or any other specific entry requirement been articulated?

Comment: None

Yes✓ No



4 Quality Assurance

4.1 Application of agreed quality assurance procedures for development of programmes

Were the agreed quality assurance procedures for programme development followed?

Comment: None	Yes✓	No
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Has the programme team demonstrated how programme delivery will be monitored in accordance with agreed QA procedures?

Comment: None	Yes✓	No
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Are programme management arrangements adequate and coherent?

Comment: None	Yes✓	No
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5 Programme structure and content

Is the programme structure well designed, coherent and fit for its stated purpose?

	Yes✓	No
The panel is satisfied that the programme structure has not been affected by the amendments proposed for the programme.		

5.1 Programme learning outcomes

Do the programme learning outcomes comply with national standards for the level of award proposed?

	Yes✓	No
While the programme learning outcomes have been previously reviewed, the panel requires that the programme learning outcomes are extracted from the mapping table. An exercise should be undertaken to ensure that the taxonomy used is consistently appropriate to the level of the programme and that they can be appropriately assessed at a modular level		

Are module descriptions adequate and relevant?

Comment: None

	Yes✓	No
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Are modules relevant and current?

Comment: None

	Yes✓	No
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Does the combination of modules chosen have the coherence to support the proposed award?

	Yes✓	No
The panel is satisfied that the coherence of the programme has not been affected by the amendments proposed.		

5.2 Learning Modes

Can the teaching and learning strategies proposed support achievement of the required learning outcomes?

Comment: None

	Yes✓	No
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Are the delivery mechanisms proposed adequate to the needs of the programme and the proposed learner cohorts?

Comment: None

	Yes✓	No
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5.3 Assessment strategies

Are assessment processes and methods adequately described?

	Yes✓	No
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Are these strategies appropriate to this type of award, in terms of type, frequency and volume?

Yes✓ No

The panel would like to see more detail at a modular level to ensure that it is clear what is expected of the learner and that the assessment is at the appropriate level.

Is assessment explicitly linked with intended learning outcomes? Yes✓ No

Comment: None

Does the assessment strategy underpin the achievement of the relevant standard of knowledge, skill and competence?

Yes✓ No

Comment: None

5.4 Duration

What is the intended duration of the Programme?

One calendar year

What is the lifespan of the programme (e.g. single cohort intake to satisfy limited local demand; multiple intakes over the following 5 years etc.?)

This programme has consistently recruited since 2010.

Does the Panel believe this to be realistic? Yes✓ No

The panel notes that this programme has consistently attracted Springboard and ICT funding.

Are there flexible modes of participation? Yes✓ No

Comment: None

5.5 Credits

Is credit allocation in accordance with national and international guidelines?

Yes✓ No

Comment: None

Considering the level, outcomes and volume of each module, is the number of credits attached to each appropriate?

Yes✓ No

Comment: None

Considering the stated objective of the programme is the number of credits attached to the award appropriate?

Yes✓ No

Comment: None


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5.6 NFQ Level

Is the proposed level of the programme in accordance with institutional policy/national norms?

Comment: None Yes✓ No

5.7 Programme titles and award

Is the title consistent with national policy, is it informative and is it fit for purpose?

Comment: None Yes✓ No

5.8 Transfer and Progression

Has the Programme Development Team identified realistic transfer and progression opportunities/possibilities that learners may avail of following achievement of this award?

Comment: None Yes✓ No

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6 Module Titles, Content and Assessment Strategy

6.1 Domain Skills

Is the title informative and is it fit for purpose? Yes✓ No

The panel recommends that as this concept is being introduced across a number of programmes, the title of the module should related at minimum to the subject area e.g. Domain Skills for Web Technologies.

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The parameters for the assessment of this module should be reviewed to ensure that it is scalable and that consistency can be achieved.

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

6.2 Internet of Things (IoT) Stream

The panel accepts the inclusion of this stream/group elective

6.2.1 IoT Principles

Is the title informative and is it fit for purpose? Yes✓ No

Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

In order to facilitate the evolving nature of this subject matter, a placeholder should be set in the module descriptor for 'emerging trends.'


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Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The assessment strategy for the module should be made more specific rather than an outline of what may be used.

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

6.2.2 IoT Software Development

Is the title informative and is it fit for purpose? Yes✓ No

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

The panel and the programme team had significant discussion over the programming language in use for this suite of modules. The panel is of the view that learners should be exposed to C++ to enable the learners to benefit from this

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The assessment strategy for the module should be made more specific rather than an outline of what may be used

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

6.2.3 Data Mining & Visualisation Principles

Is the title informative and is it fit for purpose? Yes✓ No

Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

Comment: None


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Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

Is the required reading and supplementary reading appropriate, current and realistic?

The book list should be standardised to include year of publication

Yes✓ No

Comment: None

6.2.4 Multimedia and Mobile Application Development

Is the title informative and is it fit for purpose?

Yes✓ No

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose?

Yes✓ No

Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The assessment strategy for the module should be made more specific rather than an outline of what may be used

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

6.3 Cybersecurity Stream

The panel accepts the inclusion of this stream/group elective

6.3.1 Security Principles

Is the title informative and is it fit for purpose?

Yes✓No

This module was previously titled 'Business and Network Security'

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose?

Yes✓ No


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Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The assessment strategy for the module should be made more specific rather than an outline of what may be used

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

6.3.2 Secure Programming

Is the title informative and is it fit for purpose?

Yes No✓

The panel is of the view that this module should be sufficient distinguished from the module delivered on the Higher Diploma in Science in Computing due to the differences of the cohorts taking the module..

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose?

Yes✓ No

Learners should be exposed to C++ programming in order to benefit most from taking this stream.

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The assessment strategy for the module should be made more specific rather than an outline of what may be used

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

6.3.3 Penetration Testing

Is the title informative and is it fit for purpose?

Yes✓ No

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No


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The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The assessment strategy for the module should be made more specific rather than an outline of what may be used

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

6.3.4 Digital Forensics

Is the title informative and is it fit for purpose? Yes✓No

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The assessment strategy for the module should be made more specific rather than an outline of what may be used

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

6.3.5 Advanced Secure Programming

Is the title informative and is it fit for purpose? Yes✓No

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

The taxonomy used for the module learning outcomes should be reviewed to ensure that they are appropriate to the level and can be appropriately assessed


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Is the content sufficiently informative and is it fit for purpose? Yes✓ No

Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

The assessment strategy for the module should be made more specific rather than an outline of what may be used

Is the required reading and supplementary reading appropriate, current and realistic?

Yes✓ No

Comment: None

7 Specific Issues to be addressed by the provider

7.1 Conditions of Approval:

- C1. Programme learning outcomes should be separately listed in the documentation. An exercise should be undertaken to ensure that the taxonomy used for these outcomes is consistently appropriate to the level of the programme and their articulation allows the module to be appropriately assessed.
- C2. Module learning outcomes need to be written using a suitable taxonomy (i.e. the verbs employed must be appropriate to their level)
- C3. In turn, there needs to be real alignment and clarity on the one hand regarding how module learning outcomes are assessed and, on the other, that there is appropriately detailed and varied assessment (and reassessment) strategies at module level (as well as across programmes as a whole).
- C4. The assessment approach for the *Domain Skills* module should be reviewed to ensure that it is scalable and standards are consistent.
- C5. The '*Secure Programming*' module should be clearly differentiated from the similar module on the Higher Diploma in Science in Computing.
- C6. The *Principles of Internet of Things* module should include an emerging technologies section should be included in the module to allow for the rapidly evolving nature of the subject
- C7. A graduate profile for each of the additional streams should be outlined which clearly identifies the scope of the award and specialism for both learner & employer

7.2 Recommendations:

- R1. Various typos occur throughout the paperwork but, given the fact that these documents constitute a public record, the many uses to which this paperwork can be used beyond this evaluation panel, etc., these should be eliminated as a matter of course.

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- R2. Consider the titling of the Domain Skills module so that it accurately reflects its intent when applied across multiple programmes and/or subject domains.
- R3. Learners should be exposed to C++ programming where they are taking the Internet of Things or Cybersecurity streams.
- R4. Reading lists for all modules should be reviewed to ensure currency and that sufficient supplementary reading is cited.

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8 Overall Result of Evaluation Panel Review:

The Programme is recommended to the Programmes and Awards Executive Committee for approval subject to the provision to QQI of a revised submission document including programme schedule(s), which addresses the conditions and recommendations required in the report and which has been signed off by the Panel Chair if necessary.

This report has been agreed by the Evaluation Panel and is signed on their behalf by the Chair.

Panel Chairperson:

Dr Joseph Ryan

Date: 1st June 2016

Signed _

Date _

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.


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Appendix 1: Staff

Staff Name	Role
Mr Michael Bradford	Lecturer
Dr Dominic Carr	Lecturer
Dr Adrianna Chis	Lecturer
Mr Sam Cogan	Computing Support Tutor
Mr Oisín Creanor	Associate Lecturer
Mr Ron Elliott	Associate Lecturer
Dr Mike Goldrick	Learning Support & Development Officer
Dr Paul Hayes	Lecturer
Dr Arghir Moldovan	Associate Lecturer
Ms Lisa Murphy	Lecturer
Mr Eugene McLaughlin	Associate Lecturer
Dr Eugene O'Loughlin	Lecturer
Ms Sinéad O'Sullivan	Director of Quality Assurance
Dr Pramod Pathak	Dean of the School of Computing
Dr Anu Sahni	Lecturer
Frances Sheridan	Lecturer
Dr Paul Stynes	Vice Dean, Academic Programmes and Research

**BSc Hons in Computing
Differential Validation
Addition of elective streams: Cybersecurity & Internet of Things**

QQI Programme Code: PG21886

Programme Team Response

The programme team for the BSc Hons in Computing programme would like to express their appreciation of the Expert Panel's deliberations and feedback.

The programme presented to the External Panel has undergone a set of considered amendments based on the panel's feedback and the conditions and recommendations relating to the proposed programme as outlined below.

Condition	Response
<p>C1. Programme learning outcomes should be separately listed in the documentation. An exercise should be undertaken to ensure that the taxonomy used for these outcomes is consistently appropriate to the level of the programme and their articulation allows the module to be appropriately assessed.</p>	<p>The Minimum Intended Programme Learning Outcomes of the BSc (Hons) in Computing programme have been revised to ensure that the taxonomy is consistent with the level of the programme as prescribed by the QQI award standards for computing at level 8. The Minimum Intended Programme Learning Outcomes are listed separately in section 4.1.</p>
<p>C2. Module learning outcomes need to be written using a suitable taxonomy (i.e. the verbs employed must be appropriate to their level)</p>	<p>Module learning outcomes have been revised using a taxonomy based on level 8 of an honours degree. The following module learning outcomes have been revised:</p> <ul style="list-style-type: none"> • IoT Principles LO1 and LO2. • Security Principles L01, LO3, LO4 and LO5. • Secure Application Programming LO1, LO2, LO3 and LO4. • Advanced Secure Programming Lo1, LO2, LO3, LO4 and the addition of a new learning outcome LO5. • IoT Application Development LO1, LO2 and LO4. • Penetration Test LO1 and LO3. • Digital Forensics LO1, LO2 and LO3. • Cloud Application development LO1 • Data Mining and Visualisation Principles LO1 and LO4 • Multimedia and Mobile Application development LO1, LO2, LO3 and LO4
<p>C3. In turn, there needs to be real alignment and clarity on the one hand regarding how module learning outcomes are assessed and, on the other, that there is appropriately detailed and varied assessment (and reassessment) strategies at module level (as well as across programmes as a whole).</p>	<p>Teaching and Learning Strategy has been updated to reflect actual practice in the following modules</p> <ul style="list-style-type: none"> • IoT Principles • IoT Application Development • Security Principles • Secure Application Programming • Penetration Testing

Condition	Response
	<ul style="list-style-type: none"> • Cloud Application Development • Data Mining and Visualisation Principles • Wireless Networking • Multimedia and Mobile Application development <p>The assessment strategy has been refined to clearly indicate the assessment type, appropriate description and outcomes assessed in the following modules</p> <ul style="list-style-type: none"> • IoT Principles • IoT Application Development • Secure Application Programming • Penetration Testing • Digital Forensics • Data Mining and Visualisation Principles • Wireless Networking • Multimedia and Mobile Application development <p>The Repeat assessment strategy has been updated in the following modules</p> <ul style="list-style-type: none"> • IoT Principles • Cloud Application Development • Data Mining and Visualisation Principles • Wireless Networking <p>Sample Assessments have been updated to reflect actual questions that can be posed in the assignments. The updates have been made to the following modules</p> <ul style="list-style-type: none"> • IoT Principles • Security Principles • Penetration Testing • Digital Forensics • Cloud Application Development • Data Mining and Visualisation Principles • Wireless Networking • Multimedia and Mobile Application development
C4. The assessment approach for the <i>Domain Skills</i> module should be reviewed to ensure that it is scalable and standards are consistent.	This module is not part of the BSc (Hons) in Computing.
C5. The ' <i>Secure Programming</i> ' module should be clearly differentiated from the similar module on the Higher Diploma in Science in Computing.	The module has been renamed to Secure Application Programming on the BSc (Hons) in Computing. Secure Application Programming focuses on Web Application

Condition	Response
	Security and is differentiated from the HDip in Computing. The Advanced Secure Programming content has been redesigned such that additional content has been added to ensure that the difficulty level with respect to programming is greater than on the H.Dip in Computing. In addition there is a greater focus on C++.
C6. The <i>Principles of Internet of Things</i> module should include an emerging technologies section should be included in the module to allow for the rapidly evolving nature of the subject	“Examination of emerging technologies related to, or enabling, IoT” has been added to the IoT principles module.
C7. A graduate profile for each of the additional streams should be outlined which clearly identifies the scope of the award and specialism for both learner & employer	The graduate profile based on the Knowledge Skills and Competence of completing the BSc (Hons) in Computing has been added to the Differential Validation Programme in section 3.3

Recommendations

Recommendation	Response
R1. Various typos occur throughout the paperwork but, given the fact that these documents constitute a public record, the many uses to which this paperwork can be used beyond this evaluation panel, etc., these should be eliminated as a matter of course.	Document has been checked through proofing tools and additional reader.
R2. Consider the titling of the Domain Skills module so that it accurately reflects its intent when applied across multiple programmes and/or subject domains.	This module is not part of the BSc (Hons) in Computing.
R3. Learners should be exposed to C++ programming where they are taking the Internet of Things or Cybersecurity streams.	Low level programming with C++ is integrated into the following sections of the module IoT Application Development: <ul style="list-style-type: none"> • Introduction to IoT development boards and software platforms • Programming the IoT • Programming a ‘Thing’
R4. Reading lists for all modules should be reviewed to ensure currency and that sufficient supplementary reading is cited.	The reading lists of the following modules have been revised: <ul style="list-style-type: none"> • IoT Principles (date added)

In addition the following changes have been implemented

Allocation of contact hours per module has been review and updated to ensure that the description of contact hours in the header of the module accurately reflects the nature of the class.

Forensics section is removed from Penetration Testing module as this overlapped with the content of the Digital Forensics module

Walter Balfe
Programme Validation Unit
QQI
Denzille Lane Dublin 2

7 July 2016

Dear Walter,

This is to confirm that I have received and reviewed the amended documentation from National College of Ireland submitted in response to a recent panel for the programmes

HDip in Web Technologies
HDip in Data Analytics
HDip in Computing
Cert in Computing
Cert in Digital Multimedia
BSc (Hons) in Computing

I confirm that in my opinion the amendments made address all the conditions set by the panel and would recommend these programmes to QQI for validation.

The panel report for the BSc (Hons) in Computing contained an error in that Condition 4 and Recommendation 2 did not apply to the programme. The Programme Team has noted this in their response.

Please note that this reflects my personal opinion, the ultimate decision rests with the chair of the panel.

Best regards

Christian

Christian Horn
Head of Department of Computing Science & Mathematics
Dundalk Institute of Technology
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Skype: Christian.Horn

Walter. Apologies for missing your call.

As you probably gather, I'm away at the moment and without access to these papers. From what I can read, I am satisfied that the college both understands and has set out the intention to meet the significant conditions attaching to this recommendation.

In the absence of any ability to attach an electronic signature to the cover, I trust you can utilise this to affirm my support.

Regards,

Dr Joseph Ryan
Academic Registrar



CERTIFICATE OF VALIDATION

Provider name	National College of Ireland
Date of validation	20 July 2016

	First Intake	Last Intake
Enrolment interval	September 2016	September 2020

	Code	Title	Award
Principal programme		Bachelor of Science (Honours) in Computing	Honours Bachelor Degree
Embedded programme			
Embedded programme			

	Name	Maximum number of learners	Minimum number of learners
Approved centre	National College of Ireland	As per the validated programmes	As per the validated programmes

Target learner groups	As per the validated programmes
Approved countries for provision	Ireland
The teaching and learning modalities	As per the validated programmes
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	As per the validated programmes
Specifications for teaching staff	As per the validated programmes
Specifications for the ratio of learners to teaching-staff	As per the validated programmes

Programmes being replaced		
Code	Title	Comment
		N/A



Conditions of validation

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

- a) 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,
- b) 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,
- c) continue to comply with [section 65 of the 2012 Act](#) in respect of arrangements for the protection of enrolled learners, if applicable, and
- d) 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.

Conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

The provider of the programme shall (for each programme):

1. Maintain the status of the programme(s) recognition;
2. Establish, having regard to existing quality assurance procedures, procedures for quality assurance for the purpose of further improving and maintaining the quality of education and training which is provided, organised or procured by that provider as part of the programme(s) concerned, and agree those procedures with QQI;
3. Operate quality assurance procedures agreed with QQI;
4. Implement procedures for the assessment of learners which are consistent with Assessment and Standards, Revised 2013;
5. Implement the procedures described in the document Policies, Actions and Procedures for Access, Transfer and Progression for Learners;
6. Implement any special conditions of validation attached to the relevant awards standards.

Other conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

7. Notify QQI of any change in circumstances affecting the provider which could affect or be perceived to affect the provision of the programme(s). This includes significant changes in corporate or academic governance, ownership, legal status, profile of teaching staff, profile of learners, numbers enrolled, facilities, or resources;
8. Maintain learner data records (personal identification, progression, module marks, stage classification etc.) in order to assist QQI in the performance of its functions;
9. Provide the information required by QQI's award making and monitoring functions, including information in respect of completion rates;
10. Implement the programme in accordance with the **approved programme schedule(s)** (appended) and current assessment strategies;
11. Subject to Section 4.6.1 of *HET Core Validation Policy and Criteria 2010, Revised 2013*, obtain QQI's approval prior to substantially amending the programme's minimum intended learning outcomes, save in the case of incremental enhancements arising from the implementation of findings of the provider's agreed quality assurance procedures;
12. Notify QQI of any information concerning the programme(s), or circumstances that may reasonably be expected to give QQI cause to consider reviewing the programme. Explicitly this includes where another awarding body withdraws or seeks to withdraw validation from the programme(s) and /or any alterations to accreditations (additions or withdrawals) by a professional or regulatory body;
13. Implement the programme(s) as agreed with the resources indicated;
14. Adhere to, and implement the Provider Lifecycle of Engagements.



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Approved Programme Schedule(s)

Table 1 PROPOSED PROGRAMME SCHEDULE FOR STAGE 4

Name of Provider		National College of		Programme Codes		BSHC/ PG21886					
Programme Title (i.e. named award)		Ireland		BSc (Honours) in Computing							
Award Title (QQI named award)		Bachelors of Science (Hons)									
Stage Exit Award Title		FULL_TIME,PART_TIME									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		Award		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		8		Stage EQF Level		6					
Date Effective		14/09/16		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	ECTS		Total Student Effort		Allocation of Marks		Total %	
				NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	Coursework %		End of Module Assessment %
4.1	Software Project	1, 2	M	8	20	500	48	452	100	0	100
4.2	Strategic Management	1	M	8	5	125	36	89	30	70	100
4.3	Introduction to Artificial Intelligence	1	M	8	5	125	36	89	40	60	100
4.4	Web Services and API Development	1	M	8	5	125	36	89	75	25	100
4.5	Cloud Computing	1	GE1	8	5	125	36	89	0	100	100
4.6	Computer Graphics	1	GE2	8	5	125	36	89	50	50	100



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Programme Title (i.e. named award)		Ireland		BSc (Honours) in Computing									
Award Title (QQI named award)		Bachelors of Science (Hons)											
Stage Exit Award Title		FULL_TIME,PART_TIME		Number of Stages		4							
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		Award		Award NQF Level		8							
Stage		Major		Stage Credits (ECTS)		60							
Award Class		6		Stage EQF Level		6							
Award EQF Level		8		ISCED Subject Code									
Stage NQF Level		14/09/16											
Date Effective													
Ref	Module Title	Semester	Module Status (M/E)	ECTS Credit Number	NQF Level	Total Student Effort			Allocation of Marks				
						Total Hours	Contact Hours	Independent Learning	Coursework %	End of Module Assessment %	Total %		
	Design and Animation												
4.7	Security Principles	1	GE4	5	8	125	36	89	30	70			100
4.8	Business Data Analysis	1	GE5	5	8	125	36	89	50	50			100
4.9	IoT Principles	1	GE6	5	8	125	36	89	40	60			100
4.10	Data Application Development	1	GE1/GE5	5	8	125	48	77	100	0			100
4.11	Multimedia and Mobile Application Development	1	GE2/GE3/GE4/GE6	5	8	125	36	89	50	50			100
4.12	Security Principles	2	GE7	5	8	125	36	89	50	50			100
4.13	Secure Application	2	GE7	5	8	125	36	89	60	40			100



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Programme Title (i.e. named award)		Ireland		BSc (Honours) in Computing									
Award Title (QQI named award)		Bachelors of Science (Hons)											
Stage Exit Award Title		FULL_TIME,PART_TIME		Number of Stages		4							
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		Award		Award NQF Level		8							
Stage		Major		Stage Credits (ECTS)		60							
Award Class		6		Stage EQF Level		6							
Award EQF Level		8		ISCED Subject Code									
Stage NQF Level		14/09/16											
Date Effective													
Ref	Module Title	Semester	Module Status (M/E)	ECTS		Total Student Effort			Allocation of Marks				
				NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	Coursework %	End of Module Assessment %	Total %		
	Programming												
4.14	Computing Infrastructure	2	GE1	8	5	125	36	89	70	30		100	
4.15	Applied Artificial Intelligence	2	GE2	8	5	125	36	89	50	50		100	
4.16	Cloud Gaming	2	GE2	8	5	125	36	89	40	60		100	
4.17	Advanced Mobile Application Development	2	GE4	8	5	125	36	89	100	0		100	
4.18	Data and Web Mining	2	GE5	8	10	250	48	202	50	50		100	
4.19	Advanced Business Data Analysis	2	GE5	8	5	125	36	89	40	60		100	
4.20	Data Mining	2	GE6	8	5	125	36	89	100	0		100	



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Programme Title (i.e. named award)		Ireland		BSc (Honours) in Computing									
Award Title (QQI named award)		BSc (Honours) in Computing		Bachelor of Science (Hons)									
Stage Exit Award Title		FULL_TIME,PART_TIME		Number of Stages		4							
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		Award		Award NQF Level		8							
Stage		Major		Stage Credits (ECTS)		60							
Award Class		6		Stage EQF Level		6							
Award EQF Level		8		ISCED Subject Code									
Stage NQF Level		14/09/16											
Date Effective													
Ref	Module Title	Semester	Module Status (M/E)	ECTS Credit Number	Total Student Effort			Allocation of Marks					
					NQF Level	Total Hours	Contact Hours	Independent Learning	Coursework %	End of Module Assessment %	Total %		
	and Visualisation Principles												
4.21	IoT Application Development	2	GE6	5	125	36	89	100	0			100	
4.22	Distributed Systems	2	GE1/GE3/GE4	5	125	36	89	75	25			100	
4.23	Cloud Application Development	2	GE1/GE3/GE6	5	125	36	89	100	0			100	
4.24	Usability Design	2	GE2/GE3/GE4	5	125	36	89	100	0			100	
4.25	Advanced Secure Programming	2	GE7	5	125	36	89	50	50			100	
4.26	Penetration Testing	2	GE7	5	125	36	89					100	



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Programme Title (i.e. named award)		Ireland									
Award Title (QQI named award)		BSc (Honours) in Computing									
Stage Exit Award Title		Bachelor of Science (Hons)									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FULL_TIME,PART_TIME									
Stage		Award		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		8		Stage EQF Level		6					
Date Effective		14/09/16		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	ECTS		Total Student Effort		Allocation of Marks			
				NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning %	Coursework %	End of Module Assessment %	Total %
4.27	Digital Forensics	2	GE7	8	5	125	36	89	50	50	100

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Award Title (QQI named award)		Bachelor of Science (Hons)					
Stage Exit Award Title							
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FULL_TIME,PART_TIME					
Stage		Award		Number of Stages		4	
Award Class		Major		Award NQF Level		8	
Award EQF Level		6		Stage Credits (ECTS)		60	
Stage NQF Level		8		Stage EQF Level		6	
Date Effective		14/09/16		ISCED Subject Code			
Ref	Module Title	Semester	Module Status (M/E)	ECTS		Allocation of Marks	
				NQF Level	Credit Number	Independent Learning	Coursework %
Total Student Effort				Total Hours	Contact Hours		

Special Regulations:

The Software Project module is assessed over both semesters in the final year and accounts for 15 credits per semester. Learners may specialise in one of 6 areas in their final year: Cloud Computing, Gaming & Multimedia, Software Development, Mobile Application Development, Data Analytics Internet of Things or Cyber Security.

Cloud Computing GE1: Cloud Computing, Data Application Development, Computing Infrastructure, Cloud Application Development and Distributed Systems modules.

Gaming & Multimedia GE2: Computer Graphics Design & Animation, Multimedia and Mobile Application Development, Usability, Applied Artificial Intelligence and Cloud Gaming modules.

Software Development GE3: Data Application Development, Multimedia and Mobile Application Development, Usability, Cloud Application Development and Distributed Systems modules.

Mobile Application Development GE 4: Business & Network Security, Multimedia and Mobile Application Development, Usability, Advanced Mobile Application Development and Distributed Systems modules.

Data Analytics GE5: Business and Data Analysis, Data Application Development, Advanced Business Data Analysis and Data & Web Mining.

Internet of Things GE6: Multimedia and Mobile Application Development; IoT Principles; IoT Application Development; Cloud Application Development; Data Mining and Visualisation Principles.

Cyber Security GE7: Security Principles, Secure Application Programming, Advanced Secure Programming, Penetration Testing, Digital Forensics