

Double Degree Validation Panel

Double Degree in Computer Science

School of Computer Science with Mälardalen University, Sweden

Programme Amendment

A panel was convened by Academic Board to consider for validation a submission by the School of Computer Science for a double degree in Computer Science with Mälardalen University, Sweden. The proposed programme will not result in the development or delivery of new modules, but would involve students completing three years in their home University and one year in the partner University, and in doing so becoming eligible for the three year BSc Computer Science from Mälardalen University and the four year, BSc (Honours) Computer Science (International) degree from TU Dublin. Students will complete the final year of the three-year and four-year degree in the awarding University.

The membership of the panel was as follows:

1. Dr Ciarán O'Leary, Head of Learning Development, Chairperson
2. Mr Patrick Clarke, Salesforce, Sandyford Business Park, Dublin 18
3. Dr Sarah Rawe, School of Chemical and Pharmaceutical Sciences
4. Ms Nicole O'Neill, Quality Assurance

The agenda for the meeting of the panel, which took place online on Friday, 5th February 2021, from 9:00am to 11:00am was as follows:

- 9:00am: Introductions
- 9:05am: Presentation by School and Partner
- 9:20am: Private Meeting of Panel
- 9:45am: Meeting with School and Partner
- 10:30am: Private Meeting of Panel
- 10:50am: Report to School and Partner

During this meeting, the panel met with the following TU Dublin staff involved in the programme management, design and delivery.

- Dr Dympna O'Sullivan, Assistant Head of School of Computer Science
- Dr Michael Collins, School of Computer Science
- Mr William O'Mahony, School of Computer Science

In addition, the panel met with the following representatives of Mälardalen University.

- Assoc. Prof. Radu Dobrin, Mälardalen University
- Dr Daniel Hedin, Mälardalen University
- Ms Annika Björklund, Mälardalen University

The panel had been provided with the following documentation in advance of the meeting:

1. Outline Proposal: High level description of the proposed partnership and programme.
2. Programme Validation Document: Detailed description of the proposed partnership and programme.
3. European Double Degree Agreement: The proposed agreement between TU Dublin and Mälardalen University.
4. Data Processing Agreement: Standard TU Dublin agreement required for the exchange of data.
5. Mälardalen University Computer Science Syllabus: Overview of the Computer Science degree programme in Mälardalen University.
6. Mälardalen University Quality Assurance Procedures: Quality assurance procedures used in Mälardalen University for their degree programmes.
7. Mälardalen University Student Housing Agreement: Information on the student housing facility in Mälardalen University.

Outcome

The panel commends the School of Computer Science and its partner, Mälardalen University, on the development of this degree programme. The panel recognises the extensive experience that both partners have in the development of international degree programmes and the hosting of international students on their programmes. The panel also recognises the length of the partnership in place between TU Dublin and Mälardalen University which involves joint participation in Erasmus+ funded projects such as HubLinked (<https://www.hublinked.eu/>) and Craft4.0 (<https://craftproject.eu/>).

The panel, having reviewed all documentation and having met with representatives of the School of Computer Sciences and Mälardalen University supports, in principle, the approval of this dual degree programme. The panel requests some additional documentation for review in advance of the panel making its recommendation to Academic Board. The actions required are set out in the next section.

Actions Required by School

1. The School and its partner should provide the panel with an updated version of the documentation, that includes a clear illustration of the expected pathways for students from both TU Dublin and Mälardalen University. The documentation should clearly identify the modules that students from TU Dublin will take when they spend third year in Mälardalen University, and the rules that apply to the selection of modules. If necessary, the documentation may include a set of illustrative scenarios that show sets of modules that can be selected, clearly demonstrating how, if at all, internship offered by Mälardalen University, Global Classroom (run by TU Dublin), language and culture modules offered by Mälardalen University, and project and technical modules offered by Mälardalen University will form part of the student pathway during third year. The documentation and agreement should also make it clear that students coming to TU Dublin in fourth year will take the full 60 ECTS credits from final year of BSc (Hons) Computer Science (International), and that all language and cultural modules (Irish Cultural Studies and English for Academic Purposes) will be offered as electives in addition to the required 60 ECTS credits.

2. The names, credits and links to module descriptors for the modules that will be taken by TU Dublin students when in Mälardalen University, including the language and cultural modules, should be provided.
3. The documentation should make clear the pass mark for modules taken in Mälardalen University and should also clarify that the Mälardalen University degree is awarded without classification. This information will also need to be clearly communicated to students in their Student Handbook.
4. The Agreement and Data Processing Agreement will need to be updated in liaison with the Quality Assurance Office. Consideration may be given in the drafting of the final Data Processing Agreement to referring to the exchange of data relating to examinations requirements for students with disabilities. Any requirements relating to the provision of this data by students themselves to Mälardalen University should be communicated to students through their Student Handbook.

Update Following School Response

Having received a response from the School and the partner, including updated documentation, the panel is satisfied that all the actions have been addressed and consequently recommend to Academic Board that the programme is approved.

Part 1 Programme details

TU Dublin Awards Sought	ECTS	Level	Type
CPD Diploma in Strategic Innovation	20	8	Special Purpose
CPD Certificate in Managing Occupational Health and Safety*	5	6	Special Purpose

*Original Title CPD Certificate in Managing Safety

Delivery Partner	Irish Business and Employers Confederation
Delivery Location	Off Campus in IBEC Offices and Hotel venues
Proposing School	School of Retail and Services Management

Part 2 Programme Background

Entry Requirements: Applicants to the CPD Diploma in Strategic Innovation should currently occupy roles involving a significant degree of engagement with innovation or expect to move into these positions in the near future will be Leaving Certificate Standard or equivalent. * (See Panel Condition)

Applicants to the CPD Certificate in Managing Occupational Health and Safety will be required to be working in the area of OHS, have OHS as part of their brief, or moving into this field. Academically applicants should be of leaving certificate standard or equivalent.

Student assessment In accordance with the Institute's General Assessment Regulations.

Derogations: 2 assessment Attempts

Part 3 Validation details and membership of panel

Dates of Validation Event: 12th September 2020, MS Teams

Membership of Validation Panel: **Sharon Feeney** (Chair) Head of Learning Development College of Business, Margo Leddy, National Health and Safety Manager (Policy Teams) Health Services Executive, Alex Gibson, School of Marketing, Nicole O'Neill, Quality Assurance Officer,

Part 4 Findings of the Panel**CPD Certificate in Occupational Health and Safety**

The panel recommends to Academic Board approval of the CPD Certificate in Occupational Health and Safety (title to be revised, note condition below) at NFQ Level 6 subject to the following conditions and recommendations.

Conditions

- Revise the programme title to better reflect the intended outcomes of the programme.
- Clarify the target audience for the programme.
- Revise the programme learning outcomes and assessment to more clearly reflect the content of the programme and the non-specialist nature of the target audience.

Recommendations

Revise the programme documents to:

- Provide more details on the application and selection procedures for the programme.

- Provide more details on the sequencing of the classes, the learning journal and other formative assessment in the documentation.
- Update the recommended reading list to reflect contemporary themes.
- Remove editorial inconsistencies

Review the programme content to:

- Put more emphasis on the roles and responsibilities for occupational health and safety within organisations,
- Include more aspects of occupational health and
- Align to recent developments in Public Health Guidelines.

Programme Documentation and Advertising material should clearly outline what a student who completes the programme has the competency to achieve in the work place.

Response - CPD Certificate in Occupational Health and Safety

Conditions

- Revise the programme title to better reflect the intended outcomes of the programme.
 - The programme title has been revised in line with the recommendation of the Validation Board to 'Occupational Health & Safety Essentials for Managers'
- Clarify the target audience for the programme.
 - The programme is designed to meet the needs of **managers or OHS personnel** who want to improve their skills and competence in understanding the scope of their responsibilities, how to proactively manage risks and implement the relevant OHS law for their organisation, understand who the enforcement agencies are, effectively investigate accidents and positively communicate the OHS message in an organisation.
- Revise the programme learning outcomes and assessment to more clearly reflect the content of the programme and the non-specialist nature of the target audience.

The programme learning outcomes have been revised as follows:

- On completion of this module, participants will be able to:
 - Identify relevant OHS law and how it impacts their responsibilities.
 - Describe the role of an EHS/OHS professional & Safety Representative and how to interact effectively with both.
 - Understand the role of managers and supervisors and anyone who 'puts people to work'.
 - Describe the full extent and importance of their role in managing OHS at work.
 - Compile suitable OHS documentation and assess the suitability of the organisation's written Risk Assessments and Safety Statement.
 - Identify the key tools for managing safely through a practical approach to skills development in areas such as planning and implementing the top priorities to prevent accidents and ill health at work.
 - Perform a comprehensive risk assessment of common risks and how to investigate accidents thoroughly, ensuring the suitable documentation is produced on each occasion.
 - Understand specific risks topics such as manual handling, contractor management, stress, Covid -19, remote working.
 - Monitor and measure OHS performance in their area.
 - Develop suitable emergency plans for their organisation.

- Communicate the OHS message in the organisation and act in the role with greater confidence.
- Be familiar with concepts such as Behavioural Based Safety, Just culture, and Wellbeing programmes

Recommendations

Revise the programme documents to:

- Provide more details on the application and selection procedures for the programme.
 - The application process will be managed through IBECs Training Department. Successful applicants will be meet the minimum 3rd level entry requirements, or equivalent, and have some responsibility for health & safety within their organisation.
 - The programme is designed to meet the needs of the new safety manager or managers with responsibility in this area and is aimed at developing their safety management skills and knowledge and competence in this area. Therefore, those attending are required to be working in the area of OHS, have OHS as part of their brief, or moving into this field. Academically applicants should be of leaving certificate standard or equivalent. Non-standard applicants with relevant experience will be considered on an individual basis.
- Provide more details on the sequencing of the classes, the learning journal and other formative assessment in the documentation.
 - Each individual module will be delivered as one full day over a six week duration, in the following sequence:

Module Title:	Class Contact
Managing Occupational Health and Safety	
Day 1 OHS and the Law – OHS Management Systems	8
Day 2 Operational OHS management: Processes And Procedures	8
Day 3: OHS Policies and Procedures	8
Day 4 Monitoring, Measuring and Improving OHS performance	8
Total	32

- The learning journal will start at the commencement of the programme and will be submitted for assessment after element 4 has been completed.
- Update the recommended reading list to reflect contemporary themes.
 - Recommended reading lists have been updated and will be supplemented through IBECs Virtual Learning Environment (VLE)
- Remove editorial inconsistencies

- Completed

Review the programme content to:

- Put more emphasis on the roles and responsibilities for occupational health and safety within organisations,
- Agreed, programme tutors will be instructed to emphasis the roles and responsibilities for occupational health and safety within organisations as core to the programme
- Include more aspects of occupational health and Align to recent developments in Public Health Guidelines.
- Agreed, programme tutors will be instructed to emphasis the alignment to recent developments in Public Health Guidelines as core to the programme.

CPD Diploma in Strategic Innovation

The panel recommends to Academic Board approval of the CPD Diploma in Strategic Innovation at NFQ Level 8 subject to the following conditions and recommendations.

Conditions

- Revise the Programme Learning Outcomes to better align to the NFQ Level 8 Award Type Descriptor and the module descriptors.
- Update the programme documentation (e.g. table on p21, etc.) to include the revised subject areas as outlined in the presentation to the panel. .
- Revise the admissions criteria to specify minimum level of experience required to enroll on the programme..

Recommendations

- Ensure that the case study as a form of assessment is aligned to higher order learning outcomes and that the word count is more tightly defined.
- Update the reading list to include emerging theories and practice.
- Revise the editorial inconsistencies in the document.

Observations

The Q1A forms for each programme, need to be submitted via the College Leadership Team to the University's Finance Due Diligence and Legal Standing Committee before approval of the programmes.

Response – CPD Diploma in Strategic Innovation

Conditions

- Revise the Programme Learning Outcomes to better align to the NFQ Level 8 Award Type Descriptor and the module descriptors.

The Learning Outcomes have been revised to reflect NFQ Level 8 awards

- On successful completion of this Programme participants will have:
 - Critically analysed the core principles of effective strategy and innovation in organisations and how they inter-relate and are integrated.
 - Evaluated their organisation's approaches to strategy and innovation
 - Considered the key approaches to analysing, evaluating and adopting appropriate strategies to capitalise on organisational strengths and overcome weaknesses.
 - Applied analytical and systematic approaches to problem solving and decision making in the context of strategy and innovation
 - Identified and critically evaluated the strategy and innovation skills required of leaders and be able to demonstrate these skills in their own jobs.
 - Critically evaluated the effectiveness of creative problem solving, communication, decision-making, facilitation and other tools to develop and manage innovation
 - Critically assessed the effectiveness of core approaches to strategy and innovation with reference to their own professional context

- Developed their skills at autonomous, independent learning through the learning Journal, case studies, group and problem- based learning.
 - Developed their ability to write, present and defend material that articulates ideas, insights and analysis relevant to strategy and innovation, using a variety of business media.
- Update the programme documentation (e.g. table on p21 , etc.) to include the revised subject areas as outlined in the presentation to the panel.
 - The programme document has been revised
 - The subject areas in the table on page 21 has been revised.

5 Subject areas	Ects	Class contact hours	Self-directed learning hours	Project hours	Exam prep	Learning journal
Developing a strategic outlook	4	14	42	11	1	1
Understanding Innovation	4	14	42	11	2	1
The innovative organisation	4	14	42	11	1	1
How leadership, teams and people contribute to innovation	4	21	62	11	1	1
Taking a strategic view of innovation	4	21	62	11	1	1
Total	20	84	250	55	6	5

- Revise the admissions criteria to specify minimum level of experience required to enroll on the programme.
 - The admission criteria has been revised as follows 'Applicants should typically have a minimum of 5 years' experience in management.'

Recommendations

- Ensure that the case study as a form of assessment is aligned to higher order learning outcomes and that the word count is more tightly defined.
 - Agreed, tutors will develop the case study briefing documents to reflect higher order learning outcomes and a defined word count, (3,000 words)
- Update the reading list to include emerging theories and practice.
 - Agreed, reading lists have been updated
- Revise the editorial inconsistencies in the document.
 - Editorial inconsistencies have been removed from the document.

Observations

The Q1A forms for each programme, need to be submitted via the College Leadership Team to the University's Finance Due Diligence and Legal Standing Committee before approval of the programmes.

- The Q1a Forms for each programme has been submitted and approved.