



Programme Validation Report

Bachelor of Science (Honours) in Computer Science

(Dual Degree with OTH Regensburg)

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
1	Dr. Gráinne Hurley	29/09/2023
		Click or tap to enter a date.
		Click or tap to enter a date.
		Click or tap to enter a date.

<i>Approval</i>	<i>Date</i>
Programme Proposal approved by Faculty Board	04/05/2023
Programme Proposal approved by University Programmes Board	18/05/2023
Programme approved by Faculty Board	29/09/2023
Programme approved by University Programmes Board	Click or tap to enter a date.

Section A - Programme Details

Title	Dual Degree in BSc (Honours) Computer Science (TU Dublin) & BSc Informatik (OTH Regensburg).
NFQ Level	8
ECTS Credits	240
Mode of delivery	Part-time <input type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: Full-time: 4 years
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/>
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Discipline Programmes Board	Computer Science
Faculty Board	Faculty of Computing
Schools involved in delivery	School of Computer Science
Delivery location	City Campus, TU Dublin and OTH Regensburg, Germany
Collaborative Partner (where applicable)	Ostbayerische Technische Hochschule (OTH) Regensburg
Date of Commencement	January 2024

Section B - Awards

Award Title	Bachelor of Science (Honours) in Computer Science
NFQ Level	8
Award Class	Major
ECTS Credits	240
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Award (1) Title	
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	8
Award Class	Major
ECTS Credits	
Classification of award	
Exit Award (2)	
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	

Section C - Programme Derogations (if required)

<i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i>	
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: 12 June 2023 (please refer to accompanying report)	Date:	Date:
Date: 28 September 2023	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr Ciarán O'Leary	Chair	Head of Learning Development, Faculty of Computing, Digital & Data
Mr Eric Strong	External panel member	DevOps Engineer, FreedomPay

Mr Michael Hegarty	Internal panel member	Lecturer, School of Informatics and Cybersecurity
Ms Karen Nolan,	Internal panel member	Lecturer, School of Enterprise Computing and Digital Transformation
Dr Gráinne Hurley, Quality Assurance Office	Internal panel member	Quality Framework Team, Quality Assurance Advisor

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 ✓	No <input type="checkbox"/>
Comment: This Dual Degree embraces the University's Strategic Plan's intention to engage in diverse and multicultural contexts and to encourage and support students to avail of study and work opportunities abroad, thus preparing students for multiple career paths by facilitating exposure to global perspectives, intercultural experiences and enhanced networking opportunities, resulting in the attainment of multifaceted skill sets that will greatly increase their marketability to future employers. It also fulfils the requirement to build and nurture the university's partnerships with other universities. In addition, the Dual Degree satisfies the Educational Model's objectives of offering 'a new and different educational experience to meet the needs of the learners for the next generation' and providing an inclusive, global and multicultural experience. It also supports the principles underpinning the university's Academic Quality Framework, including taking a student-centred approach and being innovative and responsive whilst upholding high academic standards.		
<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 ✓	No <input type="checkbox"/>
Comment:		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<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 ✓	No <input type="checkbox"/>
Comment:		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		

<i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes ✓	No <input type="checkbox"/>
Comment: The programme has been designed in partnership with OTH Regensburg		
<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"/>
Comment: 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.		
<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<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"/>
Comment:		
<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"/>
Comment:		
<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<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 ✓	No <input type="checkbox"/>
Comment:		
<i>Is the required programme and module information provided in the correct format?</i>	Yes ✓	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 ✓	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 ✓	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 ✓	No <input type="checkbox"/>
Comment:		
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes ✓	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 ✓	No <input type="checkbox"/>
Comment:		
<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		

<i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		

Collaborative Provision (if applicable)		
<i>Are the roles and responsibilities of each partner clearly defined?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<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>	Yes ✓	No <input type="checkbox"/>
Comment:		

Section F - Overall Recommendation

1.	Recommend approval of programme as submitted, without amendment	<input checked="" 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	<input type="checkbox"/>

	<p>directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions.</p> <p>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.</p>	
4.	Do not recommend approval of programme.	<input type="checkbox"/>

Areas for commendation	
1.	The development of Dual Degrees can be very challenging, with complex matters requiring consideration that would not be a feature of the development and validation of a conventional programme. The School of Computer Science has developed a suite of Dual Degrees, continuing to lead TU Dublin in this area of programme provision. The School and the programme development team are to be commended for their leadership in this area and their innovative approaches to international collaboration.
2.	Based on the documentation provided and the evidence supplied by the TU Dublin staff member and student who have spent time in the partner university, OTH Regensburg provides excellent support and experience to its exchange students and visitors, for which it is to be commended. Commenting upon his experience in OTH Regensburg, the TU Dublin student, with whom the panel corresponded, commented that he “would 100% recommend any Erasmus student to go to OTH Regensburg. It has been an incredible experience for me thus far and I think it would be shame for any other student to miss out on it!”.
3.	The facilities available in OTH Regensburg, the social life for students in the city of Regensburg, the quality of the modules on offer to exchange students in OTH Regensburg, and the level of knowledge and ability of the students in OTH Regensburg were all commented upon very favourably by TU Dublin staff member and student who spent time in OTH Regensburg. Both individuals specifically identified Dr Markus Westner, the Associate Dean of Student Affairs as being very supportive.
4.	The mapping between modules in TU Dublin and OTH Regensburg demonstrates a good alignment between the TU Dublin programme and the OTH Regensburg. This challenging task has been carefully undertaken by both partners to ensure that students are well prepared for the fourth year in TU Dublin. The panel made some suggestions during the panel meeting of topics that could be considered by both partners as part of the future development of their programmes, based on current practice in industry.
5.	The panel recognises that this degree provides an excellent foundation for graduates’ transition into industry, with the knowledge and skills gained through their international experience in great demand.

Conditions of Approval	
1.	The means through which students remain engaged with OTH Regensburg, and an overall picture (schedule, description etc.) of the student experience in semester 1 of third year needs to be described in the programme validation documentation and/or student handbook. This


	<p>could address, for example, how and when students attend classes, how and when students interact with other students on their programme, how and when students interact with staff from OTH Regensburg, where students live during their internship, and overall how students remain a part of university life during their internship.</p>
	<p>Response: The panel were provided with the <i>Study Exchange Student Handbook & Pre-Departure Pack</i> which contains the academic calendar, registration information and outlines Student Support Services that are available including information on accommodation; language support provided; details on the ‘Buddy Programme’, which provides every incoming student with support from an <i>OTH-Buddy</i> during the semester; information on timetables, study groups (including study counselling and study support) and library services, in addition to social interaction supports and sports facilities. The panel were also furnished with additional files on (i) the Welcome Week at OTH, (ii) OTH Internship semester and (iii) OTH Student Support documents in addition to a document fully outlining the FYP process at TU Dublin.</p>
2.	<p>It is clear that the internship module required extensive involvement from both OTH Regensburg and TU Dublin, with aspects of the module commencing early in second year and the module ending after the assessment of the students upon completion of the eighteen-week internship period. In this regard, a detailed description of the internship, recommended to be in the form of an internship handbook for students – supported by OTH Regensburg’s module descriptor for internship – needs to be provided. Currently, it is understood that TU Dublin has a Work Placement Handbook for all students undertaking placement as part of TU Dublin’s own programmes. It is recommended that a comparable document is prepared by TU Dublin and OTH Regensburg to describe all the activities, supports and processes relating to the internship as part of the Dual Degree. This document should be submitted to the panel.</p>
	<p>Response: The panel was provided with the <i>OTH Internship Semester</i> document which included programme/module descriptors, guidelines for the internship semester (structure, admission, duration etc.); a checklist for the examination of the internship report; notes on the internship seminar (report and presentation) and instructions for the preparation of the internship report.</p>
3.	<p>The School of Computer Science and OTH Regensburg need to determine and fully describe the model that they are proposing for the thesis and Final Year Project. Given the confusion that may arise should students be expected to complete a separate thesis and Final Year Project, or complete a thesis/Final Year Project that is jointly supervised and assessed, or undertake a Final Year Project that will be recognised by both partners, it is recommended that a joint thesis/Final Year Project handbook or guidance document is prepared for student (and for the panel) to explain the operation of the proposed model.</p>
	<p>Response: The panel was provided with the <i>Study Exchange Student Handbook & Pre-Departure Pack</i>, which outlines the final year project and bachelor thesis procedure as follows: ‘In the fourth year of the double degree program, i.e., semester 7 and 8, students from both TU Dublin and OTH Regensburg must undertake a Final Year Project (FYP) at TU Dublin. This project is an opportunity for students to apply and integrate the knowledge and skills acquired throughout their undergraduate programme. To fulfil the academic requirements of both institutions, students must submit (i) a FYP dissertation to TU Dublin, and (ii) a Bachelor Thesis to OTH Regensburg. These will be two separate and unique bodies of work with separate submissions,</p>

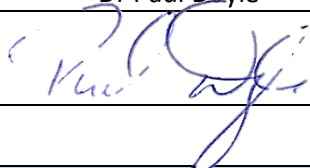
	which include specific differences and deliverables. Each student will be assigned a local academic supervisor at TU Dublin for the FYP and an academic supervisor at OTH for the Bachelor Thesis. It will be the student's responsibility to arrange their weekly meetings with their supervisors at an agreed time during the course of their research.' An indicative timeline and breakdown is also provided.
4.	Further information is required as part of the documentation – ideally in the student handbook – on the supports that will be provided to students to assist them in achieving the level of language competence required for the achievement of the OTH Regensburg degree. Response: Comprehensive information was provided in the <i>Study Exchange Student Handbook & Pre-Departure Pack</i> detailing language supports provided to exchange students while studying at OTH Regensburg, which includes access to a wide range of German language courses designed to cater to various competency levels, thus ensuring that students can continue to enhance their language skills and are adequately prepared to meet the linguistic demands of their academic program at OTH Regensburg. The German language curriculum is structured to provide comprehensive learning experiences, and the experienced faculty members are committed to assisting students in achieving linguistic proficiency. The university's Writing Center also offers courses, workshops and one-on-one consultations.


Recommendations	
1.	 Response:
2.	 Response:
3.	 Response:

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
This is a Dual Degree programme whereby students from TU Dublin will spend third year in OTH Regensburg and later complete a final thesis to become eligible for the OTH Regensburg 3.5 year degree. Students from OTH Regensburg will spend fourth year in TU Dublin, completing that year in its entirety to become eligible for the TU Dublin degree.

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: 29/09/2023

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 Paul Doyle	
Signed: 	Date: 29/09/2023

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education: Prof Pramod Pathak (Dean)	
Signed: 	Date: 02/10/2023

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.