

EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme:	BSc (Ordinary) in Web Technologies & Programming (Conversion Programme)					
2.	School / Centre:	School of Science. Department of Computer Science					
3.	Duration:	1 year					
4.	NFQ Level:	Level 7 Credits 75 Credits					
5.	Type of Review:	New Programme:	Yes:	√	No:		
		Differential Validation:	Yes:		No:	√	
6.	Date of Review:	7 th September 2015					
7.	Delivery Mode:	Full-time	√	Part-time		Blended	
8.	Panel Members:	Dr Dermot Douglas (chair) Dr Sean Reidy, AIT Dr Des Chambers, NUIG Mr Mike Devane, (Industry) Mr Michael Hannon, Secretary / VP for Academic Affairs & Registrar					
9.	Proposing Staff:	Dr Sean Duignan Dr John Healy Mr Eamon Walsh Dr Owen Foley Dr Ian McLoughlin					
10	Programme Rationale:	The programme proposed herein will endeavour to provide learners with a detailed grounding in "web programming" and specific information and communication technologies related to web programming. The programme is characterised by depth (rather than breadth) and this is evidenced in the structure and focus of the curriculum that underpins it.					
11	Potential Demand for Entry:	Projected: 25 students. Given the identified potential employment prospects and further study opportunity available to graduates of this type of Programme, and given the likelihood of <i>Springboard</i> (or equivalent) funding being secured, strong demand is anticipated for this programme.					
12	Stakeholder Engagement:	As part of the programme design process for the programme various "national" documents were consulted including: 1. 'Addressing Future Demand for High Level ICT Skills' (Forfas: <i>Expert Group on Future Skills Needs</i> , Published November 2013) 2. 'National Skills Bulletin, 2014' (Forfas: <i>Expert Group on Future Skills Needs</i> , Published July 2014) 3. 'Vacancy Overview 2013' (Forfas: <i>Expert Group on Future Skills Needs</i> , Published May 2014) In February and March 2015, a series of meetings was held with representatives of ITAG (Information Technology Association of					

		Galway) that helped inform an outline proposal for a one-year part-time graduate conversion programme in web technologies and programming.
13	Graduate Demand:	The programme aims to equip graduates with a skill-set that would allow them to take on (initially) a variety of entry level professional roles in the area of web programming and web technologies - including web programmer / developer, content designer, mobile application programmer, and support, test and validation engineer. These roles currently exist in professional web development organisations as well as in a myriad of other industries / organisations that have or seek a web / mobile presence.
14	Entry Requirements:	Students will have to meet the entry requirements as indicated in GMIT's Academic Code of Practice No. 4 (Access, Transfer and Progression), at any given time. Furthermore, in the case of the <i>B.Sc (Web Technologies & Programming)</i> , an earned award at level 7 in the National Framework of Qualifications (Ordinary Bachelor degree or equivalent) is also required of prospective entrants to the programme.
15	Programme Structure:	The Panel is of the view that the proposed programme structure, as outlined in the submission document , together with the recommendations proposed below, is adequate to enable learners meet the standard necessary to achieve the proposed award. Staff are supported in professional development in relation to teaching and learning through The Centre for Education Development (CED) which was established in 2012. The Centre for Educational Development aims to enhance the quality of learning and teaching through a variety of approaches, including: <ul style="list-style-type: none"> • Setting up and supporting learning and teaching networks; • Promoting and sharing good practices in learning, teaching and assessment; • Facilitating the transfer of knowledge between the key stakeholders.
16	LTA:	This is a programme that focuses on depth with respect to web technologies and programming. It is technology centric and involves the production of electronic / systems artefacts which can be conceptualised, designed, constructed, tested and validated. As such, a learning-by-doing pedagogy through a 'know how' but importantly too – a 'know why' – lens of enquiry is the pedagogical philosophy that will underpin this programme.
17	ATP:	On successful completion of the programme, graduates should have the necessary knowledge, skill and competence to support progression to a number of add-on level 8 programmes in GMIT (specifically the <i>B.Sc (hons) Information Technology for Business</i> , and the <i>Higher Diploma in Computing (Software Development)</i>). Graduates may also use the award to support ATP applications to other Higher Education Institutions.

18	Resource Implications:	<p>This programme will require 17 hours of teaching in semester 1 and 24 hours of teaching in semester 2; an average annual requirement of 20 hours.</p> <p>The Panel was informed that the Executive Board of GMIT has approved the recruitment of staff to fulfil this additional teaching requirement.</p>
19	Findings and Recommendations	<p>Recommendations of the panel in relation to award sought:</p> <p>The programme team should consider the use of joint projects with industry to support the profile of graduates (and to support applications for employment) and that clearly demonstrate how the programme meets industry needs.</p> <p>Special conditions attaching to approval (if any):</p>
		<ul style="list-style-type: none"> ● The submission document could have been clearer and should have been comprehensively edited before submission. ● The revised, final, programme document should clearly state on the cover the type of programme, , the level of the programme & the number of ECTS credits that are available. ● There needs to be clarity as to award level available throughout the document and the QQI National conventions on titling awards (e.g. see page 3). ● Page 9 - should indicate the award type, level indicator, total number of credits and the fact that this is a conversion programme - i.e. only available to those who already hold (any) Level 7 award. ● Page 10 (Research programmes) requires revision. This section needs to be described better. The panel, from their meeting with the staff, was satisfied that the programme team had a clear view of what the issues to be addressed were, but this was not clear from the documentation. This is important as the submission document forms the legal basis of the programme and underpins the contract the Institute establishes with its learners.– this needs to be documented also. <p><u>Access Requirement</u></p> <ul style="list-style-type: none"> ● This needs to be re-written in the document. It must be clear that the minimum standard of knowledge, skill and competence that applicants need to have is a level 7 qualification–albeit in any discipline.. <p><u>Work Placement</u></p> <ul style="list-style-type: none"> ● The assessment strategy must include clearly articulated protocols and practice as to how work placement will be graded. ● There must be clear policy and procedures on the use of 'alternative projects' where work placements cannot be secured to ensure adequacy of learning opportunities, endorsement of achievement of 'soft' skills and comparability of assessment.

		<ul style="list-style-type: none"> ● On point 2.13 – The National Title for this award is a Level 7 'Ordinary' Bachelor Degree. Nomenclature should follow national norms in formal submissions for validations - even where Institutional practice is to use the terms Bachelor degree and Bachelor (Honours) degree in documents produced for application and publicity purposes. <ul style="list-style-type: none"> ● While the panel was satisfied that national standards for the proposed award could be achieved through this programme, the submission document, in the panel's view, did not clearly demonstrate that this was the case. The panel propose that a table with 3 columns showing National (discipline) standards on right hand column, Programme standards in the centre column and Module learning outcomes in the left hand column, be compiled. This would show how module LOs support Programme LOs and how Programme LOs satisfy national standards. Module learning outcomes do not have to be written - simply referenced by module number and LO number. This would also clearly demonstrate that the issue of meeting the published (QQI) national standards had been addressed by the programme design team. <p><u>Assessment Strategy</u></p> <ul style="list-style-type: none"> ● Assesment strategy needs to be explained more clearly in the final document. ● Reference lists must be revised to ensure that all books have the year of publication, the edition number and publisher. ● In relation to the description of Learning Outcomes for each module the common convention 'upon successful completion of this module the learner will' ● Classification of award – needs to be stated . It should be clear if it based on 60 or 75 credits. 	
20	FAO: Academic Council:		
		Approved:	
		Approved subject to recommended changes:	√
		Not approved at this time:	
	Signed:		
		Chair	Secretary