



## Good practice guidelines for Bring Your Own Device (BYOD)

If an institution expects, or encourages, a BYOD environment, there should be an institutional BYOD policy and/or departmental guidelines (ACS Accreditation Guidelines Volume 2 section 2.3) that include:

- Minimum required computer specification, including hardware and software for Windows, MacOS, and any other supported operating system
- In departmental guidelines, any additional requirements that are discipline specific which may be required over and above institutional advice
- Information Security processes and obligations such as network security requirements, use of VPN etc.
- How to access institutional services such as connecting to institutional networks, using MFA, accessing printers etc
- How to access institutionally provided software or discipline specific software
- Support arrangements for BYOD users such as where to get help or advice
- Roles and responsibilities of the institution and users (terms and conditions, damage/loss liability etc)
- Alternative arrangements for students who forgot/don't have/can't afford their own device



## Good practice guidelines for Capstone Projects

In line with the objective of an integrative experience that prepares students for their early professional career, capstone projects should follow guidelines that include:

- Projects are team-based, with a scope that challenges all student teams to incorporate much of their degree, and also allows individual students to focus on an aspect that aligns with any specialisation that the individual student is undertaking
  - Assessment should include a component that considers the students' project management and teamwork activities and accounts for students adopting specific roles within the team yet experiencing as much of the project as possible
- Projects are non-trivial and focused on resolving contemporary organisational 'real world' complex or wicked problems for an identified 'client'/project owner, ideally drawn from the local ICT industry
  - Assessment should include a component that considers the students' problem-solving and client liaison activities to determine the objectives of the project and the architecture of its solution approach
- Projects incorporate the investigation, development and testing of technical approaches that result in useful and usable solutions to the identified problem (even if only to the 'proof-of-concept' level).
  - Assessment should include a component that considers the student's mastery of the chosen technical tools and environment, with a focus on any specialisation that the students are attempting
- Projects require regular/routine reporting and documentation explaining the project and its progress to the 'client'/project owner, the academic supervisor, and to the student cohort
  - Assessment should include a component that considers each student's communication skills and ability to see and explain the project and its progress beyond the day-to-day minutiae of project work
- Projects should incorporate, as appropriate, professional requirements such as ICT professional ethics, cyber security and risk management
  - Assessment should include discussion of these professional requirements, where relevant, in line with appropriate learning outcomes for the capstone



## Good practice guidelines for Industry Advisory Boards

The aim of ACS Accreditation is to certify that a program is producing ICT Professionals. To that end, it is expected that institutions have regular contact and discussion with the ICT industry to provide strategic advice re current and emerging industry directions to help inform program design. It is expected that this will be via an Industry Advisory Board (IAB) with terms of reference along the following guidelines:

- IABs must meet, ideally in person, at least once a year, but preferably two to four times
- IABs should have most of their members from industry, with just a few from the institution
- Ideally members will be from a diverse range of organisations, depending on the local institutional context and will be involved with the institution in activities such as employing graduates and/or interns, providing industry projects, giving guest lectures, participating in career fairs, etc
- For institutions with multiple satellite or partner campuses, there should be an IAB for each campus or an IAB that has members for each campus to provide local advice and opportunities for students
- The IAB should be chaired by an industry member
- IABs should be proactive rather than reactive, i.e., they exist to give advice to institutions rather than just be used as a rubber stamp for program proposals
- Action minutes should be taken at all meetings and members informed as to what actions have been taken as a result of the IAB's recommendations
- After each ACS Accreditation, the visit report and accreditation certificate should be given to the IAB
- Where the ICT School/Department is part of a Faculty/College which has an overall IAB with few ICT members, it is strongly recommended that the generic Board setup an appropriate ICT industry subcommittee constituted as per the above guidelines
- It is recognised that many NUHEPs have Course Advisory Committees (CAC) rather than Industry Advisory Boards. Where possible, these should follow as many of the above guidelines if it is not possible to set up a separate IAB