SECTION 1: KEY PROGRAMME DETAILS

PART A: PROGRAMME INFORMATION	
Highest Award	FdSc Applied Computing
Interim Award	CertHE Applied Computing

Awarding Institution	UWE Bristol
Teaching Institution	University Centre Weston University Centre Weston
Delivery Location	University Centre Weston
Study Abroad / Exchange / Credit Recognition	Placement X Sandwich Year X Credit Recognition X Year Abroad X
Faculty Responsible For Programme	Faculty of Environment & Technology
Department Responsible For Programme	FET Dept of Computer Sci & Creative Tech
Apprenticeships	
Mode of Delivery	Part-time

ENTRY REQUIREMENTS	UCAS Tariff Points: For the current entry requirements see the UWE public website.
For Implementation From	1 Sep 2018
ISIS Code/s	Programme Code I101-SEP-PT-UW-I101 Other codes: JACS Computer science HECoS 100000: Undefined UCAS SLC

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview (c. 400 words)

The Foundation Degree in Applied Computing is a two year full-time or three-year part-time programme designed to develop a broad range of practical skills and an understanding of the fundamental principles for the computing industry. It aims to equip students with the professional abilities that employers require, with a focus on gaining the sort of realistic experience that would be of benefit to the workplace.

2. Educational Aims (c. 4-6 aims)

Broad Aims
The programme will enable students to:

Prepare themselves for employment as Computing Practitioners according to the current and stated needs of employers.

Make use of a broad base of skills to design and implement computer based solutions for a range of business problems.

Be prepared for progression to the Honours degree, or other vocational and professional qualifications and be equipped for lifelong learning.

The specific aims of the programme are to:

Develop an understanding of the subject of applied computing from a multidisciplinary and interdisciplinary perspective.

Develop problem solving and decision making skills. Demonstrate investigative skills necessary to undertake independent projects within the field of the IT industries.

Provide the opportunity for the development and practice of employability and professional skills

3. Programme and Stage Learning Outcomes (c. 6-8 outcomes)

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PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

Programme (Learning) Outcomes (POs)

Knowledge and Understanding

A1	A broad range of computing and IT-related topics which are applicable to employer needs in the sector.
A2	Implications, opportunities, limitations and risks of current developments in information technology.
A3	Information technology to the wider structure and activity of organisations.
A4	Current issues and discourses in applied computing research and debate and the role this plays to establish and reinforce an evidence-base to inform practice.
A5	Professional, ethical standards and responsibilities.

Intellectual Skills

B1	Recognise and use subject specific theories, concepts, methods and principles.
B2	Gather, analyse and interpret information and evidence from a range of sources to support the development of advanced knowledge, skills and understanding.
B3	Apply knowledge and critical understanding to solving problems.
B4	Recognise the moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct.
B5	Demonstrate skill in reflection on own and others' value systems and the ability to explore such values in informal contexts to enhance personal development and refine professional practice.
B6	Formulate proposals, designs and solutions to given computing-related problems.

Subject/Professional Practice Skills

C1	Employ theoretical knowledge. Develop practical implementations in using software and hardware in academic and work-based scenarios.
C2	Evaluate and assess software and/or hardware implementations from viewpoints of efficacy, reliability and elegance.

Transferable Skills and other attributes

D1	Plan, organise and manage time within realistic professional parameters to meet appropriate deadlines.
D2	Elicit appropriate knowledge from a range of disciplines to articulate well-reasoned argument within the field of applied computing.
D3	Effectively communicate, in speech and writing, information, arguments, and analysis of secondary data and information at a professional level in work related context.
D4	Communicate, work with others as part of a team, and solve problems, both new and existing situations, within the academic and vocational work-based context.
D5	Effectively apply transferable skills, assume responsibility and make decisions in an academic and work based environment.
D6	Demonstrate personal qualities and attitudes consistent with professional employment following current practice within the field.
D7	Demonstrate the capacity to reflect upon actions taken, both within the academic and vocational field, to engage in the process of continuous learning.
D8	Transfer skill and knowledge across different settings and work related contexts.

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PART B: Programme Structure

1.   Structure

Year 1

Year 1 Compulsory Modules

Code	Module Title	Credit	Type
UFCFPE-30-1	Software Design and Development 2020-21	30	Compulsory
UFCFQE-30-1	Systems Analysis and Databases 2020-21	30	Compulsory
UFCFRE-30-1	Web Technologies and Platforms 2020-21	30	Compulsory

Year 2

Year 2 Compulsory Modules

Code	Module Title	Credit	Type
UFCFFE-30-1	Computing Applications 2021-22	30	Compulsory
UFCFJE-15-2	Digital Devices Implementation and Usability 2021-22	15	Compulsory
UFCFME-30-2	Object Oriented Software Design and Development 2021-22	30	Compulsory
UFCFNE-15-2	Service Support; Tools and Techniques 2021-22	15	Compulsory

Year 3

Year 3 Compulsory Modules

Code	Module Title	Credit	Type
UFCFBT-15-2	Advanced Networking 2022-23	15	Compulsory

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| UFCFTE-30-2 | Computing Project Management 2022-23 | 30 | Compulsory |
| UFCFCT-15-2 | Work-based Experience 2022-23 | 15 | Compulsory |

PART C: Higher Education Achievement Record (HEAR) Synopsis

To successfully pass this programme the student must achieve a minimum of 96 hours of Work Based Learning within a practice setting. This setting can be any situation where the need for computing expertise exists. This could include: businesses, arts organisations, voluntary or community based organisations, leisure centres, health centres, prisons, as well as colleges, primary, secondary and special schools. These contexts will enable them to use and apply the knowledge and skills acquired during their course of study and to reflect upon their practice in the workplace with a view to developing them further.

Students will be required to pass the Work Based Experience module detailing their experiences across the programme in relation to the nature of the computing related work they have carried out. Students will be required to demonstrate how their skills and knowledge of IT have been used effectively and enhanced in the course of their work placement.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

Description of how the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

National qualification framework
Subject benchmark statements.

University strategies and policies

Staff research projects.
Any relevant PSRB requirements.
Any occupational standards.

In the design and development stages of the programme due regard has been given to the UK Quality Code for Higher Education to assure content, level and proportion. SEEC descriptors were used as guidance in the design of modules and there is an expectation that students will evidence all learning outcomes.

All staff involved in the programme design team to write modules and internal checking procedures were asked to use SEEC descriptors and terminology as guidance for module design. Subject and foundation degree benchmark statements contribute to the programme content and Weston College Graduate Development Programme will be incorporated into the tutorial entitlement.

UWE Learning Teaching and Assessment Strategy.

There is an established and mature relationship between Weston college and UWE that emphasises full understanding and incorporation of the UWE Learning, Teaching and Assessment Strategy. This is implicit in the development of the current programme.

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PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

UWE E-learning policy.

The e-Learning Policy is familiar to staff. Developments have taken place with Professor Liz Falconer to develop simulated activity through Second Life and this is intended to be a feature of the programme. Second Life approach in partnership with UWE is convergent with UWE e-Learning Policy moreover the Library+ commitment to access of e-Learning resources also reflects a commitment to innovative accessible and user-friendly resources.

QAA Quality Code: Chapter B6: Assessment of students and accreditation of prior learning.

Design of assessment and awareness of the Quality Code, B6, is recognized as a strength at Weston college evidenced via IQER. Weston College also has "Guaranteed Levels of Information for assignments and assessments which were developed with the QAA Code of Practice section 6 as a guide. These policies are routinely reviewed and updated with due regard to the UK Quality Code for all providers of HE within the UK.

UWE Employability Strategy

The UWE Employability Strategy was used a reference point in the production of the Weston College "Supporting your Success" document, provided to all students.

Weston College Graduate Development Programme.

As previously stated, tutorial entitlement includes pastoral support, individual progress monitoring and additional support for diagnosed additional learning needs.

QAA Quality Code: Chapter B4: Enabling student development and achievement.

Reference was made to the Quality Code, B4, in the definition of tutorial entitlement and the requirement to be able to guide students to careers advice. Both validated and franchised programmes have equitable access to UWE careers advice and guidance including CV writing, preparing for interviews, application checker and a range of other services designed to enhance employability.

UWE Work-based learning policy & UWE Equality and Diversity Policy.

All of the above were considered during the development stage. There is a significant Work based learning element in the programme as defined as part of the foundation degree benchmark statements and identified within Work Experience 1 and 2 modules. Weston College has an Equality and Diversity Policy that matches the requirements of the University of the West of England.

Weston College is committed to creating an inclusive college, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

We are committed to promoting and advancing equality of opportunity, not only because it is an important part of the mission, vision and values of the College, but also because, by attracting and retaining the most diverse range of talented people as learners, staff and partners, we will ensure the College's future success.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Current and past students have all been required to submit evaluations on the modules they have studied. The proposed modules for the new programme have taken account of this feedback and have been designed accordingly. This has resulted in the selection of in-depth integrated units that also meet the current and evolving needs of the computing industry.

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PART E: REGULATIONS
Approved to University Regulations and Procedures.

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