



Programme Specification

Computer Science [Greenwich]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Computer Science [Greenwich]

Highest award: BSc (Hons) Computer Science

Interim award: BSc Computer Science

Interim award: DipHE Computer Science

Interim award: CertHE Computer Science

Awarding institution: UWE Bristol

Affiliated institutions: Greenwich University (Pakistan)

Teaching institutions: Greenwich University (Pakistan)

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Computing and Creative Technologies, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: Requirements are available through the UWE Bristol website.

For implementation from: 01 September 2026

Programme code: I10Q13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This programme provides a flexible, employer-facing education in Computer Science.

Through modern teaching methods the programme supports students to use complex algorithms, implement software on state of the art platforms and explore big data. Suitably designed and selected modules offer students the opportunity to specialise their knowledge.

All our graduates will leave with familiarity of the basic tools and concepts of modern Artificial Intelligence (AI). Some of our graduates will have taken the opportunity to leave with advanced skills in AI and Data Analytics ready to meet the worldwide skills shortage in this area, while others might explore the evolving world of Software Development and Smart Technologies; making this programme valuable for the home and the overseas educational market.

Features of the programme:

Educational Aims: This programme aims to:

Develop able and enabled graduates who contribute to their profession and society.

Develop competent software developers who can explore and make use of new technologies as they emerge.

Develop graduates who have the skills and habits of thinking that allow for life-long learning.

Develop graduates who are equipped to make a contribution to the discipline either through research or practice.

Develop graduates who recognise their ethical and professional responsibilities.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Apply Artificial Intelligence concepts and techniques to develop effective solutions to problems, or to improve the efficiency and functionality of existing systems.
- PO2. Apply their technical knowledge and skills to contribute to the development and improvement of computing solutions, drawing on appropriate evidence and working with increasing autonomy.
- PO3. Recognise security threats and their implications, plan actions and design systems to manage them.
- PO4. Demonstrate competency in software development by applying problem-solving skills and adapting to a range of development environments, tools, and practices.
- PO5. Exhibit the ability to contribute effectively to the development of computer-based systems, both independently and as part of a team, by offering appropriate solutions across a range of application areas.
- PO6. Demonstrate an understanding of the ethical, legal and professional issues relevant to computing practice, and reflect on these when making decisions about the design, development and use of digital systems.
- PO7. Show awareness of how computing practices and technologies respond to evolving industry and societal needs, and reflect on these changes when evaluating or proposing technical solutions.

Assessment strategy: This programme uses a range of assessment methods, designed to speak to different leaning styles and to assess not only knowledge and skills but also to develop essential professional attributes such as the ability to work in a group and synthesise work and present it to an audience . While all forms of assessment will be utilised across the full length of studies, the aim is to have students exposed to the full range of assessments and output formats before they reach level 6 of studies, to ensure their performance will not be affected by lack of experience with a new type of assessment.

The assessment regime is designed to scaffold the students' confidence in their abilities and in the assessment process. For example, at level 4 students will experience in-class tests and on-line tests moving on to formal exams as the programme progresses.

Coursework assignments will be in a mixture of individual and group work and will be assessed by a range of outcomes: written essays providing reflective evaluation of individual or group effort; demonstrations of working systems; High level poster presentations; presentations using digital media capabilities will be utilised to demonstrate student achievement. Technical Reports will also be employed to allow students to present the capabilities of a system that have implemented and critically analyse its potential.

Peer assessment will be employed where group work is assessed. This will allow students to develop more balanced evaluation skills, appreciate the needs of project requirements and dynamics and the limitations of collaborative work. It will also support the building of their professional maturity and appreciation of team and work ethics.

Throughout the programme there are opportunities for formative feedback as summative assessment is developed, Formative feedback is designed not only to help the students with their learning but also to build their sense of connection and community with their peers and with the academics

Student support: Greenwich University provides student support across academic guidance, wellbeing, library resources, careers and employability, financial assistance and general campus facilities.

Academic support is provided through teaching departments, classroom-based provision, computer laboratories, internet access and curriculum-related learning resources. The Student Affairs and Career Services office also supports students with personal, academic and career-related concerns through counselling and guidance.

Student support for overarching academic and professional concerns, is provided by Programme Leaders, all issues relating to the content, delivery and assessment of modules is provided by Module Leaders.

The Personal Tutor, is an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

Wellbeing support includes psychological counselling services, which are described by the university as being provided in a safe, confidential and supportive environment. The Student Affairs and Career Services office also provides timely, accessible and personalised counselling support for students, covering personal, financial, and wellbeing matters including assessment arrangements, personal circumstances, and deadline extensions.

Library support is a strong area of provision. The university library supports the curriculum and provides access to books, e-books, research journals, the HEC Digital Library, an online catalogue and a Book Bank for students who may not be able to afford expensive textbooks. Greenwich University students will also have access to a range of UWE library resources.

Digital and study facilities include computer laboratories, LAN and Wi-Fi networking, internet access, software, printers, scanners and multimedia equipment.

At Greenwich University, careers support is provided through the Student Affairs and Career Services office. Students receive guidance on CV writing, interview preparation, and career planning, with links to Karachi-based employers across banking, FMCG, consulting, and logistics sectors.

At Greenwich University, support for students with disabilities or specific learning

requirements is coordinated through the Student Affairs team, who work with academic staff to put reasonable adjustments in place. The university's policies include disability within anti-discrimination and harassment protections.

Greenwich University operates a course representative system at programme level. Student representatives participate in regular Student-Staff Liaison meetings each semester, the outcomes of which feed into both Greenwich University's internal quality processes and UWE Bristol's partnership oversight. In addition, the Reach Out Portal enables student feedback and concerns to be captured.

Part B: Programme Structure

Year 1

Full time students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full Time)

Full time students must take 120 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UFCET6-30-1	Foundations of Computer Systems 2026-27	30
UFCET7-15-1	Human-Computer Interaction I 2026-27	15
UFCFGS-15-1	Artificial Intelligence I 2026-27	15
UFCFHS-30-1	Principles of Programming 2026-27	30
UFCFES-30-1	Web Development and Databases 2026-27	30

Year 2

Full time students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full Time)

Full time students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UFCFAS-15-2	Machine Learning 2027-28	15
UFCETS-30-2	Operating Systems and System Security 2027-28	30
UFCF8S-30-2	Advanced Software Development 2027-28	30
UFCF9S-15-2	Artificial Intelligence II 2027-28	15
UFCF7S-30-2	Systems Development Group Project 2027-28	30

Year 3

Full time students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full Time)

Full time students must take 120 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UFCFXR-15-3	Autonomous Agents and Multi-Agent Systems 2028-29	15
UFCFUR-15-3	Advanced Artificial Intelligence 2028-29	15
UFCFJS-15-3	Professional Studies in Computing 2028-29	15
UFCETV-45-3	Digital Systems Project 2028-29	45
UFCETW-30-3	Enterprise Software Development 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

A graduate of this programme will be equipped with excellent technical and thinking skills thus enabling them to be an innovative problem solver. They will be familiar with a and practised in a range of programming languages and deployment environments. They will be familiar with tools, techniques and methods in Artificial

Intelligence. They will have experienced a rich teaching environment and will be practised in professional skills. They will have connected with industry and will be equipped to respond to the future. They will understand their ethical, legal and professional responsibilities as practising technologists.

Part D: External Reference Points and Benchmarks

This programme has been designed with reference to a comprehensive set of national and institutional benchmarks and frameworks to ensure academic rigour, relevance, and alignment with current sector expectations.

QAA Subject Benchmark Statement for Computing (2022):

<https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/computing>

The most recent QAA Subject Benchmark Statement for Computing, published in March 2022, has been fully considered in the design of this programme. The statement reflects the evolving nature of the discipline and highlights the importance of:

- Fundamental computational concepts and algorithmic thinking, including distributed and parallel approaches.
 - The relationship between requirements, specification, design, programming, data, validation, and maintenance.
 - The power and role of abstraction across multiple levels.
 - The balance between automation and human-computer interaction, with attention to reliability, usability, and security.
 - Ethical, professional, and societal considerations, including sustainability and inclusivity.

These principles are embedded throughout the curriculum, teaching, learning, and assessment strategies of the programme.

SEEC Credit Level Descriptors (2021):

<https://cradall.org/sites/default/files/seec-credit-level-descriptors-2021.pdf>

The programme structure and learning outcomes are aligned with the SEEC Credit Level Descriptors (2021). These descriptors provide a detailed articulation of the expected learning at each academic level (Levels 4–6), supporting consistency in curriculum design, assessment, and progression. They are used to ensure that

modules are appropriately pitched in terms of complexity, autonomy, and depth of learning.

QAA Frameworks for Higher Education Qualifications (FHEQ):

<https://cradall.org/sites/default/files/seec-credit-level-descriptors-2021.pdf>

The programme also adheres to the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024 edition). This ensures that the qualification descriptors for bachelor's degrees with honours are met, and that the programme outcomes are appropriate for Level 6 study.

UWE Strategy 2030 and Enhancement Framework

<https://www.uwe.ac.uk/about/values-vision-strategy/strategy-2030/strategy-documents>

The UWE Strategy 2030 and the University's Enhancement Framework have informed the programme's design, particularly in relation to sustainability, inclusivity, and student experience. The programme supports the University's commitment to transforming futures through outstanding learning, research, and enterprise, and aligns with strategic priorities such as climate action, digital innovation, and community engagement.

British Computer Society (BCS) Accreditation:

<https://www.bcs.org/deliver-and-teach-qualifications/academic-accreditation/>

The programme is informed by the requirements of the British Computer Society (BCS), the professional body for IT in the UK. BCS accreditation ensures that the programme meets industry-recognised standards for technical, professional, and ethical competencies. It supports students in developing the skills necessary for professional registration, including Chartered IT Professional (CITP) status, and aligns with global standards such as the Seoul Accord for international recognition.

Part E: Regulations

Approved to University Academic Regulations and Procedures.