Programme Specification

Computer Science [Phenikaa]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Computer Science [Phenikaa]

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: Phenikaa University, Vietnam

Teaching institutions: Phenikaa University, Vietnam

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: Tariff points as appropriate for the year of entry - up to date requirements are available through the UWE Bristol website.

For implementation from: 01 September 2026

Programme code: G50Q13

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, including the growing demand across Vietnam and the wider Asia-Pacific region, whilst others might explore the evolving world of Software Development and Smart Technologies; making this programme valuable for students seeking careers in Vietnam's dynamic technology sector and the international 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: Phenikaa University has been built and developed to become a distinguished university amongst others in Vietnam and the region, which nurtures each individual's talents and freedom of creativity with a commitment to strive for excellence in all criteria: training, scientific research, people and community contributions.

It is a multidisciplinary university, with par excellence in training, research, and career development, aiming to provide high-quality human resources and

accomplish achievements in applied science and technology with breakthrough impacts on the country's economy, science and technology based on the integration of academic and practical learning environments that encourage creativity.

Besides intensive hours of studying and practising in laboratories and workshops, Phenikaa University also focuses on designing extra-curricular activities to involve students and create a healthy environment for students' self-development of personality and confidence.

As part of the School of International Education (SIE), Phenikaa University (PHU) policy, students on this programme benefit from the opportunity to participate in one or two terms of internship. Students of SIE have the chance to undertake a three-month internship in Semester 2 of Year 0, which has been designed to help students understand how an organisation/department/unit operates, and a three-month internship during the teaching block between Year 2 and Year 3, which has been designed to encourage students to practise acquired knowledge.
Students of UWE Bristol @ Phenikaa Campus also have the chance to experience the UK for two weeks via UWE Bristol summer course activities.

Students are also encouraged to attend the Career Orientation Week and the Phenikaa Annual Job Fair to meet employers from various sectors. Furthermore, PHU organises Career Development workshops and visits to leading industry facilities (such as the Panasonic Solution & Innovation Centre Vietnam), to equip students with skills in the job search process.
All students also benefit from several modules that offer input from invited speakers from industry and research. These in turn can help stimulate students' interest in particular areas of computer science and support their pathway choices.

In Level 6 modules, especially in the final year project, there is scope for engagement with current leading-edge research undertaken by researchers within the University.

Phenikaa University students may receive financial assistance to support their studies where circumstances require. SIE students also have access to financial

support in the form of Chancellor's Scholarship, Dean's Scholarship, Early Bird, UWE Bristol @ Phenikaa Campus, Experiencing UK, and Academic Support scholarships with unlimited numbers.

Part B: Programme Structure

Year 1

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

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
UFCET7-15-1	Human-Computer Interaction I 2026-27	15
UFCET6-30-1	Foundations of Computer Systems 2026-27	30
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 and sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full Time)

Full time students must take 105 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UFCF9S-15-2	Artificial Intelligence II 2027-28	15
UFCF8S-30-2	Advanced Software Development 2027-28	30

UFCETS-30-2	Operating Systems and System Security 2027-28	30
UFCF7S-30-2	Systems Development Group Project 2027-28	30

Year 2 Optional Modules (Full Time)
Full time students must take 15 credits from the modules in Optional Modules (Full Time)

Module Code	Module Title	Credit
UFCFVK-15-2	Internet of Things 2027-28	15
UFCFAS-15-2	Machine Learning 2027-28	15

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 90 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UFCFJS-15-3	Professional Studies in Computing 2028-29	15
UFCETW-30-3	Enterprise Software Development 2028-29	30
UFCETV-45-3	Digital Systems Project 2028-29	45

Year 3 Optional Modules (Full Time)
Full time students must take 30 credits from the modules in Optional Modules (Full Time).

Module Code	Module Title	Credit
UFCF7H-15-3	Mobile Applications 2028-29	15
UFCFWR-15-3	Advanced Systems Programming 2028-29	15
UFCFUR-15-3	Advanced Artificial Intelligence 2028-29	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

A graduates 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/t...rk-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/sit...el-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/sit...el-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/a...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/del...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

A: Approved to University Regulations and Procedures

https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/studentandacademicservices/regulationspoliciesquality/regulationsandprocedures.aspx