BSc Software Engineering

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Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Computing, Engineering and Mathematical Sciences
Programme accredited by	N/A
Highest award title	BSc (Hons) Software Engineering
Default award title	BSc (Hons) Computer Studies
Interim award title	BSc Software Engineering Dip HE Software Engineering Cert HE Software Engineering
Modular Scheme title (if different)	MAR
UCAS code (or other coding system if relevant)	G600
Relevant QAA subject benchmarking group(s)	Computing
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2003

Authorised by… **Date:…**

Version Code

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational Aims of the Programme

The BSc Software Engineering has the following general aims:

1. To prepare students for entry into the Software Engineering profession and the more general challenges of professional and personal life.

2. To inculcate in students problem-solving and other transferable skills that will be valuable to them in any career.

3. To prepare students for progression to higher degrees in Computing and in particular Software Engineering.

4. To continue the development of those general study skills that will enable students to become independent, lifelong learners.

The BSc Software Engineering has the following specific aims:

1. To impart technical skills including requirements analysis, system specification and design (including human-computer interface and database design), programming, and testing.

2. To impart those skills which will enable a student to manage a software development project; these include: quality management as well as planning, estimating, project monitoring and control.

3. To encourage students to uphold professional, ethical and social standards and to keep up to date with recent technological and theoretical developments.

4. To provide exposure to the body of research that underlies the use of computers and to develop familiarity with some major themes within software engineering.

5. To develop the students' understanding of the importance of solving complex ill-defined problems in any domain, though with particular reference to the development of software.

Section 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: …

A. Knowledge and Understanding

Knowledge and Understanding of:	Teaching/Learning Methods and Strategies	Assessment
1. Object-oriented programming language concepts; other programming paradigms; syntax and semantics; top-down development; programming to satisfy designs. 2. Program design concepts, methods, and notations; object-oriented design and other design paradigms; algorithms; design patterns. 3. Object-oriented and related databases; logical and physical database design; database query languages. 4. The concepts underpinning distributed systems and networks. 5. The concepts underpinning World-Wide Web technology and web-based application development. 6. Concepts underpinning the reuse of components and frameworks in software development 7. The architecture and main components of computers. 8. A range of software development methods, e.g.: OOA, OOD, and OOP; and structured methods. 9. Discrete mathematics, propositional logic, and predicate logic. 10. Concepts underpinning requirements engineering 11. Concepts underpinning project management: planning, monitoring, controlling, delegating, communicating, and so on. 12. The commercial context of software development. 13. Professional, ethical, and social values	The award is designed to introduce both the main concepts of software engineering, such as the reuse of components and frameworks in software development, and the knowledge and understanding necessary to engage, from the beginning, in appreciating and solving real-world problems. Students are introduced at each level to modules that develop a gradually increasing appreciation of the main concepts of software engineering. At level-1, the context in which these issues reside is introduced, but the in-depth understanding of large, complex, real-world problems essentially starts with level-2 study and then continues into level-3 At level 1, knowledge and understanding of topics 1, 2 and 5 (object-oriented programming language concepts; program design concepts; concepts underpinning world-wide-web technology) is introduced on modules which explore the general concepts, components and issues, positioning them in the computing environment. The general understanding of topics 1 and 2 is built on with more in-depth knowledge and specific understanding of application at higher levels. Topic 7, “The architecture and main components of computers.” is taught only at level 1 providing, for this award, the delimiters of a sufficient technical knowledge and understanding.	Most of the knowledge and understanding outcomes are assessed by examination (1, 2, 3, 4, 5, 6, 8, 9, and 10). In addition, a variety of other assessment instruments are used to assess these outcomes, including the following: • Individual assignment project (2, 3, 4, 5, 8, 9 and 12) • Group assignment project (5) • Extended individual project (1, 2, 8, 10, and 11) • Extended group project (1, 2, 8, 10, and 11) • Tutor appraisal (1, 2, 5, 8, 10, and 11) • In class test (7 and 9) • Critical review (1, 2, 8, 10, and 11) • Essay (13) • Presentation (13) • Practical assignment (10) • Portfolio of exercises (6)

Knowledge and Understanding of:	Teaching/Learning Methods and Strategies	Assessment
	At level-2 the knowledge and understanding of software development continues with an expansion into broader and larger issues, such as, the design of, and methods of building, large systems. The complexity and design of such systems is addressed in all level-2 modules. Moreover, in-depth knowledge and understanding of topics 2-4 (program design concepts; databases; concepts underpinning distributed systems and networks.) is delivered in these modules. At level-2, knowledge of topic 1 is assumed but is consolidated by constant review and usage. Additionally at level-2, the discrete mathematics skills inculcated at level-1 are extended and used in the development of formal specification concepts and methods. At level-3 students are introduced to the key topic of requirements engineering. In addition, their project management skills, first introduced in level-2 on the software engineering module, are further developed on the software engineering group project. On all modules, at all levels, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge of the subject.	

B. Intellectual Skills

Intellectual Skills	Teaching/Learning Methods and Strategies	Assessment
1. Critical Thinking 2. Analysis 3. Synthesis of different types of information 4. Evaluation 5. Problem Solving 6. Appreciate problem contexts 7. Balance conflicting objectives 8. Construction of logical arguments 9. Discussion and debate about technical subjects with peers	At all levels students are required to bring together knowledge and skills acquired in several modules and hence determine new ways of working. As the student progresses, the need to synthesise (3) ever-greater volumes of information and approaches into a coherent approach is developed and consequently so is their critical thinking (1) as well as their ability to discuss and debate technical subjects with peers (9). At level-1 Analysis (2), Evaluation (4) and Problem Solving (5) are developed on small-scale problems in various programming activities in a number of modules. Here the focus is on understanding the problem and then solving it free from the environmental implications of real-world problems and without the need to examine alternatives and to balance conflicting goals. At level-2 there is a move away from small-scale problems to the design of larger scale systems. With this comes the need to evaluate (4) alternative methods and designs and to balance conflicting objectives (7). Level-3 sees the move to specific application examples and with it the need to appreciate problem contexts (6) is developed as well as striking the right balance when facing conflicting objectives (7). The skill of constructing a logical argument is inculcated in students in part when they develop cases to support decisions they have made to resolve conflicting objectives (8).	Programming of complex software requires demonstration of all of the intellectual skills. At level-1 the focus in programming coursework assessment, undertaken in a number of modules, is on the skills of Analysis (2), Evaluation (4) and Problem Solving (5). At level-2 and level-3 this branches out to include all the remaining skills. Many of the coursework assessments and exam papers include elements of programming work. Independent reading is used to enable students to focus on their own areas of interest and, in the process, subsequent reports, essays and examination answers allow skills 1 – 4 to be assessed. Design-work, even when not implemented in a programming language, requires demonstration of skills 1, 2, 5, 6, 7 and a number of coursework assessments and exam questions are devoted to such work. Many of the assignments and the individual project require students to express logical arguments, 8. Finally, all of the examinations assess skills 1-4 whilst skills 5-7 are covered in many exams.

C. Subject, Professional and Practical Skills

Subject/Professional/Practical Skills	Teaching/Learning Methods and Strategies	Assessment
Students will be able to: 1. Write programs that conform to designs 2. Create high-level and low-level designs that correspond to stated requirements 3. Design, build, and deploy databases to meet application requirements 4. Perform adequate tests on programs 5. Elicit and express requirements for software systems 6. Build web-based systems 7. Employ a range of tools and notations to support the activities listed here: e.g. editors compliers, design workbenches, HTML, CGI, Java, etc. 8. Create formal specifications that correspond to stated requirements 10. Create appropriate user-interfaces for a variety Application types. 11. Know how to reuse existing components and Frameworks to build new applications. 12. Manage a software project.	Throughout the program, the skills listed are developed through a combination of the following devices: • Theoretical discussion • Practical laboratory-based work • Classroom-based tutorial exercises • Directed self-study Many of the skills listed are introduced at level-1 and then drawn into sharper focus at level-2, and deepened at level-3. The general teaching/learning method is to impart these practical/professional skills by a process of moving from an overview of what is required to a specific application of an individual skill at a higher level.	The three main forms of assessment of the subject, professional and practical skills are as follows: • Extended individual project (1, 2, 4, 5, 7, 10, 12) • Extended group project (1, 2, 4, 5, 7, 10, 12) • Practical component of individual assignment projects (1 – 12) In addition, other assessment instruments are used to assess some of the skills: • Examination (1, 2, 3, 5, 8, 11, 12) • Portfolio of exercise (11) • Group assignment project (5)

D. Transferable Skills and Other Attributes

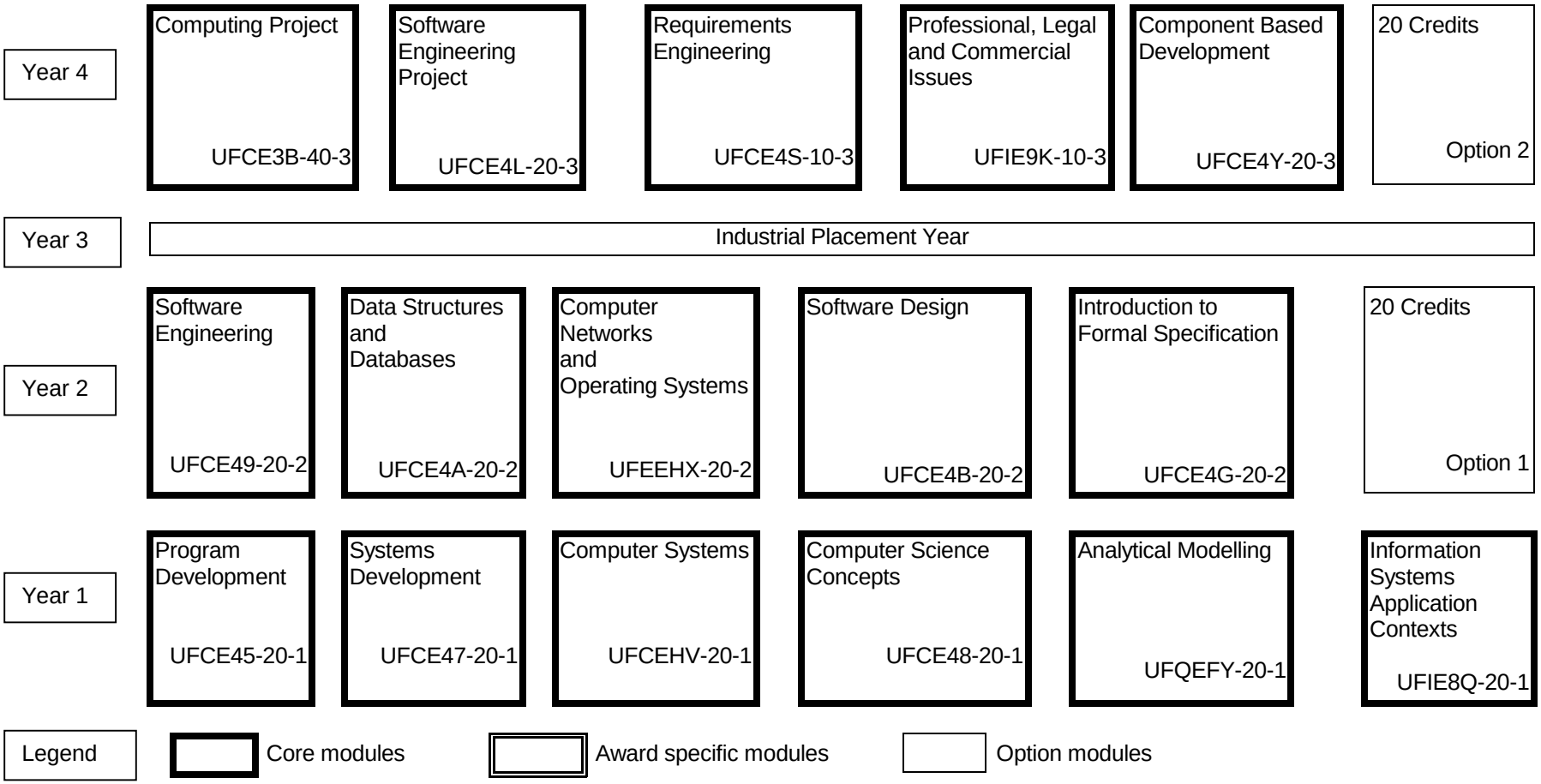
Transferable Skills and Other Attributes	Teaching/Learning Methods and Strategies	Assessment
1. Communication skills**:** to communicate orally or in writing.	1. Communication skills are developed through a variety of methods and strategies including the following: ♦ Students maintain laboratory log books ♦ Students participate in electronic conferences, workshops, and groupwork sessions. ♦ Students participate in discussion tutorials ♦ Students present research topic findings in tutorials ♦ Students participate in individual tutorials	1. Communication skills are assessed mainly by examination, but also by in-class tests, essays, presentations and poster presentations. 2. The other skills are assessed through a number of similar instruments including the following: ♦ Individual and group projects ♦ Practical assignments ♦ Portfolio of exercises 3. In addition self-management skills are assessed by both peers and tutors
2. Self-management skills: to manage one's own time; to meet deadlines; to work with others.	2. Self-management skills are developed through a variety of methods and strategies including the following: ♦ Students conduct self-managed practical work ♦ Students participate in practically-oriented tutorial laboratory sessions ♦ Students work through practical work-sheets in teams ♦ Students practice design and programming ♦ Students participate in electronic conferencing tutorials ♦ Students participate in electronic groupworking tutorials	

3. IT skills in context: to use software tools in the context of application development.	3. IT skills in context are developed through a variety of methods and strategies including the following: ♦ Students conduct self-managed practical work ♦ Students participate in experimental investigation tutorials ♦ Students work through practical work-sheets in teams ♦ Students make use of online teaching materials ♦ Students use a range of system development tool, methods, and packages ♦ Students are encouraged to practice programming to extend their skills ♦ Students make sustained use of the internet	
4. Logical reasoning skills: To undertake analysis and interpretation of information in the context of the Computing discipline.	4. Logical reasoning skills are developed through a variety of methods and strategies including the following: ♦ Students develop problem-solving programs ♦ Case-Studies are used to explore design issues with students ♦ Students practice design and programming ♦ Students sketch designs of larger systems	
5. Problem formulation: To express problems in appropriate notations.	5. Problem formulation skills are developed through a variety of methods and strategies including the following: ♦ Students develop problem solving programs ♦ Students practice design and programming ♦ Students sketch designs of larger systems	

6. Progression to independent learning: To gain experience of, and to develop skills in, learning independently of structured class work. For example, to develop the ability to use on-line facilities to further self-study.	6. Progression to independent learning is developed through a variety of methods and strategies including the following: ♦ Students are encouraged to practice programming to extend their skills ♦ Students develop problem-solving programs ♦ Students are encouraged to research relevant topics ♦ Students are encouraged to use the library, the internet and other online facilities to discover information and broaden knowledge ♦ Students are encouraged to articulate and reflect upon their own ideas and experiences ♦ Students negotiate the content and structure of their individual projects with tutors	
7. Comprehension of professional literature: to read and to use literature sources appropriate to the discipline to support learning activities.	7. Comprehension of professional literature is developed through a variety of methods and strategies including the following: ♦ Students are encouraged to access online material ♦ Material is recommended to the students in module syllabi and by tutors ♦ Students are required to research and refer to appropriate literature in assignments and the individual project	
8. Information access: to understand basic techniques for structuring and thereby accessing information.	8. Skill eight is developed through a variety of methods and strategies including the following: ♦ Students develop a database system in laboratory sessions	
9. Teamwork: to be able to work as a member of a team; to be aware of the benefits and problems which teamwork can bring.	9. Teamwork skills are developed through a variety of methods and strategies including the following: Students may be involved in group tasks in tutorials and when working on assignments.	

Section 4: Programme Structure ***Note: This structure is indicative and subject to change***

Structure for the BSc (Hons) Software Engineering



OPTION MODULES

Option 1 taken from	
UQM103S2	Discrete Mathematics
UQC119S2	Introduction to Real Time Systems Development

Option 2 taken from			
Option 1	Not already chosen	UFCE4-20-2	Declarative Programming
UFCE4D-20-2	Symbolic Processing	UFCE4E-20-2	Sub Symbolic Processing
UFCE4F-20-2	Graphics Programming	UFCE4M-10-3	Concurrent and Parallel Systems
UFCE4N-10-3	Compiler Design	UFCE4P-10-3	Object-Oriented Databases
UFCE4Q-10-3	Distributed and Parallel Databases	UFCE4T-10-3	Interface Engineering
UFCE4W-10-3	Advanced Databases	UFCE4X-10-3	Software Technologies for the Web
UFIE86-10-3	E Commerce Special Interest Groups	UFIE8R-20-2	IS in the Human Context
UFIE8V-20-3	Information Systems Development 3	UFIE9B-20-2	Project Management
UFIE9C-20-2	Information in Action	UFIE9F-10-3	Hypermedia Information Systems
UFIE9J-10-3	Computing & Music	UFEEJ6-10-3	Advanced Distributed Systems

PLEASE NOTE: REFER TO THE FACULTY ON-LINE INFORMATION SYSTEM FOR UP-TO-DATE STRUCTURE INFORMATION

http://www.cems.uwe.ac.uk/exist/index.xql

Section 5: Entry Requirements

The university's minimum requirements for entry to a degree will apply. In addition entrants will be required to have:

- Mathematics at GCSE Grade C or equivalent.
- Mathematics, Computing or a Science at A2 level
- Prior knowledge of a programming language.

Section 6: Assessment Regulations

a) **MAR**

Section 7: Student Learning: Distinctive Features and Support

Within the Faculty of Computing Engineering and Mathematical Sciences, student learning will be supported in the following distinctive ways:

- through provision of a large Open Access Laboratory (3P10) containing 50 machines that provide students with access to a wide range of computer-based applications;
- through provision of nine other, frequently available, computer laboratories that provide similar access;
- through provision of the CEMS System Support Helpdesk that provides a range of support for learning to students including:
- support for a wide range of applications used by the students;
- help in the form of Assistants who are trained to resolve many common student problems;
- and help in the form of a large set of “Helpsheet Documents”, developed over a number of years, that cover a variety of common student requests for information;
- in level-3 modules there is scope for engagement with current leading-edge research undertaken by both researchers within the University and at collaborating institutions.

Section 8 Reference Points/Benchmarks

- *Subject benchmarks (QAA Unit …)*
- *University teaching and learning policies:*
- *staff research projects:*
- *employer interaction/feedback:*

The QAA Subject Benchmark Statement for Computing was published in 2000, and is applicable to this proposal. The design team has considered it in drawing up the structure of the programme, and is of the view that the proposal falls clearly within the scope of the benchmarks, as regards curriculum, teaching and learning, and the benchmarking standards themselves.

The benchmarks (paragraph 2.1) identify a range of types of degrees in computing. At one extreme is a programme that "*covers a wide range of topics spanning the entire area of computing".* At the other programmes that "*take one very specific aspect of computing and covers it in great depth"*. This programme resides in the middle of these two extremes providing relatively detailed coverage of a moderately broad subset of computing topics and embraces the three key ideas:

- Development of computing systems;
- Importance of specialism and position within a broader context;
- Balance between theory and practice.

The benchmarks establish a set of Principles of Course Design (paragraph 3.1). This programme, whilst first developed prior to the writing of the benchmarks, nevertheless satisfies these design principles and continues to be revised bearing them in mind.

The benchmarks also contain (section 5) statements of the standards expected of graduates at both modal and threshold levels. The team is of the view that graduates of the programme will be able to meet the required standards, and indeed have done so on earlier versions of the programme.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules are to be found in the module specifications.