

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England, Bristol	
Teaching Institution	Weston College	
Delivery Location	Weston College, Knightstone Campus.	
Faculty responsible for programme	Faculty of Environment and Technology	
Department responsible for programme	Department of Computer Science and Creative Technologies	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links		
Highest Award Title	BSc (Hons) Applied Computing	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	BSc Applied Computing	
UWE Progression Route		
Mode(s) of Delivery	FT, PT, Blended learning	
Codes	UCAS:	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements	Computing, 2007 General Business and Management, 2007	
CAP Approval Date		
Valid from	September 2013	
Valid until Date		
Version	1.1	

Part 2: Educational Aims of the Programme

The programme aims to prepare students for a career in the computing and information technology industries; to provide them with an awareness of professional standards of conduct and practice; and to provide them with the ability to apply their skills, knowledge and understanding to a variety of computing problems and contexts and develop computer applications and management support systems.

**Broad aims**

- Produce versatile and resourceful practitioners fostering innovation, enterprise and enthusiasm for

## Part 2: Educational Aims of the Programme

excellence in computing.

- Produce practitioners/graduates who can make an effective and professional contribution to the work of interdisciplinary groups engaged in computing projects.
- Assist the student in developing study and interpersonal skills required for both independent, autonomous practice and teamworking.
- Develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment and continuing professional development.

### Specific aims

- Provide the knowledge of the concepts, principles and practice from a range of discipline areas within the computing field.
- Develop the student's creative abilities through practice and evaluation of that practice, while also developing their critical understanding of new subject areas.
- Stimulate an enquiring, creative, and reflective approach that encourages independent judgement and critical awareness.
- Ensure that students have the basis for both future personal development and for continuing professional development.

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The primary aim of this course will be to 'add value' to the Foundation Degree by preparing students for potential long term responsible roles of in the workplace, making use of their range of expertise. The subject-based project will incorporate the full software development lifecycle from conception, design and planning, through organisation, execution and management, to delivery, reflective review and objective assessment of the outcomes. A variety of delivery methods will be used to; advance knowledge through higher-level, subject-specific studies in areas of particular and current relevance, instill suitable management, organisational, evaluative and team-building skills, create a firm foundation for the effective research, assessment and presentation of evidence, arguments and assumptions so as to enable sensible conclusions and judgements to be reached. Particular emphasis will be placed on the timely and appropriate application of knowledge and problem-solving skills for a workplace environment.

## Part 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:

	Emerging Technologies	Computer Security	Multimedia and Games Design	Applied Computing Project
<p><b>Learning Outcomes:</b></p> <p><b>A) Knowledge and understanding of:</b></p>	√	√		

### Part 3: Learning Outcomes of the Programme

Complex and conflicting theories, concepts and principles relevant to digital/IT.					
Current research in order to critically evaluate and analyse primary and/or secondary data and, where appropriate, information systems in order to enable unpredictable and complex digital problems to be addressed. Communicate ideas, concepts, theories etc accurately and reliably using structured and coherent arguments.		√	√		
Current technology and its limits when designing, operating and maintaining computing applications.	√	√	√		
The boundaries of existing and emerging technology and the limits of its application.	√				
The types of judgement employed by IT professionals and the moral, legal and ethical implications of these judgements.	√	√			
<b>(B) Intellectual Skills</b>					
The ability to autonomously select and use principles and procedures appropriate to the solution of a range of computing situations.	√	√	√	√	
Identify and classify principles and ideas in new contexts and situations in order to systematically analyse issues present.	√	√			
Synthesise facts, ideas and arguments in support of a well structured argument or debate.	√	√			
Design novel solutions to develop IT infrastructure or new concepts within complex organisations.			√	√	
Utilise research and theory to evidence best practice.			√	√	
Reflect upon their own academic and professional performance and take responsibility for personal and professional learning and development.		√		√	
<b>(C) Subject/Professional/Practical Skills</b>					
Effective and integrated use of investigative and design strategies with tools and methodologies.		√	√		
Apply computing skills appropriately to facilitate clients' progress towards their goals.		√		√	
Understand the implications of legislation that relates to the use of computers in the workplace.		√	√		
Understand the implications of relevant research findings.	√			√	

### Part 3: Learning Outcomes of the Programme

<b>(D) Transferable skills and other attributes</b>				
Critically evaluate and discuss the application of a range of methods.	√		√	
Participate effectively in interdependent learning activity and function effectively as an independent learner	√			√
Apply and utilise a range of personal and interpersonal skills	√	√	√	√
Make evidence-based decisions.		√		√
Use oral, written and/or audiovisual communication skills.	√	√	√	√

### Part 4: Student Learning and Student Support

#### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The primary framework for **learning and teaching** will include the following:

- Team work, including peer support.
- Seminars.
- Practical workshop activities to ensure understanding of the principles and tools to be used for their application.
- Role play scenarios.
- Case study analysis and discussion.
- Teaching enhanced learning sessions, including simulation for some of the more abstract concepts.
- Employer engagement, guest speakers from relevant specialist areas.
- E-learning e.g. videos, quizzes.
- Educational visits

Each module will incorporate a significant amount of practical work to ensure that the skills to carry out the work are developed to their maximum potential.

Each module will incorporate a significant amount of practical workshops to ensure that the skills to carry out the workplace tasks in a variety of disciplines are developed.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) programme, teaching is a mix of **Scheduled, Independent** and **Vocational Learning** as follows:

**Scheduled learning** includes: lectures, seminars, tutorials, blended learning, project supervision, demonstration, practical classes and workshops; external visits; practical workshops.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

**Vocational learning** includes educational visits and work-based scenarios, in addition to employer engagement, e.g. guest speaker from relevant specialist areas.

#### Description of any Distinctive Features

Extensive tutorial support provided by a personal tutor and a 1:1 tutor for students with additional learning needs. In addition, a general across college tutor is provided to enhance the academic skills required at HE level.

#### Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

#### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

**Assessment** will be by a variety of methods. There will be two types of assessment: formative and summative. Formative assessment is used to provide learners with feedback on progress and inform development. Formative assessment could include:

- Self assessment by reflective analysis
- Peer assessment in group activities and presentations
- Employer assessment in work placement

Summative assessment provides a measure of achievement in respect of a student's performance in relation to the intended learning outcomes. Summative assessment could include:

- Examinations
- Completion of practical tasks
- Written assignments and reports
- Poster defence
- Presentation

#### Assessment Map

The programme encompasses a range of assessment methods including essays, posters, presentations, written examinations. These are detailed in the following assessment map:

#### Assessment Map for the BSc (Hons) Applied Computing

Type of Assessment\*

**Part 5: Assessment**

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules Level 3</b>	Emerging Technologies		A (60)						B (40)		
	Computer Security	A (50)						B (50)			
	Multimedia and Games Design					B (40)	A (60)				
	Applied Computing Project					B (75)	A (25)				

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

### Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

ENTRY	Year 3	Compulsory Modules	Optional Modules	Interim Awards
		Module number: UFCFKE-30-3 Module name: Emerging Technologies	None	
		Module number: UFCFHE-30-3 Module name: Computer Security		
		Module number: UFCFLE-30-3 Module name: Multimedia and Games Design		
		Module number: UFCFGE-30-3 Module name: Applied Computing Project		
GRADUATION				

### Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY	Year 3.1	Compulsory Modules	Optional Modules	Interim Awards
		Module number: UFCFLE-30-3 Module name: Multimedia and Games Design	None	
	Module number: UFCFHE-30-3 Module name: Computer Security			
	Year 3.2	Compulsory Modules	Optional Modules	Interim Awards
		Module number: UFCFKE-30-3 Module name: Emerging Technologies	None	

		Module number: UFCFGE-30-3 Module name: Applied Computing Project		
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## GRADUATION

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Successful Pass at Foundation Degree, HND or equivalent, or 240 appropriate credits, or the usual process of A(P)L for other awards with the potential for infill modules at level 1 or 2 to ensure progression.

### Part 8: 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.

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



## Part 8: Reference Points and Benchmarks

As previously stated, the GDP has been incorporated into the Tutorial Entitlement.

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. In addition, the modules at this level have been designed to challenge the students to develop themselves in a range of technical skills, whilst also assessing the need for policies and procedures to ensure good IT management practice. Emphases have been placed on the practical implementation of subject-specific principals.

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 can be found in module specifications, available on the [University's website](#).