University of the West of England
BRISTOL

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	FdSc Applied Computing	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	Cert HE Applied Computing	
UWE Progression Route	BSc (Hons) Applied Computing	
Mode(s) of Delivery	FT, PT, Blended learning	
Codes	**UCAS:**	**JACS:**
	ISIS2:	**HESA:**
Relevant QAA Subject Benchmark Statements	Foundation Degree qualification benchmark, 2010 Computing, 2007 General Business and Management, 2007	
CAP Approval Date	18 November 2014	
Valid from	September 2013	
Valid until Date	September 2019	
Version	1.2	

Part 2: Educational Aims of the Programme

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.

Broad Aims

The programme will enable students to:

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

Part 2: Educational Aims of the Programme

- 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.

Specific Aims

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 through work based learning.

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

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 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:

Learning Outcomes:	Computing Applications	Software Design & Development	Systems Analysis & Databases	Web Technologies & Platforms	IT Service Support	Computing Project Management	Object Oriented Software Design & Development	Digital Devices Implementation & Usability	Work Based Experience
A) Knowledge and understanding of:									
• A broad range of computing and IT-related topics which are applicable to employer needs in the sector.								√	√
• Implications, opportunities, limitations and risks of current developments in information technology.				√				√	
• Information technology to the wider structure and activity of organisations.	√		√			√			
• 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.									
	• Professional, ethical standards and responsibilities.	√	√	√			√			√
	(B) Intellectual Skills									
	• Recognise and use subject specific theories, concepts, methods and principles.				√		√			
	• Gather, analyse and interpret information and evidence from a range of sources to support the development of advanced knowledge, skills and understanding.				√	√		√		
	• Apply knowledge and critical understanding to solving problems.	√	√	√	√					
	• Recognise the moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct.			√			√			
	• 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.					√	√			√
	• Formulate proposals, designs and solutions to given computing-related problems.	√	√				√	√		
	(C) Subject/Professional/Practical Skills									
	• Employ theoretical knowledge. Develop practical implementations in using software and hardware in academic and work-based scenarios.	√	√	√	√	√	√	√	√	√
	• Evaluate and assess software and/or hardware implementations from viewpoints of efficacy, reliability and elegance.	√	√	√	√	√	√	√	√	√
	(D) Transferable skills and other attributes									
	• Plan, organise and manage time within realistic professional parameters to meet appropriate deadlines.						√			√
	• Elicit appropriate knowledge from a range of disciplines to articulate well-reasoned argument within the field of applied computing.	√		√						
	• Effectively communicate, in speech and writing, information, arguments, and analysis of secondary data and information at a professional level in work related context.						√		√	
	• 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.		√					√		√

	• Effectively apply transferable skills, assume responsibility and make decisions in an academic and work based environment.	√				√	√			
	• Demonstrate personal qualities and attitudes consistent with professional employment following current practice within the field.		√	√						√
	• Demonstrate the capacity to reflect upon actions taken, both within the academic and vocational field, to engage in the process of continuous learning.				√	√				√
	• Transfer skill and knowledge across different settings and work related contexts.			√	√					

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

Many modules 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 to their maximum potential.

The work-based component will afford opportunities for learning in an organizational environment, and to apply theoretical concepts to practical situations.

Full time students will undertake a minimum of 96 hours placement during their second year in a relevant work place. Guidance within the tutorial system in year 1 will allow identification of a suitable work placement, a mentor to be identified and all procedures regarding communication to employer, mentor and student to have been followed prior to embarking upon a substantive element of the award.

The final year project will allow students to identify a work based problem and liaise frequently and regularly with employers to devise an appropriate solution.

There will be a programme of guest speakers as appropriate and the presentation of work-based scenarios for student consideration and reflection. The Work Based Experience unit will be integrated with the work placement.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; external visits; work based learning.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the

Part 4: Student Learning and Student Support

module choices made.

Placement learning: may include a practice placement, other placement, year abroad.

Module Title	Scheduled (%)	Independent (%)	Placement (%)
Computing Applications	36	64	0
Software Design & Development	36	64	0
Systems Analysis & Databases	36	64	0
Web Technologies & Platforms	36	64	0
IT Service Support	36	64	0
Computing Project Management	36	64	0
Object Oriented Software Design & Development	36	64	0
Digital devices Implementation & Useability	36	64	0
Work Based Experience	7	51	42

Description of any Distinctive Features:

H.E.L.P. (Higher Education Library Plus) tutorial sessions to enhance study skills and ensure rapid intergration of study at Higher Education level.

The Tech Genius Helpdesk facility in LibraryPlus is available for the Service Support Tools and Techniques Module to enable the students to carry out the practical work required for this module.

The learning support section within the college arranges for personal tutorial support for those students who have been diagnosed with particular learning needs. In addition, a course tutor is dedicated for each year of the course to monitor individual progress and pastoral care. Moreover, a general cross-college tutor is provided to enhance a variety of skills required as part of the studies at HE level.

Part 5: Assessment

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
- Emphasis across all modules is placed on practical acquisition of skills that are required to demonstrate an ability in the subject area.
- The importance of work placement is stressed as part of this strongly vocational course and all modules assessment will be based realistic scenarios.

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

Part 5: Assessment

- 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, in-class practical assessments, written exams, portfolio. These are detailed in the following assessment map:

Assessment Map for the *Foundation Degree Applied Computing*

		Type of 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
Compulsory Modules Level 1	**Computing Applications (30)**						A (60)		B (40)		
	Software Design & Development (30)					A (40)		B (60)			
	Systems Analysis and Databases(30)	A (15)		A (25)				B (60)			
	Web Technologies and platforms (30)					B (75)	A (25)				
Compulsory Modules Level 2	**Service Support Tools and Techniques (15)**		A (50)								B (50)
	Computing Project Management (30)						A (25)		B (75)		
	Object Oriented Software Design and Development	A (50)				B (50)					

Part 5: Assessment

	(30)										
	Digital Devices Implementation and Usability (15)		A (25)					B (75)			
	Work Based Experience (30)						A (25)				B (75)

*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

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	UFCFFE-30-1 Computing Applications	None	Cert HE Applied Computing
	UFCFPE-30-1 Software Design and Development		
	UFCFQE-30-1 Systems Analysis and Databases		
	UFCFRE-30-1 Web Technologies and Platforms		

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	UFCFNE-15-2 Service Support Tools an Techniques	None	
	UFCFTE-30-2 Computing Project Management		
	UFCFME-30-2 Object Oriented Software Design and Development		
	UFCFJE-15-2 Digital Devices; Implementation and Usability		
	UFCFSE-30-2 Work Based Experience		

GRADUATION

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

ENTRY

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	UFCFRE-30-1 Web Technologies and Platforms	None	
	UFCFPE-30-1 Software Design and Development		
	UFCFQE-30-1 Systems Analysis and Databases		:

	Compulsory Modules	Optional Modules	Interim Awards
Year 1/2	UFCFFE-30-1 Computing Applications	None	Cert HE Applied Computing
	UFCFNE-15-2 Service Support Tools an Techniques		
	UFCFJE-15-2 Digital Devices; Implementation and Usability		
	UFCFME-30-2 Object Oriented Software Design		

	Compulsory Modules	Optional Modules	Interim Awards
Year 3	UFCFSE-30-2 Work Based Experience	None	Other requirements: 96 hours work placement
	UFCFTE-30-2 Computing Project Management		

GRADUATION

Part 7: Entry Requirements

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

Applicants must provide evidence which demonstrates to the Universities satisfaction that they can benefit from study at foundation degree level and are likely to achieve the required standard. Offers will normally be based on a UCAS Tariff of 160 points or equivalent. Applicants should also have English and Maths GCSE Grade C or above or equivalents (functional skills level 2 is considered equivalent to English & Maths GCSE Grades A-C for this programme).

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.

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

Part 8: Reference Points and Benchmarks

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.

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.