Form QA3-2

Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

*Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee*

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
*Teaching Institution**	Partner Institutions
Validated/Franchised/ Licensed (if appropriate)	Licensed to City of Bath College and Wiltshire College
*Programme accredited by (including date of accreditation)**	N/A
Programme approved by (including date & minute number of Senate)	8th December 2010 and DfLL Standing Committee on 19 January 2011 Transfer date from Division for Lifelong Learning to Faculty of Science: 1st October 2012.
Final award	BSc Honours
Programme title*	**BSc Hons Applied Computing**
UCAS code (if applicable)	N/A
*Subject Benchmark Statement**	Computing (Work-based Learning)
*Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)**	Level 6
*Duration of programme & mode of study**	1 year full-time
*Date of Specification preparation/revision**	August 2013
*Applicable to cohorts (eg. for students commencing in September 2015 or 2015/16-2016/17)**	Full-time: 2015/16 - 2016/17

***Synopsis and academic coherence of programme**

This programme is designed to provide Honours degree status to students who have achieved Intermediate level qualifications through the University of Bath Foundation Degree in Computing.

Adopting the same work-based learning approach as the Foundation Degree, students are prepared for longer-term leadership and management roles at work whilst studying various areas of computing at Honours level.

Units have been chosen that reflect current trends and enable learners to develop a broad understanding of computing in a variety of contexts. The programme provides a balance of

theory and practice. The Work-based Research Project gives an opportunity for students to apply and develop their research and project management skills in a real employer-led project, greatly enhancing their employability.

Students also study units covering a wide range of management areas. These are designed to prepare them for future leadership roles in the workplace and give them an increased understanding of computing in a management context

***Educational aims of the programme**

Whilst the work-based learning principles of the Foundation Degree will remain, the primary aim of this course is to 'add value' by preparing students for potential, longer-term leadership roles in the workplace. At its heart is a subject-based project that embodies the full life cycle from conception, design and planning, through organisation, execution and management, to delivery, reflective review and objective assessment of the outcomes. Taught material supports the course ethos by: a) advancing knowledge through higher-level, subject-specific studies in areas of particular current relevance; b) engendering appropriate management, organisational, evaluative and team-building skills; and c) providing a firm basis for the effective research, assessment and presentation of evidence, arguments and assumptions, so as to enable sound judgments to be reached. Particular stress is placed on the timely and appropriate application of knowledge and problem-solving skills in a workplace environment.

***Intended learning outcomes** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➢ Knowledge & Understanding:	On successful completion of the programme it is expected that the student will be able to: • demonstrate an understanding of the application of research methods in the context of their professional practice using a case study, or action research project; • describe a coherent project design, locating and reviewing literature from appropriate fields, identifying suitable methods of data collection, techniques of analysis and ethical considerations for research into professional practice; • comment on a selection of recent research into the study of computing in different settings; • evaluate the implications of research findings on policy and practice; • appreciate the limits of current knowledge and practice in the field of computing; • demonstrate an understanding of Computing in a management context. <u>Teaching and Learning Methods</u>: Much of the teaching and learning will be class-based and will include a variety of activities such as lectures, practical workshops, discussion, case studies, guest speakers, e-learning activities and group exercises. However, learners will be expected to extend their study beyond the classroom through independent study, research and work-based activities.

	Assessment Methods: Formative assessment via peer assessment, self-assessment and tutor feedback on presentations and class-based activities. A variety of summative assessment methods including projects, presentations, demonstrations, reports, timed assignments, articles for peer review, literature search, portfolios of evidence, reviews, analysis and action plans.
➢ Intellectual Skills:	On successful completion of the programme it is expected that the student will be able to: • engage in critical analysis of a wide range of texts and electronic information; • synthesise information from a number of sources in order to gain a coherent understanding of research, policy and practice; • critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem; • reflect on the appropriateness of theory, practice and outcomes; • apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects with skills in data analysis (qualitative and/or quantitative where appropriate); • communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. Teaching and Learning Methods: Learners engage in critical analysis of a wide range of texts and electronic information; critically evaluate arguments, assumptions, abstract concepts and data to make judgements through case studies, small group exercises and tutor and student-led seminars. Assessment Methods: Formative assessment via peer assessment, self-assessment and tutor feedback on presentations and class-based activities. A variety of summative assessment methods including projects, presentations, reports, literature search, reviews, analysis and action plans.
➢ Professional Practical Skills:	On successful completion of the programme it is expected that the student will be able to: • understand the application of relevant research

	findings in the workplace; • apply computing skills appropriately to facilitate clients' progress towards their goals; • reflect upon their own academic and professional performance and take responsibility for personal and professional learning and development; • observe and evaluate their own skills and those of others and give clear and appropriate feedback; • understand the implications of legislation that relates to the use of computers in the work place; • Apply leadership skills in the workplace and demonstrate an understanding of Computing in a management context. <u>Teaching and Learning Methods</u>: The Work-based Learning Research Project enables learners to apply and develop their computing skills to a real client issue. Through working on a real project they will learn how their professional skills can be applied to the work place and evaluate their own development needs. Practical assignments that require learners to develop a variety of games, programs or websites will enable learners to develop their practical skills. <u>Assessment Methods</u>: Formative assessment via peer assessment, self-assessment and tutor feedback. A variety of summative assessment methods including projects, presentations, demonstrations, reports, articles for peer review, literature search, portfolios of evidence, reflective analysis and action plans.
➢ Transferable/Key Skills:	On successful completion of the programme it is expected that the student will be able to: • exercise initiative and personal responsibility; • make evidence-based decisions; • work in teams; • use oral, written or audiovisual communication skills; • demonstrate confidence in using IT for the access, creation and manipulation of information; • undertake appropriate further training of a professional or equivalent nature • demonstrate an understanding of computing in a management context. <u>Teaching and Learning Methods</u>: Much of the teaching and learning will be class-based and will include a variety of activities such as lectures, practical workshops, discussion, case studies, guest speakers, e-learning activities and group exercises. However, learners will be expected to extend their study

	beyond the classroom through independent study and research. <u>Assessment Methods</u>: Formative assessment via peer assessment, self-assessment and tutor feedback on presentations and class-based activities. A variety of summative assessment methods including projects, presentations, demonstrations, reports, articles for peer review.

***Structure and content of the programme** (including potential stopping off points)

The Honours Year programme is studied on either a one year full-time or two year part-time basis and offers progression for those students successfully completing the University of Bath FdSc Computing. Study for this programme is at Level 6 and therefore students enter at Level 5.

The programme description for the full time and part time route can be found as an appendix to this document.

Details of work-based learning / industrial training / study abroad requirements

It is expected that students will be in employment or have access to professional experiences in a relevant setting. Access to such arrangements is required for successful completion of the work-based assignments within the programme and in particular for the purposes of the management units and the research project. Students themselves will be required to find a suitable work based setting, in consultation with their tutor.

Details of support available to students (e.g. induction programmes, programme information, resources)

Support will follow the arrangements made by the partner institution, and detailed in their Programme Handbook. In particular, the following arrangements will apply:

• induction to the partner institution, its services and facilities, and to the programme
• access to the partner institution's learning resources (Library, IT facilities etc.)
• access to the partner institution's central support services, including counselling, learning support, careers, financial guidance, etc.
• information on the units to be studied, including content, delivery and assessment
• a specific college / partner Programme Handbook, including details of the full assessment schedule and programme regulations
• personal tutorial system for the provision of academic and pastoral support
• Additional Learning Support available for students with specialist learning difficulties.

In addition, students will receive advice from the University of Bath according to the partnership arrangement between the two institutions, including:

• an information session at the partner organisation induction
• the allocation of a Link Academic Advisor from the University to the programme

• University of Bath Student Handbook, including details of the University's regulations

Admissions criteria

- Candidates for the Honours Year will be expected to have successfully completed a University of Bath FdSc Computing programme.
- Applications will be considered in competition with others and based upon the number of places available.
- Students will normally have achieved a minimum overall programme average grade profile of 55%.
- It is the student's responsibility to identify and agree a suitable work-based learning environment with their tutor in which they can carry out the Work-based Research Project. This must be in place at the time of admission.

Admission may be subject to interview.

Precise entry requirements may vary from year to year.

Deferral from Foundation Degree to Honours Year Top Up: Students are able to defer entry to the Honours Year by one year only following the completion of their Foundation Degree. Permission has to be granted by the University and the partner institution in advance. Under exceptional extenuating circumstances and course permitting, the University will consider deferral by a further one year.

Suspension

For suspension of studies a formal request has to be made to the University either directly or via the Programme Leader at the partner institution communicating a valid reason for the need to suspend. This request will then be considered by the University. Suspension is for 12 months and allows students to return back to their study at the same point in the following academic year. In exceptional circumstances only, the University will consider a further suspension period of 12 months. Suspension beyond this point is not feasible.

Summary of assessment and progression regulations

This programme is compliant with NFA assessment regulations:
http://www.bath.ac.uk/registry/nfa/index.htm

Indicators of quality and standards (e.g. professional accreditation)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies: http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
   Governance:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc
   Review and Monitoring:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information: http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

   Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc

A more detailed overview of the University's Quality Management framework is set out in this summary document:
http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

- University of Bath Website: www.bath.ac.uk
- Partner institution websites: http://www.bathcollege.ac.uk, www.wiltshire.ac.uk
- Partner institution/s publicity (e.g. prospectus, course leaflet, open days)
- Partner institution Programme handbook
- University of Bath Student handbook

Appendix : Programme Description

Please read/use in conjunction with: http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-009.pdf.

Programme code	USCM-DFB22, USCM-WFB22
Programme title	Applied Computing (Work Based Learning)
Award type	BSc Honours
Award title	BSc Hons Applied Computing
Mode of Attendance	Full Time
Length	One year
State if coexistent M-level programme	
State any designated alternative programme(s)	N/A

Approving body and date of approval	Programme Approval Panel: 16 May 2007 Senate: 13 June 2007

Year 1 *for implementation with effect from Sept 2013)*

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes	
3	1	Year 1 Semester 1 and Semester 2	LP30483	Work-based Research Project *(V5)*	H	18	YES			
		Year 1 Semester 1	LP30493	Research Methods *(V4)*	H	6				H
		Year 1 Semester 1	LP20464	Managing Performance *(V2)*	I	3				
		Year 1 Semester 1	LP20449	**EITHER:** Managing Marketing Activities* *(V2)*	I	3				
		Year 1 Semester 1	LP20454	**OR:** Managing Recruitment and Selection* *(V2*	I	3				
		Year 1 Semester 1	LP30209	Developing Technologies *(V1)*	H	6				
		Year 1 Semester 1	LP30210	Multi-Tasking Systems *(V1)*	H	6				
		Year 1 Semester 1	LP30208	Creative Computing *(V1)*	H	6				
		Year 1 Semester 2	LP20459	Managing Information *(V2)*	I	3				
		Year 1 Semester 2	LP20444	An Introduction to Managing Financial and Non-Financial Resources *(V2)*	I	3				
		Year 1 Semester 2	LP30211	Advanced Web-based Technologies *(V1)*	H	6				

Assessment weightings and decision references

Stage	Weighting within programme	NFAAR decisions reference *See*: http://www.bath.ac.uk/registry/nfa/index.htm
Stage	100 %	Main assessment: http://www.bath.ac.uk/registry/nfa/nfaar-hy-appendix-11.pdf Supplementary assessment: http://www.bath.ac.uk/registry/nfa/nfaar-hy-appendix-12.pdf

NOTES

Programme Specifications are **definitive**, **formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the development of programme specifications is available from the Learning and Teaching

Enhancement Office or from the LTEO website: http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in QA3 Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate the programme specification should be published on the University website

- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see QA4 Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean of Faculty/School. Once approved, the revised programme specification should be published on the University website.

- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see QA13 Degree Scheme Reviews).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see QA44 Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

Programme descriptions should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document. (PD forms for NFAAR for UG, PG, and non-NFA are available.)