Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BSc Honours Computing Science
Teaching Institution	South West College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2020
Date of latest OU (re)validation	N/A
Next revalidation	March 2025
Credit points for the award	120
UCAS Code	N/A
HECoS Code	TBC
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2020
Underpinning QAA subject benchmark(s)	Computing October 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	- Draft Programme for Government 2016-2021; - Government Industrial Strategy – Economy 2030; - South West College Development Plan; - QAA UK Quality Code for Higher Education, Part A; - Feedback from industry (Industrial Advisory Board) and student focus groups; - Northern Ireland Skills Barometer 2019 - Professional Certifications: CompTia, Microsoft, & EC Council - Benchmarks: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-computing.pdf?sfvrsn=ef2c881_10
Professional/statutory recognition	N/A

For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time and Part Time. Mix of DL & Face-to-Face.
Duration of the programme for each mode of study	Full Time – 1 Year 2 Semesters Part Time – 2 Years (2 Semesters per year) Semester 1: September to January. Semester 2 January to May
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	April 2020

Please note: 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 s/he 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 each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The programme aims to produce graduates who can apply their understanding, experience, specialist skills to the modern computing industry to be economically valuable with the Northern Ireland, UK and beyond economy. The programme will produce graduates of the highest academic quality who understand the underlying principles of Computing, who have a broad knowledge, who can research and evaluate, design and implement solutions to problems. The programme graduates will have the computing and transferrable skill sets to develop new concepts and ideas in computing that will add value and inform the strategic direction of an organisation.

The objective is to develop graduates who:

- Can demonstrate and develop problem solving skills while critically analysing and evaluating through applying concepts, principles and practices of the subject showing effective judgement in the selection and use of tools and techniques.
- Appreciate opportunities to develop communication and project management skills that enable students to recognise entrepreneurial opportunities and develop as a professional in the fast changing computing industry.
- Are familiar with a sound knowledge and understanding of the fundamentals, techniques and technologies that underpin a scenario within the field of computing.
- Can apply technical, intellectual, creative and investigative skills and knowledge to anticipate, adapt and innovate to the future development and application of a high quality computing technology or solution.
- Are professional and will develop, adopt and apply best practices through individual and team work within a professional, legal and ethical framework to improve employability and develop engagement with life-long learning.
- Are able to show organised work both as an individual and as a team member and with minimum guidance.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

South West College currently delivers a FdSc in Computing which is delivered in Omagh, Enniskillen and Dungannon in three modes of delivery – Full time, (over 2 years), Part Time, (over 3 years), and Part Time, (over 2 years, with three semesters per year).The proposed programme will act as a progression route for successful students on these programmes. Students can progress and complete an Honours Degree in Computing through studying 120 credits of learning at Level 6. The aim is to have computing provision where students can progress from existing Level 2 to Level 6 within SWC as well as to offer progression from other institutions. This progression is supported and maintained through strong links with employers and local industry to ensure curriculum taught is relevant to industry so students will have employment opportunities locally and on a wider scale. Students who have successfully completed below can progress to the Level 6 BSc top-up.

FdSc Computing
FdSc Cyber Security
FdSc Computing Infrastructure
FdSc Software, Cloud and Application Development
FdSc Cyber Security and Networking Infrastructure
FdSc Information Technologies
FdSc Software Engineering
FdSc Software Development
HND Computing
HND Computing and Systems Development

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

BSc (Ordinary Degree) Computing Science on completion of 300 credits 60 of which are at level 6.
BSc (Hons) Computing Science

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6 BSc (Ordinary Degree) Computing Science						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	
					FT	PT
Research Methods and Design	20			Yes	Y1 S1	Y1 S1
Device Programming	20			Yes	Y1 S1	Y1 S1
Emerging Technologies	20			Yes	Y1 S1	Y2 S1
Digital Business Technology	20			Yes	Y1 S2	Y1 S2

Programme Structure - LEVEL 6 BSc Computing Science						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	
					FT	PT
Research Methods and Design	20			Yes	Y1 S1	Y1 S1
Device Programming	20			Yes	Y1 S1	Y1 S1
Emerging Technologies	20			Yes	Y1 S1	Y2 S1
Digital Business Technology	20			Yes	Y1 S2	Y1 S2
Dissertation Project	40			No	Y1 S2	Y2 S2

Intended learning outcomes at Level 6 (BSc Computing Science (Hons)) are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate a sound understanding of the fundamental principles and concepts underlying computing and IT. A2 An understanding of how humans interact with computing and IT and the capabilities and limitations of such computing and IT systems. A3 An understanding of modern digital business technology models that support and develop industry growth. A4 An awareness of the major trends in computing and IT and their implications. A5 Apply appropriate practices relating to professional, social, legal and ethical that are associated to the development and implementation of computing and IT systems.	Lectures will provide an overview of core module material, using examples and case studies as appropriate. Students will be encouraged to further investigate aspects of lectures in preparation for Tutorials. Tutorials will provide an opportunity for specific problem solving. Short, weekly exercises, using a variety of mediums will be used to provide frequent, informal formative feedback. Tutorials will provide opportunities for students to present using a range of formats: written, oral or electronic. Students will be encouraged to work as individuals or in groups during practical exercises which will enable students to apply their knowledge of basic concepts. Students will be encouraged to research given problems and provide feedback on their findings. Students will be directed and guided to read selected papers and short articles by the Module Co-ordinators as appropriate. Team Teaching: Team teaching of optional modules where a campus does not have enough students to teach independently. In this instance students will be taught from one campus using video streaming and supported by parallel teaching tutorials in each campus to develop skills. Independent Study Supported by VLE/Course Notes: Students are invited to take part in independent learning through investigating written material

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding
or using the internet in the college Learning Resource Centre. In addition, collaborative learning and consulting with peers is encouraged as this leads to the exchange of ideas and effective problem solving. Teaching materials are developed and provided in electronic form for the course. South West College facilitates all students with remote login access to the college VLE to access all electronic materials and to take part in online discussions\forums and email. Textbooks/eBooks: A core resource to supplement and support curriculum. Allows extension to learning outside and inside the classroom to assist, give direction, facilitate research and independence to develop confidence of learning. Flipped Learning: A pedagogical approach where learning is inverted so students are introduced to the learning material before the scheduled class. This method may incorporate many strategies (individual or group), for example, discussion with peers and problem solving activities to allow students to deepen their understanding of the topic. Assessment materials may be marked using tutor or computer marked assignments (multiple choice, short answer, and essay), interactive computer marked assignments, labs, formal examinations or progress tests or reports.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically evaluate the key findings of computing and IT concepts for a range of contexts. B2 Demonstrate competence in the selection and applying techniques and tools for modelling, problem solving, designing human interaction and an awareness of emerging technologies for computing and IT systems. Awareness of limitations. B3 Compare, contrast, critically analyse to present findings related to a computing or IT hypothesis.	Digital Literacy: Digital Literacy will be evident throughout modules through online reading materials, multimedia presentations, use of online resources and the internet for research, custom made learning materials such as videos/quizzes etc., bespoke software tutorials, use of communication tools, electronic plagiarism software and various types of content creation. Lectures: Lectures are designed to engage the learner's interest in a topic and provide a framework on which students can build their knowledge and understanding. Lectures provide summarised information from a range of sources, updating students with new developments and current issues. Practicals: Practical work reinforces the material learned in training/lab /tutorials. This takes place in the IT rooms and hardware lab and aims to allow students to take control of specialised resources and equipment. Working under guidance and within the constraints of training, risk assessment and health, safety and well-being, students have ownership over the intended outcome making it more motivating and enjoyable. Experience learning where students are problem solving through solution finding and implementation while developing effective communication and use of terminology. Project Based Learning: Learner centered pedagogy where students will learn through the experience of solving an industry defined problem. This approach involves students working on a project over a period of time through engagement of a real world problem to find a solution to a complex

3B. Cognitive skills
	problem. This approach enables students to develop their critical thinking, creativity and communication skills. PBL is used to create a contagious energy among students to develop a deeper understanding of the subject and quest for further knowledge and skills through active learning.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Analyse, design and evaluate computing and IT systems, using appropriate techniques or simulations relating to a workplace environment.	Simulations: Simulation through experiential learning where the learning material is presented with an instructional scenario through a game or role play where students work through tasks to solve problems.
C2 Adopt best practice by using agreed professional standards, techniques and tools for the development of documentation for work in progress and outcomes.	Case Studies and Study Guides: Training by solving specific cases based on defined industry scenarios. This will allow the analysis of the problem to provide a solution and a justification of a solution.
C3 Work effectively as an individual or a team member and communicate effectively technical information to users and academic audiences.	Podcasts/Vodcasts: Subject related audio and video files created to support learning. Casts allow a student to take control of their own learning to learn more from supportive materials and to allow for flipping the classroom activities where a student becomes more engaged and ready for classroom learning. Resources can be used at times and from locations that suit the learner.
C4 Employ health and safety and adopt best practice for professional, social and legal and ethical practices when using appropriate professional tools.	Practical Reports: These are used to assess students' skills of technical writing of lab work. Students are provided with full and timely feedback.

3C. Practical and professional skills	
C5 Manage one's own learning and professional development through appreciating the need for lifelong learning.	Blended Learning Materials: Blended learning is integrated into modules where appropriate and all module materials are stored on the college VLE. This is a combination of face to face lectures, TEL tools, and practicals. The programme, in common with all programmes of Ulster University, aims to provide an inclusive and accessible teaching, learning and assessment environment for all participants. Blended learning materials have been created to deliver hardware and database techniques and the mechanisms are in place for students to log in remotely from home to configure and practise hardware skills and knowledge. Virtual Learning and Asynchronous VC Delivery: all students will be directed to virtual resources to enhance and support their learning experience and to offer additional learning opportunities. VC Delivery will be used to deliver teaching and learning to all campuses with local facilitators. Individual Work: Students producing independent work where students get interested in a variety of information sources and practical experience through engagement and stimulation of learning. Students learn as an individual to study and develop independent thinking, problem solving, analysing, and evaluation and self-reflection skills. Group Work: Collaborative group based work will be assessed by work submitted individually by each candidate, and may also include an element of assessment by tutor observation of each candidate's contribution to the team and effectiveness as a team member while the team is working on the project. Action learning, where students develop their own way to a comprehensive solution, allows students to experience

3C. Practical and professional skills	
	familiarity of working in a group through allocating roles, researching and presenting opinion and analysing and evaluating solutions. Embedding peer assessment and feedback through reflection.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate effectively using different communication strategies to diverse audiences.	Workshops with Academic Mentors will support development of skills in research, academic writing and referencing throughout the module
D2 Learn in familiar and unfamiliar settings while effectively using information retrieval skills and learning resources.	Teaching and learning will be placed within the context of social, ethical, legal, relevant to computing and IT.
D3 Demonstrate an ability to organise work as an individual working independently through planning, monitoring, self-reflecting to improve your own learning.	Collaboration and communication will be utilised through team teaching, group discussions and simulations, project-based learning activities, report writing and blended and virtual learning platforms.
D4 Apply numeracy techniques showing appropriate numerical and analytical skills to accurately solve scenarios.	At key points, learners will be given key information which they must research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and technical principles.
D5 Effectively use technology equipment and software resources.	Creative and critical thinking will be encouraged through lecturer mentoring on a weekly basis.

Exit Award – Ordinary Degree (BSc) in Computing Science upon successful completion of 80 credits at Level 6.

This programme of study will offer a Level 6 progression route from Foundation Degrees in related areas of Computing. South West College will be the first regional college in Northern Ireland to provide this level of qualification in collaboration with Open University. The programme will provide learners with part time and full time modes of study.

The programme has multiple exit points including Ordinary Degree and Hons Degree.

The BSc (Hons) Computing has a strong Industry Advisory Board (IAB). Members of the board advise on curriculum and module design and assessment. Employers are connected to the programme throughout its life cycle to aid in curriculum development, provide placements, guest speakers slots, projects.

Innovative technology such as Virtual Hardware Labs, State of the art equipped Hardware Labs, remote access etc. will be used to support and enhance learning.

The programme will allow students to gain work related learning experience.

Students will be able to access and use SWC Innovation Centres to aid project based learning and research.

Delivery by a strong teaching team who have industry experience, academic and professional qualifications to ensure high quality learning and teaching.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

Students and their learning are supported in a number of ways:

- **Induction process**

  The Higher Education Coordinator carries out an induction with all new Higher Education students at each campus; Course Induction is then delivered by the Course Director and members of staff from the Course Team and the College Student Support staff (Student\Finance\Careers\ Learning Resource Centre). (Students returning to year 2/3 undertake refresher induction).

  Student Induction includes:
  - Introduction to the programme team (meet and greet). Who's who (L6 Course Director, Deputy Head / Head Of School, Head of Faculty, Head of Curriculum etc.).
  - A tour of the campus facilities.
  - Access and contact information for students to the Course Director and academic staff, Student Support, Finance.
  - Introduction to the Course, Course Outline, Structure, Content, and Policies.
  - A College Higher Education Handbook provides a guide to life as a student within the College. It welcomes students to the College, gives detailed information on College structure, staff contact information, teaching and learning resources, health and safety, student support and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education. Printed versions are distributed to each student and also available electronically from the VLE.
  - Induction to Canvas.
  - Module tutors will induct students to each module.
  - A Course Handbook provides necessary information about the course. It includes information on the programme team, outline information on modules studied and the course calendar. It contains the course specification and the current course. Printed versions are distributed to each student and are also available electronically from the VLE.
  - Module Handbooks describe the content of each module delivered in a particular year. These provide students with the module teaching and assessment schedules and a list of the recommended texts. Printed versions are distributed to each student and are also available electronically from the VLE.
  - Academic demands of the course. Requirements from students\ staff.
  - Past students experiences. Where are they now?
  - An outline of how students will be assessed for the duration of their course and what assessment methods will be used.
  - Outline opportunities for students to gain tutor feedback.

- o Outline course regulations: Assessment Policy, Plagiarism Policy, and Internal Moderation Policy.
- o Academic Appeals Policy, Complaints Procedure, Submission of Course Work, Examination Process and 1st Sits/ Resits, Extenuating Circumstances.
- o The role of the Open University Link Tutor and External Examiner
- o Opportunities for students to give feedback (Post Induction Surveys, Module Evaluations, SWC and Open University Students Staff Consultative Meetings, Annual Course Reviews).
- o Outline Students and Support Available – including information of Further Education Award (Full-time and Part-time), Hardship Fund, and SWC Bursaries).
- o Outline of the Tutorial support system - Pathways and HEAR.
- o The role and nomination of class representatives.
- o Outline of the VLE to support teaching, learning and assessment, Library and Learning Resource Centre.
- o Progression Routes.

- **Study Skills**
  The college has a HE Academic Support programme where designated members of staff carry out workshops and give one to one assistance to students on study skills.

- **L6 Course Director**
  The L6 Course Director is an experienced member of staff with the responsibility of overseeing the effective running of the course. The L6 Course Director provides a single first point of reference for both new, continuing, full time and part time students. The L6 Course Director will monitor student achievement in all modules, conduct staff/student meetings and document the teaching team response to all matters raised by students. The L6 Course Director also informs students of their grades and if required prepare plan of action for failed modules in line with Open University regulations.

- **Advisers of Studies**
  Each Course has a tutorial programme as part of the programme of study. Through this , a member of staff acts as adviser of studies, as they regularly meet each student throughout the academic year to discuss progress, attendance, performance, learning needs, any arising issues, pastoral care, referrals to student or other relevant agencies, referrals to Higher Education Academic Support Team for advice on study skills, revision techniques and to set targets and goals.

- **Dissertation Supervisor**
  Each student will be assigned a supervisor who will act as their main point of contact for the module. They will guide the student when choosing projects to ensure suitability, viability, and assure that they are satisfied that the Learning Outcomes of the module can be met within the scope of the potential project. Where possible the supervisor will have no more than 4 students to supervise, in order to ensure a quality of experience for the student. Supervisors will meet their candidates regularly by various means and guide them through the challenges of

the module. Other members of staff will also be utilised with specialist skills for specific elements of a project or, for example, to aid with manufacturing processes. This will all be with oversight of the dissertation supervisor.

- **Career Development Centre**
  A centralised Careers Service is available through the student support unit to help students determine their future career and support their applications for employment and UCAS applications. Students will discuss career options during meetings with their module tutor and course director. This provides advice and direction to students and enables them to make meaningful use of the careers service during the year.

- **HEAR (Higher Education Academic Record)**
  SWC operate a Higher Education Academic Record (HEAR) system. Each student will complete the HEAR online documentation in which achievement targets will be set and course progress formally monitored through an individual tutorial with the L6 Course Director. The HEAR is monitored and maintained by the module tutors who will record progress. The students record details of targets and set goals of achievement. Reports are printed and discussed between the student and the L6 Course Director each semester or when issues may arise.

- **Library**
  The Learning Resource Centre (one at each campus) exist to support the information needs of all members of the College including students, module tutors, managers and support staff. The LRCs offer an excellent range of and facilities designed to provide access to both the latest technology and traditional learning resources. Experienced staff are available to answer enquiries, to help users' access information and resources.

  To support Higher Education students in their research all centers provide a range of mentoring either in 'group sessions' or 'one to one' including the following:

- **Getting ready for academic study:**
  o   Student Inductions-introduction to College Systems.
  o   Referencing- 'how to reference' and referencing tools.
  o   Researching projects/assignments - using Discovery.
  o   Understanding plagiarism and copyright.
  o   Microsoft Office Suite: email, Word, PowerPoint, Excel, Publisher.

- **Library Resources:**
  o   Books, Journals and Magazines.
  o   E-books.
  o   Databases.
  o   Newspapers.
  o   Reports.
  o   Heritage Online Library Service.
  o   Inter Campus Loans Service.

- **I.T. Facilities:**
  - o Computer Suites are equipped with a wide range of software (on all campus')
  - o High Speed Internet access and Wi-Fi.
  - o Web based learning resources.
  - o Blackboard learning environment.
  - o Printing, Photocopying and Scanning.
  - o Laptop loans for use in the Learning Resource Centre.

- **Information Technology Department**
  SWC has a dedicated technical team based on each campus. This team is responsible for the day-to-day running, maintenance and troubleshooting all IT and Technical Support.

- **Student Support Department**
  A dedicated student support team who support both academic staff and students, available on every campus. The student support team support students through personal or academic difficulties through the implementation of college induction, class representative training, organising of ad hoc training and information events, learning support, careers, enrolment, health, finance and pastoral care.

- **Counselling Service**
  A centralised Counselling Service is based on each campus and can be accessed confidently via L6 Course Director (self-referral) following one to one student tutorial on academic progress. The counselling service is carried out weekly in a supportive, caring and non-judgmental way. It is available for all students regardless of study path.   The counsellors are fully qualified in a range of issues that affect students and have extensive expertise on a wide range of issues that may be affecting their wellbeing.

- **Student representation**
  Student reps attend student/staff consultative committee week 6 each semester during which they have the opportunity to address general programme concerns that have been raised by their fellow classmates. The meeting is chaired, and minutes taken by L6 Course Director.

- **Module Feedback opportunities**
  Fifteen working days following the submission of each module assessment and at the end of each semester on academic progress.

- **Student Email**
  Email accounts and full access to the internet and VLE. Remote student login to gain access to all module software and resources.

- **Student Tutorial**
  Tutorial classes are timetabled on a weekly basis with the Course Director. During these sessions the Course Director will meet with the

student group to discuss progress, any issues that may be affecting progress, and arrange for additional support (if required).

- **Equality and Diversity**

  The College Disability Policy for Students sets out the College's commitment to both potential and existing students with a disability and those whose disability worsens during their studies. The College will seek to encourage students to disclose a disability and to ensure that students with a disability are protected from discrimination and have equal access, where appropriate, to the full range of College facilities. The College will treat all students with respect and dignity and seek to provide a positive learning environment free from disability discrimination, harassment or victimisation. SWC recognises its obligations under the Disability Discrimination Act (DDA) 1995 (as amended by Article 5 of the Disability Discrimination Order 2006), Special Educational Needs Disability (Northern Ireland) Order 2005 and its statutory obligations.

  In accordance with SENDO (NI) 2005 and the College's ethos of inclusion, the facilitation of 'special' arrangements for students with disabilities will be applied in relation to these assessment schemes. A flexible approach will always be taken using the guidelines from both the Examinations Office and/or Student Support to ensure that disabled students have the same opportunity as their peers to demonstrate the achievement of learning outcomes.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The Honours Degree Top Up will be available to any candidate who satisfies the criteria below:

- An Ulster University or Queen's University Belfast Foundation Degree with a pass mark of 55% or above in L5 modules. (or other relevant L5 qualification such as a Pearson's Higher National Certificate/Diploma) in a computing related discipline.
- GCSE English language and Maths at grade 4 (grade C) or above. (or equivalent, - for example, Level 2 literacy and numeracy Essential Skills qualifications are also accepted).
- Have reached the age of 18 years on admission.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
All HE programmes at SWC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements (2014) the following processes are in place:

- Internal verification/moderation, cross marking and external examining processes used to ensure validity and reliability of assessment process.
- The Course Committee considers learner feedback from each module.
- Staff/Student Consultative Committee meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.
- Annual Course Review procedures consider quantitative and qualitative feedback and formulate action plans.
- Learners complete a module evaluation at the end of each module, each semester/year and at the end of the programme.
- Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.
- The College will annually complete the OU course review & evaluation documentation if applicable.
- The College has a Staff Development Programme, which facilitates specific training/development for staff.
- All staff are encouraged to complete Information & Learning Technology qualifications.
- Views of external examiners are considered and SWC/OU reporting mechanisms are/will be followed.
- Informal views and formal written feedback is considered from Employers via the Industrial Advisory Board.
- Learner performance data and career progression is annually monitored.
- Peer observation and assessment has been introduced to assessment matrix.

All team members have to attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors have to attend Higher Education Committee Meetings, which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as Teaching & Learning Mentors and additional peer observations.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map Ordinary Degree

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5				B1	B2	B3					C1	C2	C3	C4	C5				D1	D2	D3	D4	D5		
6	Research Methods and Design			▓						▓	▓	▓							√		√				▓	▓	▓		▓		
	Device Programming	√	√		√	▓					√						√	√		√	√				√		√				
	Emerging Technologies		▓	√	√	√					√							▓		√	▓								√		
	Digital Business Technology	√		▓	▓					√								√	▓		▓					√			▓		

Annexe 1 - Curriculum map BSc (Hons) Computing Science

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

(Shaded cells indicated by �its; ✓ = assessing)

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	Research Methods and Design			▨			▨	▨	▨			√		√	▨	▨	▨	▨	
	Device Programming	√	√		√	▨		√		√	√		√	√	√		√		
	Emerging Technologies		▨	√	√	√		√			▨	▨	√	▨					√
	Digital Business Technology	√		▨	▨		√				√	▨	▨			√			▨
	Dissertation Project	▨	√	▨			√	▨	√			√			√	√		√	

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.