The Programme Specification for Levels 4, 5 and 6 can be found in the Undergraduate section of the programme of study catalogue. Version approved August 2022

Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School *(ICE / SAC / SSHS)*	**Faculty of Business, Computing, and Digital Industries**
Department	**School of Computer Science**
Professional accreditation body	**n/a**
Final award *(eg. BA Hons)*	**BSc (Hons.) with Foundation Year in Computing**
Title of programme(s)	**BSc. (Hons) Computer Science with Foundation Year in Computing**
Subsidiary award(s) *(if any)*	**Ordinary Degree (with Foundation Year)** **Diploma of Higher Education (with Foundation Year)** **Certificate of Higher Education (with Foundation Year)** **Foundation Certificate in Computing**
Honours type *(Single / Joint / Combined)*	**Single and joint after progression to Level 4**
Duration and mode(s) of study	**4 years full-time (one of these is a foundation year)**
Month/year of approval of programme	**September 2018**
Start date (this version) *(month and year)*	**September 2022**
Periodic review next due *(academic year)*	**AY 2026/2027**
HECoS subject code(s)	100367 computing and information technology (50%) 100358 applied computing (50%)
UCAS course code & route code (available from Admissions)	
SITS codes *(Course / Pathway / Route)* **(available from Student Administration)**	
Delivery venue(s) (please also indicate partner institutions where relevant)	**Leeds Trinity University** **Waltham International College**

2. Aims of the programme

Rationale and general aims, including what is special about this programme
(from the student's and a marketing perspective)

The aim of the Foundation Year is to provide you with an introduction to key computing skills. You will be encouraged to develop your skills in coding and testing. You will also gain an understanding of the significance of market / audience in development of computer products. You will be able to explore how to use online coding tools, such as Google App Script to design and code a simple app. In addition to these opportunities, you will also learn about the principles of back-end Web coding and testing. You will have opportunities to use Web-coding languages, such as HTML, and tools, to design, code, and test a Website with simple functionality, such as data-capture. Reflection will also be encouraged on issues relating to cyber-security and malicious code.

You will therefore be provided with an opportunity to actively develop your knowledge of computer science whilst gaining specialised tuition in core academic skills. Through this process it is anticipated that your confidence and readiness for Level 4 study will be enhanced.

This programme offers you an alternative entry route for undergraduate study if you are not in a position to commence your university studies at Level 4. Therefore, the Computing Foundation Year pathway aims to provide access to higher education for students who may otherwise be excluded from university study. For example, you might not have the usual entry requirements to commence learning at Level 4. It is also intended to be a useful pathway for students who have been out of education for a number of years. You may also wish to further build your confidence before studying at Level 4. The Foundation Year in Computing pathway consequently endeavours to promote a widening of participation in higher education.

On completion of the Foundation Year, you should be well equipped to go on to Level 4 study on one of the named linked honours degree programme in computer science.

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3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have *demonstrated:*

K1 knowledge of key computing skills related basic coding

K2 knowledge of concepts related to coding and web-design

K3 an understanding of online coding tools

K4 knowledge of technical terminology and scholarly conventions of computer science and associated academic disciplines

K5 knowledge of how to effectively present academic work in a variety of forms

I1 ability to identify and comment on concepts related to web-design and coding

I2 ability to complete a range of assessments

I3 ability to recognise and describe several ways that cyber security is important

I4 ability to present results that draw appropriately upon scholarly research and debate

Employability skills

E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9	**Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community. See also the learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements *(including appropriate references to any PSRB, employer or legislative requirements)*
All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF). (1) the QAA subject benchmark statement for computing (2) British Computer Society (BCS).

4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 3. The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	**Generic Learning outcomes for the award of <u>Foundation Certificate in Computing</u>:** On successful completion of 120 credits at Level 3, students will be able to access this award if they formally state that they do not wish to further pursue their studies at Level 4 study on the linked pathways to the Foundation Year in Computing. They must have demonstrated an ability to: i) describe and be able to employ key concepts in coding; ii) outline and enact the effective web-design; iii) communicate their knowledge and awareness coherently, using appropriate scholarly conventions and techniques; iv) undertake a sustained project on a topic directly related to computing.

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	

5. Content

Summary of content by theme
(providing a 'vertical' view through the programme)

The Computing Foundation Year is designed to provide students with: (1) an introduction to computing, (2) the skills that will allow them to make a successful progression to Level 4 study and (3) an opportunity to undertake a sustained investigation on topic of their choice in area related to their intended future undergraduate studies.

The modules of the Computing Foundation Year can be grouped into the following strands:

Study Skills, Confidence Building and Project Work
SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence

SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project

Understanding Coding
COM3003 Principles of Coding

Web Design
COM3013 Principles of Web Development

6. Structure

Foundation Year to the linked computer science degree

Duration: **1 year full-time**
Total credit rating: **120 (for those not progressing to Level 4 on the linked computer science** honours degree)

Level 3 – with effect from September 2022

Core: Students are required to take:

SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence		Sems 1-2	30 credits
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project		Sem 1-2	30 credits
COM3003	Principles of Coding	Sems 1-2	30 credits
COM3013	Principles of Web Design	Sems 1-2	30 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

Concise *reference should be made to the LTA Strategy 2020-23.*
Please also refer to how graduate skills/attributes are developed throughout the programme.

The learning and teaching provision on the Foundation Year in Computing is aligned with the central goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2020-2023. It will provide an experience which is student-centred; teaching which is responsive to the needs of individual students; and a framework within which students are encouraged to begin to their abilities to engage in critical thinking and analytical skills. These are however contextualised within the nature of Level 3.

The following approaches are prioritised in the Foundation Year of the linked computer science degree:

Learning

The focus will be on ensuring that students have an opportunity to develop their understandings of key concepts that are introduced in each module by applying them through active enquiry, practical research tasks, exercises, and collaborative projects.

A Progressive Learning Structure is built into the course design:

Students will begin their Level 3 by having an opportunity to develop their academic skills and confidence, before having an opportunity to apply these when they study a negotiated topic of choice for the Project module in semester 2. How to effectively engage in academic writing, oral presentation and research information will be focused upon in the first semester of the Foundation Year. In their studies of computing students will begin by examining key issues and gaining key computing skills.

Teaching

- **Student-Led Enquiry**: The main form of teaching session will be seminars and workshops, where concepts and skills introduced by the lecturer will be learned through practical application – specific tasks, problem-solving and discussion, with regular provision of formative feedback on those activities.

- **Directed Activities**: Although students will not undertake directed activities at Level 3, students will be set regular activities that will require completion outside formal classes. Formative feedback will be provided on these.

- **Use of VLE**: To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include bespoke videos and podcasts; links to external sites and online resources; online quizzes; and access to all handouts, powerpoints, etc. In addition, all seminars will be followed by a student-led summary of key points learned and discussed, posted on Moodle.

- **Use of other online resources and technology:** Full use will be made, in teaching sessions, independent study, and assessment, of online resources available to support an understanding of computing and academic skills.

Assessment:

- **Formative Assessment**: Students will have access to formative assessment in every module that they study on. This will usually take the form of feedback on specific tasks given in teaching sessions, online feedback, or feedback on outline plans for assessed work.

- **Diversity of Assessment methods**: Assessment methods will be varied in form and credit value.

Negotiated Assessment: Students will have the opportunity, in SOC/SHN/LAW/CYP/BMM/COM/HUM3103 *Project* to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, podcast, written project. This will be a different topic from that which students have chosen to pursue in COM3003 and COM3013.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme								Skills development								
Adjust LO codes as necessary. ↓	K1	K2	K3	K4	I1	I2	I3		E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Subject Knowledge	Knowledge Currency	Contextual Knowledge	Commercial Understanding	Problem Solving	Research	Critical Perspective		Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence			■			■			■	■	■	■	■				
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project	■			■	■	■			■		■	■		■	■	■	
COM3003 Principles of Coding	■	■	■	■	■	■	■		■		■	■	■	■	■	■	
COM3013 Principles of Web Design	■	■	■	■	■	■	■		■		■	■	■	■	■	■	

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	Applicants should normally have achieved the following prior to registration for the programme: 5 academic or vocational qualifications, of which at least one of which should be a GCE 'A' level (or equivalent at Level 0) and two of these should be GCSE English Language and Mathematics at grade C or above (or equivalent). For such students the entry tariff will usually be 32 tariff entry points or above at entry to the foundation year. It is not a requirement that one 'A' level should be in Computing or a related subject. A wide range of other subjects can be considered relevant. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
• The standard progression requirements, as set out in the current *Taught Course Academic Regulations*, will apply. • You will have to pass the Foundation Year to progress to a named linked honours degree programme. • All modules are exempt from condoned failure and must be passed for progression.

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award *Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*
None.

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Students with disabilities or other support needs will have access to the 4 year pathway and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.