

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

A	GENERAL INFORMATION																								
1	Partner institution <i>Please state the name of the partner institution.</i>																								
	East Riding College																								
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.</i>																								
	a. FdSc Computing																								
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>																								
	FdSc Computing																								
4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 30%;">UG Single honours</td> <td style="width: 10%;"></td> <td style="width: 60%;"></td> </tr> <tr> <td>Integrated Masters</td> <td></td> <td></td> </tr> <tr> <td>PG Cert</td> <td></td> <td></td> </tr> <tr> <td>PG Dip</td> <td></td> <td></td> </tr> <tr> <td>Taught Masters</td> <td></td> <td></td> </tr> <tr> <td>Foundation Degree</td> <td style="text-align: center;">a</td> <td><i>Please indicate articulation routes: G600</i></td> </tr> <tr> <td>Honours Stage (Top-up)</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td><i>Please detail:</i></td> </tr> </tbody> </table>	UG Single honours			Integrated Masters			PG Cert			PG Dip			Taught Masters			Foundation Degree	a	<i>Please indicate articulation routes: G600</i>	Honours Stage (Top-up)			Other		<i>Please detail:</i>
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Other		<i>Please detail:</i>																							
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>																								
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6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>																								
	G400																								
7	JACS codes <i>If known, please include the appropriate JACS codes for the programmes.</i>																								

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8	Awarding Institution		
	University of Hull		
9	Locations within Partner Institution <i>State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>		
	Creative Arts Performance and IT		
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>		
	Philip Earls – phil.earls@eastridingcollege.ac.uk		
11	University Link Faculty and School <i>Please state the primary link faculty and school at the University of Hull</i>		
	School of Engineering and Computer Science, Faculty of Science and Engineering		
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>		
	Dr Mike Brayshaw Senior UG Selector Department of Computer Science Faculty of Science and Engineering University of Hull Hull, HU6 7RX m.brayshaw@hull.ac.uk 01482 465976		
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>		
	SMW – St Marys Walk, Bridlington (a) FLM – Flemingate, Beverley (a)		
14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>		
	<table border="1"> <tr> <td>Full-time</td> <td>a</td> </tr> </table>	Full-time	a
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15	Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>		

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	<table border="1"> <tr> <td>On-campus/Blended</td> <td>a</td> </tr> <tr> <td>Online/Distance</td> <td></td> </tr> <tr> <td>Other</td> <td><i>Please specify:</i></td> </tr> </table>	On-campus/Blended	a	Online/Distance		Other	<i>Please specify:</i>
On-campus/Blended	a						
Online/Distance							
Other	<i>Please specify:</i>						
16	<p>Duration Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</p>						
	2 Years Full Time (a)						
17	<p>Trimesters Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</p>						
	<table border="1"> <tr> <td>Trimester 1 – T1</td> <td>a</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a</td> </tr> </table>	Trimester 1 – T1	a	Trimester 2 – T2	a		
Trimester 1 – T1	a						
Trimester 2 – T2	a						
18	<p>Number of weeks per trimester Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</p>						
	a – 18 weeks per Trimester						
19	<p>Balance of credits across trimesters Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</p>						
	a – 60 Credits per Trimester						
20	<p>Classification weighting Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).</p>						
	a – 100 (Diploma)						
21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</p>						
	n/a						

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22	<p>Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i></p>
23	<p>Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>
	<p>Computing 2016</p> <p>1.8 Computing degrees often integrate a period of time working within a company (or similar organisation) as an intern or placement student. Placements offer the opportunity for students to apply and validate their learning and skills in the context of the real world and provide early exposure to professional competences.</p> <p>2.2 Computing as a discipline consists of central elements: Mathematics; Fundamentals of Computation; and realisation of computer systems in both hardware and software.</p> <p>2.3 Computing graduates apply their understanding, skills, knowledge and experience to create social and economic value by building secure, reliable and usable systems.</p> <p>2.11 Software Engineering is concerned with the building of software systems. It includes:</p> <ul style="list-style-type: none"> • problem definition, specification (including formal specification), design, implementation (including debugging) and maintenance, software testing, change management and documentation • cybersecurity, including information security, and safety-critical systems • understanding risk, reliability and scalability of the range of possible options and an appreciation of design trade-offs. <p>Generally these are expressed in the ability to create fit for purpose software in a variety of application domains.</p> <p>2.18 Programme designers, students and employers will need to be aware of this spectrum of programme identities, but behind such variation there are key ideas that can be expected to characterise any honours degree programme in Computing:</p> <ul style="list-style-type: none"> • the concept of computational thinking, the recognition of its main elements and the relevance of these to everyday life • the Computing system (including an information system), and the process of developing or analysing it is important; understanding of the system and its operation will go deeper than a mere external appreciation of what the system does or the way(s) in which it is used • the balance of practice and theory such that practical activity is supported by an understanding of underlying principles.
24	<p>Other references used in designing the programmes</p>

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	<i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i>																																														
	Advice has been taken from several areas including the current student body, academic contacts and industrial partners around the design of this program, this has included suggestions and advice from Bae Systems whose software engineers we have been training for a number of years.																																														
25	Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i>																																														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Identifiers</th> <th colspan="2" style="width: 25%;">First intake</th> <th colspan="2" style="width: 25%;">Second intake</th> <th colspan="2" style="width: 25%;">Third intake</th> </tr> <tr> <th style="width: 12.5%;">Home/EU</th> <th style="width: 12.5%;">Overseas</th> <th style="width: 12.5%;">Home/EU</th> <th style="width: 12.5%;">Overseas</th> <th style="width: 12.5%;">Home/EU</th> <th style="width: 12.5%;">Overseas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">a</td> <td style="text-align: center;">10</td> <td></td> <td style="text-align: center;">12</td> <td></td> <td style="text-align: center;">12</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	10		12		12																						
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26	Programme cohort start dates <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i>																																														
	a – September 2017																																														
B	PROGRAMME DESIGN <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i>																																														
27	Programme Rationale and Overview <i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i> <i>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</i>																																														
	<ul style="list-style-type: none"> • giving students the confidence and skills to develop themselves within a software development environment • developing students transferrable skills making them a more effective team member within employment • developing inquisitive computer scientists with a thirst for the subject 																																														

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28	<p>Programme Aims <i>As a guide, you should have four to six programme aims. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>									
	<ul style="list-style-type: none"> • Increase access to and widen participation in Higher Education leading to improvements in the skill level of the local population in the areas of computing and IT relevant to local industries. • Enable students to demonstrate some breadth and depth of knowledge and critical understanding of well-established computing principles. • Enable students to successfully apply a range of computing knowledge and skills in the workplace. • Provide training in the practical skills required in an IT professional. • Provide students with the qualities and transferable skills necessary for employment in the computing field and progression to other qualifications. • Provide an intellectually stimulating and satisfying experience of learning and studying and developing the ability to learn independently. 									
29	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p>									
	<p>On successful completion of this programme, students will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">POs</th> <th style="width: 60%;">Programme Outcome Text</th> <th style="width: 30%;">Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td>PO1</td> <td>Design and build networked systems taking into account the principles and theories of network design and development</td> <td>a</td> </tr> <tr> <td>PO2</td> <td>Analyse systems and model data in order to create useful relational database solutions</td> <td>a</td> </tr> </tbody> </table>	POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	Design and build networked systems taking into account the principles and theories of network design and development	a	PO2	Analyse systems and model data in order to create useful relational database solutions	a
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	PO3	Use the key concepts of programming to create programmed solutions for computational problems	a	
	PO4	Design user interfaces taking into account the relevant theories within ergonomics and usability	a	
	PO5	Identify user/software needs to enable the creation of programs to best suit the identified problem	a	
	PO6	Manage their time and workloads effectively to deliver projects in a timely manner	a	
	PO7	Work independently and as part of teams in order to solve a variety of computing related problems and communicate those solutions and ideas using an range of different mediums including computer programs, demonstrations, written work and presentations	a	
	PO8	Develop both mathematical and analytical skills critical to being successful within computing	a	
30	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p> <p><i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i></p>			
	<p>The delivery of the modules differs depending upon the subject being taught as they each lend themselves to different methods but there is an element of both lecture as well as independent learning within each of the modules. Within the majority of the modules the core academic delivery is mixed in with practical application of that knowledge, for example within the first programming module the basics of what programming is and how to prepare for and plan it gets delivered. This is punctuated with some practical application of the basic programming skills they need, then once the core academic delivery is finished, the focus shifts from the academic to the practical ability to program and developing programs. There is also an element of flipped learning within the delivery of the different modules this gives the students the opportunity to take ownership of their own learning, developing the different skills necessary within this, such as the ability to research a subject, create a summary of their research and delivery to their peers. This develops a number of their transferrable skills while imparting the subject knowledge at the same time. An example of where this is invaluable would be within the Project module where students are required not only to find a suitably complex project but they then have to manage that project under the supervision of the module tutor, this also helps the students be independent within their work placement where they get the opportunity to implement their learning into real situations. There are some instances within the modules of teaching by reinforcement through repetition, examples would be within the programming modules but also within the networking module. This is because of the complexity and number of steps required to set up full secured hierarchical networks, physically performing the tasks a number of times is a necessity to ensure the process has been taken in. The college tends to attract small</p>			

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	<p>cohorts of students who often either lack the confidence or academic independence to progress directly into university, this means our delivery to start with is very supportive ensuring the students can build their confidence and academic prowess in the first year. The Personal Skills module helps in preparing them for a much greater expectation of independence in the second year where they will be practicing the research skills, communication skills and problem solving abilities. Ensuring they are well prepared for their progression either into the final year of the degree at Hull or into work or another HE institution.</p>
<p>31</p>	<p>Assessment Approach <i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please refer to Briefing Note C: Transforming the Experience of Students Through Assessment</i></p>
	<p>There are a number of different assessment strategies in place across the different modules and we have deliberately used more than one assessment method within each. The reason for this is that each student is an individual and some are better at some types of task than others, so having different assessment types within each module reduces the risks of students failing due to for example ‘being bad at exams’ or ‘not very good at academic documents’. An example of this would be within the Maths module where the assessment is through both an examination and assignment tasks this gives those who are good at exams the platform to perform whilst allowing those who aren’t to achieve good marks from the written mathematical assessments. The majority of modules involve a large practical element within them so having practical assessments makes sense, the computer scientists we are creating need to be capable and confident in all of the areas within the course so all of the programming modules involve a practical submission of a program of some sort including command line, distributed systems, form based and graphical developments as well as a database driven website with a web based CMS as part of the web development module. The networking module requires students are able to create and install different network types using a range of different physical devices giving them both practical experience and confidence with a variety of different pieces of networking equipment. Alongside the practical assessment for the different modules the students still need their knowledge of the underpinning theories assessing this is done in a number of different ways across the modules the programming based modules involve an element of the design of the program and the software engineering and HCI module requires both teamwork and some HCI theory in the designs the project management module not only expects a deliverable project from the student but all of the accompanying planning and monitoring paperwork. The assessments themselves are intended to be developmental pushing the students to stretch their current knowledge and understanding of the subject matter and complete independent enquiries in order to support this, the students should feel that the completion of the assignment has been as much a part of their learning as any other part of the course whilst also being an assessment.</p>
<p>32</p>	<p>Key Areas of Study <i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>

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A core component of any form of computer science is a good understanding of mathematics and the principles that support it such as logic and algebra.

The students we attract are often mature students returning to education and may not have spent as much time with computer hardware as those currently leaving secondary education and colleges. With this in mind we have included a hardware based module that will cover the basics of computer hardware and architecture as well as introducing the interaction between simple programming and physical hardware using technology such as the Raspberry pi and Arduinos to interact with sensors and other physical hardware.

The core focus of the course is the programming side of computer science, with this in mind there are several units whose main focus is computer programming (Introduction to programming, Software Engineering with HCI, Object Oriented Programming and Website Development) the first three concentrate on C# as a programming language and we look at core programming principles and developing command line programs and games initially, using predominantly imperative and procedural paradigms. Then moving into form based programs (event driven programming paradigm) and the teamwork, management, design and HCI necessary within program development and finally creating games and interfaces using object oriented principles (object oriented paradigm).

The web development module will be initially concentrating on some basic graphic design skills and the considerations around the design and uses of web based systems such as websites and content management systems. The programming content within this will consist of HTML5, CSS3, JavaScript and PHP with some MySQL this introduces the declarative programming paradigm to the students and gives them the opportunity to have several different languages interacting with one another to achieve a defined goal. There are programming features in other modules such as the hardware module and within the networking, the programming in the networking is specifically targeted at socket programming and building simple distributed systems for use across networks.

The networking unit itself looks at the core components and principles of networking including the business justifications for them, students will create and troubleshoot simple networks as well as some more complex examples and setting up switch cabinets, cable runs as well as virtualised networks.

Data is the cornerstone of any system within business so to be able to create effective programs we need to understand the data we are working with, how it relates to other data and how to effectively store that data. The module concentrates initially on the analysis and uses of data and builds up to the design and creation of relational databases.

The Project Management module looks at the project management process from the initial research and identification of a project and its stakeholders through the planning, critical path analysis and development stages to the finalisation and delivery of that project.

One of the main things that attracts our students is the focus that we put on the practical application of knowledge and not just the academia the work based learning modules give the perfect opportunity not students not only to implement what they have been doing at college within the workplace but also to develop their working skills which can be as simple as punctuality and communication skill to teamwork and working under pressure with deadlines, working alongside those in industry imparts invaluable experience to the students and prepares them more effectively for work.

As stated earlier on we often get many students returning top education later in life and we have often found they have forgotten how to learn, in the same token many of the younger entrants have come up from schools where independent learning and enquiry were not the staple to cover as many of the missing skills as our diverse student set requires we have the IT and personal skills module whose function is to cover many of the transferrable skills that will be used throughout the rest of their academic career. These skills include research techniques, team working, presentation skills and body language as well as academic writing skills and some basic IT history.

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<p>33</p>	<p>Curriculum Structure</p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy; • Coherence and Integrity: the overall coherence and intellectual integrity of the programmes and student experience. <p><i>You may wish to refer back to section B25 of this form as part of this discussion.</i></p>
	<p>Year 1:</p> <p>Trimester 1:</p> <p>Maths</p> <p>Work Based Learning 1</p> <p>IT and Personal Skills</p> <p>Introduction to programming</p> <p>Trimester 2:</p> <p>Maths</p> <p>Work Based Learning 1</p> <p>Computer Hardware</p> <p>Software Engineering with HCI</p> <p>The Maths module is quite large and often difficult to comprehend for some of our students so it is run across the whole year to give enough time for it to sink in and become more natural to the students. The Work Based Learning is also covered across the whole year to give the students plenty of opportunity to find a useful placement and spend as much time there as they can gaining experience. IT and personal skills gives the students a wide variety of skills that will be used within the course and needs to be covered at an early stage to ensure those skills are available to the students. The introduction to programming module is a prerequisite of all the other programming modules in that it sets them into the programming mind set and introduces them to the nuances of programming and how to control the flow of programs using basic control structures within the command line interface. The computer Hardware unit is stand alone in introducing the hardware available but also sets up the ability to communicate with that hardware which may be used later on within the second year of the course or when they progress into university. The Software Engineering with HCI unit follows on from the Introduction to programming bringing in more design elements and introducing the Form based interfaces</p> <p>Year 2:</p> <p>Trimester 1:</p> <p>Work Based Learning 2</p> <p>Project Management</p> <p>Website development</p> <p>Data Analysis and Database Design</p> <p>Object Oriented Programming</p>

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	<p>Trimester 2: Work Based Learning 2 Project Management Website development Computer Networking</p> <p>The second set of work placements in the Work based learning module is more about the ability to work in industry rather than the transferrable skills of communication and teamwork meaning they need to find some sort of deliverable project for their workplace. This runs brilliantly alongside the project management and website development units because if they can find a good web based project they can use this to achieve the outcomes for three modules simultaneously.</p> <p>This first Trimester appears front loaded but the long thin units have little assessment early on so will all have a final deliverable at the end of the year to consider so having two short modules at the start of the year leaves them free to be working on those towards the end.</p> <p>The object oriented programming follows on from the previous year so there is not a large break in programming in C# where they could get out of the habit while developing in the web based languages. The data analysis and database design will work well alongside the object oriented programming to help them think about the modularisation of their programs and how the data will interact with each other between the classes, it also contributes to what we will be doing in the second Trimester in the website development using a database in the back end of the website to drive and update the content.</p> <p>The last module they will study is the computer networking which is quite light on the programming again to leave the students time to complete their major project deliverables from the long thin modules but at the same time the small amount of programming in here is complex and they need to understand the programming from the previous modules to effectively be able to tackle it.</p>
34	<p>Compensation rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.</i></p>
	n/a
35	<p>Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.</i></p>
	<p>a – Work Based Learning 1 a – Work Based Learning 2</p>
36	<p>Internationalisation</p> <p><i>‘Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society’ (HEA, 2014). Please outline the programmes’ approaches to internationalising the curriculum.</i></p> <p><i>Please refer to Briefing Note F: Internationalising the Curriculum</i></p>

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	<p>The subjects that are covered within the program are international by nature as the subject computing is not limited by geographical borders and developing software and systems in one country will be much the same as another. The transferrable skills that they gain from the course are endemic throughout employment the world over.</p>
<p>37</p>	<p>Inclusivity</p> <p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>Please refer to Briefing Note E: Developing an Inclusive Curriculum</i></p>
	<p>Applicants to the course are not discriminated against in any way regardless or any identified disabilities. Where not already declared on applications during enrolment to the course each students is asked if they have ever had a learning needs assessment, have a recognised learning difficulty or if they suspect they may have. This enables us to put in place any learning support necessary for those who already have identified needs and for those who suspect they may have we arrange for them to be screened initially and if necessary they will then be fully assessed to ensure we can support their individual learning as effectively as we can as soon as we can.</p> <p>Some physical impairments require us to make adjustments to the learning environment to ensure they have equal opportunity to access the equipment and take part in the planned activities, this could be a simple change such as the acquisition of a specialist ergonomic chair, to ensuring access to the upper floors via one of the lifts.</p>
<p>38</p>	<p>Employability</p> <p><i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>The program develops the students' employability skills throughout the modules although there are some modules that specifically concentrate on these skills while the other modules cover them as an integral part of the subject.</p> <p>The modules that focus specifically on the students employability skills are as follows:</p> <ul style="list-style-type: none"> • IT and Personal Skills • Work Based Learning 1 & 2 <p>The IT and Personal Skills module concentrates on a number of different subjects but key areas of concentrating within this are the skills necessary for them to be successful both within employment and academically.</p> <p>The skills covered include</p>

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Problem Solving, students not only look at different problems to get the brain thinking laterally but it breaks down the process of problem solving and looks at the different methods of finding solutions.

Research, students look at how to actually use the different resources at their disposal to find solutions to problems or specific information they are looking for; this includes using books, journals, e-books and the Internet to find what they are looking for.

Teamwork, students are expected to work in teams to complete various tasks so they look at the different team roles that groups of people often fall into and which role they actually naturally fall into, they also look at the different types of people they will encounter and how they can deal with that in their groups.

Communication, the module concentrates on a number of different types of communication from verbal methods, written methods and physical communication through body language. Students look at how to create effective written academic documents as well as how to read body language and speak clearly and confidently.

Presentation, presenting information is a skill and it's not easy to do well, students practice their ability to present information starting with showing the difference in their own ability when looking at a subject they know a lot about compared to something they don't know a lot about this tends to show them that their confidence and ability often stems from how much they know about the subject.

The Work Based Learning modules not only give the students the opportunity to put their learnt academic skills into practice but also the employability skills covered in the IT and Personal Skills module as well as the following skills.

Reflective Practice, students are shown how to and expected to take part in reflective practice so they can see how they are using the different skills they are gaining as well as being able to critically analyse their own success or otherwise so the next time they can be more effective at dealing with a situation or problem.

Punctuality, although this is an important part of the course as a whole it is most evident within the work place as often they need to be at work ready to go out on jobs by a set time, if they are not there they go without them and they miss out on that days experience or lose their placement altogether.

Personal Presentation, most employers have some sort of dress code which students are expected to adhere to as part of their placements.

Proactive working, students need to be able to work independently without constant supervision so fostering the ability to be proactive is essential so when they see something needs to be done they are competent and confident enough to do it without needing to be instructed to.

Meeting deadlines / expectations, employers have to work to tight deadlines and have service level agreements to maintain so students learn first-hand the pressure you receive in work to achieve things by a certain date.

Verbal communication, is an important part of being successful and students need to master the ability to communicate not only with other computing professionals be they peers or superiors but also those that they serve who are often not versed in the same way with computers.

Many of the other modules include elements of these within them for example the presentation skills are used in Software Engineering with HCI, Computer Hardware, Computer Networking and Project Management.

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39	<p>Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Every student cohort has been consulted at least twice during their time on the course, this gives them an opportunity to effect the delivery of the curriculum by feeding back their feelings on the content, delivery methods and timescales for the course/module expectations. During this revalidation process the current year 1 and 2 cohorts have both been consulted over what they feel is missing or how we could improve the course content and delivery all of this has been taken into account when redesigning the course for this process. The students are an invaluable part of our course and their perception of it will always be used in order to make sure we are delivering the best possible course we can for them.</p>
40	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>The subject of Computing and IT in general is fraught with ethical considerations some of these are quite obvious but others are almost taken for granted, one of the most obvious to be considered within the teaching of Computing is within the programming area and ethical consideration around the code that we create and ensuring that that code is not just 'fit for purpose' but 'for a fit purpose' code can be developed in order to perform malicious or un ethical actions and as programmers we need to be ethical and aware that what we create can have ramifications. Acts such as the Computer Misuse Act are there to prevent many un ethical practices especially when it comes to things like hacking. Modules that contain any sort of data processing or storage within them will need to ensure students are aware of ethical considerations around this including ensuring the security of that data, this should be regardless of the legalities but obviously there is the Data Protection Act that supports this to ensure that when we are storing information whether this is within a local database system or an online one that the correct steps are taken to ensure this is being dealt with correctly both from an ethical as well as security stand point. The continued evolution of social networking sites the integration of this into people's lives presents a whole array of different ethical considerations, these sites are constantly changing and developing their uses and with this comes a plethora of opportunities for the less ethical to exploit. The computer scientists we create need to be informed of the possible ethical issues involved in these and how the data from these can be used; weather this data has been obtained through a legal channel or more nefarious means. The Regulation of Investigatory Powers Act is there to regulate the monitoring of data and communications through not only conventional means but electronic ones as well but this is something that has to be considered when dealing with networked systems where access to that information by a network administrator is possible.</p>
41	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>

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	<p>The college has multiple campuses that students can access both the recently opened Flemingate campus in Beverley and the St Mary Walk Campus in Bridlington are purpose built colleges with good facilities for the learners including computing and library resources at their disposal.</p> <p>The students are offered the opportunity to attend several trips throughout the duration of the course which will help to supplement their learning these include a trip down to Bletchley Park and the National Museum of Computing as well as a trip across to Paris to an IT conference there, when possible we also attend the Gadget show exhibition in Birmingham and are open to any other trips that the students would like to do.</p>
C	RECRUITMENT AND ADMISSIONS INFORMATION
42	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>
	<p>The college has comparatively small cohort sizes which is often a draw for the less confident students or those returning to education as a mature student.</p> <p>There is an emphasis on practical application within the course as opposed to the more academic equivalent they may receive at university.</p> <p>We actively promote the course in a number of different ways, internally to the college we visit the different Level 3 groups and speak to them about the course during their tutorials.</p> <p>The course is linked to UCAS and all applications are taken through this with the exception of the apprentices from Bae Systems who have direct entry to the course.</p> <p>Other activities we take part in include physically visiting the local schools to talk about what we can offer the in terms of computing and the progression route they can take into HE.</p> <p>The college holds regular open evenings at both campuses and there is also a dedicated HE open evening. The college also uses social media advertising as well as having physical banners to advertise different courses and events.</p>
43	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>
	<p>a – 48 Tariff Points Preferred Requirement: L3 Qualification in a Computer Science Related Subject Applicants without the preferred requirement will be taken on an individual basis considering experience in the sector and other qualifications.</p>
44	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>
	n/a
D	IMPLEMENTATION STRATEGY

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45	Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i>												
	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Estates:</td> <td></td> </tr> <tr> <td>Library:</td> <td></td> </tr> <tr> <td>Admissions:</td> <td></td> </tr> <tr> <td>Careers:</td> <td></td> </tr> <tr> <td>Visa Compliance:</td> <td></td> </tr> <tr> <td>Other (<i>Please specify</i>):</td> <td></td> </tr> </table> <p>The course is already established so there are no changes to the existing processes and expectations of the related service areas.</p>	Estates:		Library:		Admissions:		Careers:		Visa Compliance:		Other (<i>Please specify</i>):	
Estates:													
Library:													
Admissions:													
Careers:													
Visa Compliance:													
Other (<i>Please specify</i>):													
46	Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i>												
	The revalidated program will apply to new students starting in 2017. Students on level 5 in 2017 will remain on the original program and will not be affected by the revalidation.												
E	POST PROGRAMME OPPORTUNITIES												
45	Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i>												
	There are a couple of pre articulated routes the students could take, they could progress internally to the college into the BA(Hons) Contemporary Media, Design and Production or externally to the BSc Computer Science at The University of Hull where they will complete level 6 to gain an Honours qualification. There are many other opportunities for the students to progress to different universities within similar disciplines but these are not articulated and will depend on the formal UCAS application process.												
46	Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i>												
	The majority of our graduates progress into the University of Hull but those who leave with the Foundation Degree progress into a diverse range of roles in the local area, a number of them have set up on their own (examples computer maintenance/sales, web development/hosting), some have gone into the education sector within primary, secondary and FE institutions in the area. There are quite a lot of												

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	small businesses in the Yorkshire area that provide outsourced skills to local business and this is also an area that may of the FD graduates go into providing network solutions and computing front line support.
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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS												
Programme/Variant Titles and Identifiers: a) FdSc Computing												
1	2	3	4	5	6							
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Certificate Stage												
T1												
IT and Personal Skills	4	20	Problem Solving Assignment, Program Development, 15 Minute Group Presentation	C				P	P	F	P	
Introduction to Programming	4	20	Exam, Command Line Program	C			F	P	F	F	P	
T1 & T2												
Maths for Computing	4	20	Assessment sheets (2xT1, 2xT2), Exam (T2)	C							P	F
Work Based Learning 1	4	20	Journal (T1), Reflective Log (T2), Employer Testimonial (T2)	C							p	
T2												
Computer Hardware	4	20	Hardware Assignment , Hardware integration design, Integrated development and presentation	C				P	F	F	P	

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Software Engineering with HCI	4	20	Interface Design Essay, Program Design Documentation, Team Program	C			F	F	F	F	P	
Diploma Stage												
T1												
Data Analysis and Database Design	5	20	Data Analysis Assignment, Build Database Application, Open Book Exam	C		F		P	F	F	P	
Object Oriented Programming	5	20	Modular Design, Object Oriented Program	C			F	F		F	P	
T1 & T2												
Project Management	5	20	Initial Report (T1), Project Report (T2), Project Presentation (T2)	C				F		F	P	
Work Based Learning 2	5	20	Journal and Reflections (T1), 25 min Placement Development Presentation (T2), Employer Testimonial (T2)	C					P	F	P	
Website Development	5	20	Website Design (T1), Database Driven Web Development (T2)	C			F	F		F	P	
T2												
Computer Networking	5	20	Socket Program, Network Design, Network Practical	C	F		F	P		F	P	