



## **UNDERGRADUATE PROGRAMME SPECIFICATION**

<b>Programme Title:</b>	<b>Information and Communication Technology</b>
<b>Awarding Body:</b>	<b>Staffordshire University</b>
<b>Teaching Institution:</b>	<b>Newcastle Under-Lyme College Stoke-On-Trent College Burton and South Derbyshire College Shrewsbury College of Arts and Technology</b>
<b>Final Awards:</b>	<b>FDS Sc Information and Communication Technology</b>
<b>Intermediate Awards:</b>	<b>Cert HE Information and Communication Technology</b>
<b>Mode of Study:</b>	<b>Full-Time/Part-Time</b>
<b>UCAS Codes:</b>	
<b>QAA Subject Benchmarks:</b>	<b>Computing</b>
<b>JACS Code:</b>	
<b>Professional/Statutory Body:</b>	<b>Not applicable</b>
<b>Date of Production:</b>	<b>February, 2013 (updated for 2015)</b>
<b>Date of Revision:</b>	

**If you require this document in a larger text or a different medium please contact us.**

## EDUCATIONAL AIMS OF THE PROGRAMME

- Develop in students broad range of competencies and personal and professional skills based on experiences within a work-place environment as follows:
  - Cognitive skills required to enable reflection on learning and the ability to exercise personal responsibility in making decisions.
  - Key transferable skills such as teamwork, verbal and written communications and personal organisation
  - Professional skills and the confidence required to apply both academic and practical skills in a professional work environment.
- Facilitate the development of knowledge and understanding in
  - The academic aspects of Information and Communication Technology through practical application in a work environment
  - Legal issues and codes of practice which affect the use of Information and Communication Technology in a work environment
  - Organisational structures and how technological infrastructures support them.
- Provide opportunities for
  - Advanced and/or specialist study of Information and Communication Technology.
  - Practical scholarship leading to the completion of a work-related project
- Recognise the importance of employability, enterprise and entrepreneurship within a global context
  - Embed the facilitation of student attainment of Staffordshire Graduate attributes and the assessment of that attainment as an important element of the award(s).
- Provide an enriching experience for the student
  - Support and facilitate personal, academic and professional development throughout the period of study at Staffordshire University
  - Build a foundation for continuing professional development and lifelong learning

### **What is distinctive about this programme?**

- The programme offers students in full- or part-time employment with an accessible route through Higher Education by providing:
  - Work-based learning and face to face delivery at a number of regional centres.
  - The use of negotiated study modules to facilitate recognition of learning that is developed in the work-place
  - A Foundation Degree designed to reflect a national Foundation Degree Framework in ICT.
- The programme provides employers with
  - A route for workforce enhancement and up-skilling, whilst minimising the time required for attendance at the University
  - An opportunity to develop structured pathways for staff development
  - Students who successfully complete this programme may proceed to the 120 credit Distance Learning Top Up to BSc/BSc (Hons) Information and Communication Technology. If they wish, they may instead apply for the 18 month Top up to BSc/BSc Hons Applied Computing which runs in full and part-time mode at the University's Stoke On Trent campus and also in Distance mode.

## **The Staffordshire Graduate**

The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work. The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. With this in mind, the Staffordshire Graduate qualities are embedded into core modules for the FDS in Information and Communication Technology

The award has been designed to facilitate the development of professional, technical and academic skills which will prepare you for your career as an ICT Professional. Employability, enterprise and entrepreneurship are key components of the award and as you move through your programme of study, you will begin to understand what your options are in terms of progressing your career.

The award is designed to enhance your perspective by creating scenarios which will enable you to apply academic skills in your work place to more general contexts and also to appreciate the implications of globalization.

Your programme of study includes a number of teaching, learning and assessment strategies. These facilitate the development of your learning and communication skills. You will encounter for example, enquiry based learning and critical analysis which facilitate the development of independent thinking. These underpin all your module work but are particularly important for the final year project. We also want you to be a team player and to this end you will encounter team work, group presentations, and group reports.

You will be encouraged to continually evaluate your existing strengths and weaknesses in order to plan your future learning accordingly with a career goal in mind. You will be required to set up an e-portfolio and encouraged to store work completed as part of your program of study in it. We want you to enjoy your time with us and to continue your learning and professional development when you leave. Emphasis is therefore placed on preparing you not just for the assessments associated with your programme of study but also for lifelong learning and continuing professional development as a Staffordshire Graduate.

## PROGRAMME OUTCOMES

At the end of your studies for the **FDSc Information and Communication Technology** you should be able to:

<p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and critical understanding of underlying facts concepts, principles and theories relating to the field of ICT/Telecommunications and its use both within a specific working environment and in more general contexts</li> </ul>
<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Critically evaluate possible approaches, tools, techniques and solutions to the use of ICT/Telecommunications both within a specific working environment and in more general contexts.</li> <li>• Demonstrate the ability to present, evaluate and interpret both qualitative and quantitative data showing an awareness of the key principles involved including the use of graphs and statistics</li> <li>• Critically evaluate contemporary developments in ICT/Telecommunications and provide a justified interpretation of the likely impact of these technologies both within a specific working environment and in more general contexts</li> </ul>
<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>• Demonstrate Knowledge and critical understanding of the main methods of enquiry (including recognised literature searching and requirements elicitation techniques) to gather information about ICT/Telecommunications problems</li> <li>• Recognise the nature and extent of an information requirement and the need to apply appropriate safeguards</li> </ul>
<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• Apply analytic tools to critically examine the operation of an ICT/Telecommunications system (or its components) under a variety of conditions, interpret the outputs of the analysis and present results in an accessible and accurate way</li> <li>• Create models where appropriate for the purpose of comprehension, communication and prediction</li> </ul>
<p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Evaluate critically the appropriateness of different approaches to problem-solving following analysis of a complex problem and utilise chosen approaches both within a specific working environment and in more general contexts.</li> <li>• Select and apply appropriate practices and tools (based on requirements and practical constraints) to propose satisfactory ICT/Telecommunications solutions both within a specific working environment and in more general contexts</li> <li>• Use skills and knowledge in the planning and management of projects involving the use of ICT/Telecommunications and associated business systems</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communicate information, ideas and arguments (orally, electronically or in writing) effectively to specialist and non-specialist audiences</li> <li>• Document the development, design and testing of Information and Communication Technology solutions in a structured manner</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge and critical understanding of ICT/Telecommunications .in the development of ICT/Telecommunications solutions both within a specific working environment and in more general contexts</li> <li>• Work both independently and as part of a team</li> </ul>
<p><b>Reflection</b></p> <p>Demonstrate the acquisition of personal and professional qualities and transferable skills in the work-place including understanding of</p> <ul style="list-style-type: none"> <li>• Quality, risk and safety issues and the ethical and social context in ICT/Telecommunications solutions are developed and operate</li> <li>• Legislation which impacts the way in which corporate products and services are offered.</li> <li>• Planning and management of complex projects</li> <li>• The importance of employability, enterprise and entrepreneurship within a global context</li> </ul> <p>And commitment to:</p> <ul style="list-style-type: none"> <li>• Continuing professional development and lifelong learning</li> </ul>

## PROGRAMME STRUCTURE, MODULES AND CREDITS

### FDS Sc Information and Communication Technology

If you leave the programme after completing level 4, you will be eligible to receive the Cert HE Information and Communication Technology

L E V E L  4	Teaching Block 1	COIS40983 Professional and Academic Skills for ICT 1 (Work Based Learning)* (15 Credits)	COCS40663 Introduction to Computer and Network Architectures (Work Based Learning) (30 Credits)	Option Level 4	Option Level 4
	Teaching Block 2	COIS40984 Professional and Academic Skills for ICT 2 (Work- Based Learning)* (15 Credits)			

\*This module explicitly focuses on significant elements required for the achievement of the STAFFORDSHIRE GRADUATE ATTRIBUTES.

(To progress to Level 5 at least 90 credits at Level 4 must be passed)

L E V E L  5	Teaching Block 1	Option Level 4/5	COIS50907 Good Practice Portfolio (Work-Based Learning) (30 Credits)	COIS50985 Information Systems in Organisations (Work based Learning) (30 Credits)	COIS50904 FDS Sc project for Computing and ICT* (30 Credits)
	Teaching Block 2	Note – in some cases, this may be 2 * 15 credit modules			

\*This module explicitly focuses on significant elements required for the achievement

#### Option List (30 credit blocks)

- COWB40364 Digital Application Development(WBL)
- COIS40975 ICT for Business (WBL)
- COIS40901 Web and Database Technologies (30 Credits)
- COIS40946 Negotiated Studies (Double) Level 4
- COWB40365 Digital Interaction Design  
AND COWB50369 Developing Interactive Multimedia
- COIS50986 ICT for Management (WBL)
- COCS50715 Local Area, Wide Area and Wireless Networks (WBL)
- COIS40852 Negotiated Work Based Project 1
- COIS50803 Negotiated Work Based Project 2
- COIS50953 Negotiated Studies (Double) Level 5
- COSE40627 Programming Concepts (30 Credits)
- COIS40843 Software Development using Office Applications
- COSE40543 Data Structures and Algorithms (WBL)
- COCS40718 Operating Systems
- ORGB50259 Management in Organisations (WBL)

**Note: This format shows the core modules included at each level of the programme.**

Delivery schedules will be shown in the student handbooks provided by the colleges. In some cases, there will be more than one delivery schedule reflecting different instances of the award (perhaps for different employers) or different routes through the award. It should be noted that some delivery schedules will cover three years and some may utilise a third teaching block.

## HOW WILL I BE TAUGHT AND ASSESSED?

### Teaching and Learning

#### General

The following strategies will be used

- Face to Face Delivery
- Blended Learning including Work-Related and Work-Based with the use of Virtual learning environments to support the delivery of the award.

Each is covered in detail below. More information on related subjects can be found in the student handbook.

#### Face to Face Delivery

##### Learning Time

The programme operates within the University Modular Framework. Most modules have a 30 credit rating. The total learning time for each 30-credit module is stated as 300 hours (150 hours for 15 credit modules). The way that this time is spent will reflect the subject matter of the module. On module specifications, the total learning time is divided into two components namely contact time, and independent study.

##### Contact Time

For face-to-face delivery, contact time stated on the module descriptors will be the minimum amount of time in which students will experience face-to face contact. Guidelines as to the nature of this contact are given in the learning strategies section of the module descriptor.

They may include: case studies, investigations, seminars, resource based learning, Some material will be problem based and lead students through a series of activities designed to incrementally solve a given problem. In either case the emphasis will be on an active learning approach with students being encouraged to engage with the material. Commentaries and given solutions will encourage students to complete the activities by suggesting the path the students may take to get from the question to an acceptable solution. In more detail the approaches are:

- **Problem Based Learning** where students will be set a specific problem that requires a solution to be found. To solve this problem they will need to think, and reason towards a good final solution.
- **Collaborative work** students will be given a piece of group work to complete where they are required to work together towards a solution
- **Supervision and Project Work.** Students are required to undertake projects. A major factor related to this is learning how to work independently and be guided by a remote project supervisor;
- **Case Studies and Investigations.** It is often the case that a real life scenario is used for students to investigate in order to understand how theories taught relate to the real world
- **Review of work-based elements.** Where learning has taken in the workplace, students will be encouraged to evaluate and reflect on this

##### Independent Study Time

The independent study time will be used for self-study and directed study.

- **Independent Study** where students read around the subject to extend their knowledge

and understanding of the area. Students may also use this time to practice their technical skills.

- **Directed Study** where students will be set passages of text or books to read in their own time. This approach will help students to build up their research skills and develop their own individual study approaches and strategies.
- **Independent Application Based Learning** where students are expected to apply their academic knowledge in the use or production of a computer-based application.

### **Work-Related and Work-Based Learning**

The coherence and integrity of this programme come from the planned integration of work-place skills and academic learning. The integration of academic studies and work-place-based learning; must provide the learner with opportunities

The core modules at certificate level require the students to

- To reinforce academic learning through practical experience
- To learn through work experiences.

In the work-place, students will be guided by a Module Work Book and required to complete tasks for formative assessment. They will be guided in the work-place by their mentor with academic feedback given through scheduled review sessions.

At Intermediate level, the core modules additionally require students

- To reflect on actions in various scenarios, and assess how learning (both academic and practical) will help to improve work practice
- To propose and undertake a work-based project

The following sections cover the mechanisms by which this is achieved.

#### **Work Related Learning**

All core modules on this scheme are work-related in some way and the student will in all cases benefit from having access to a relevant work environment to reinforce academic learning through practical experience. While it is desirable that all students on this scheme are in full- or part-time employment and remain so throughout their studies, it is recognised that for many students this will not be the case. It is therefore desirable that centres offering this award offer mechanisms through which students may commence or at least continue with their programme of study in the absence of a suitable work-place. The requirements at each level are detailed in the Work-Based Learning Handbook.

#### **Work-based Learning**

Many modules on this programme (notably the core modules at level 5) have a specified requirement for the student to complete a work-based learning component, which will make a valuable contribution to the overall learning experience and the assessed work. Completion of this component will take place in a suitable work-place environment and be guided by a work-place-based Mentor and/or university tutor. This component will be formatively and summatively assessed through a series of reviews. The level of supervision required will be detailed in the module descriptor. The precise nature of the work-based component and the ICT facilities required will be detailed in the Module Work-Book.

For modules with a specified work-based learning component, there must be a Work-Based Learning Agreement in place. The purpose of the Work-Based Learning Agreement is to set out clearly the division of responsibilities between the Mentee, the Mentor and the Module Tutor and to ensure that the Mentee understands her/his role in the overall process. The Work-Based Learning Agreement will be completed within the first week of the study period and will be signed by the Mentee, the Mentor and the Module Tutor. Guidelines for completion of the

learning agreement are included with the Learning agreement. The review system for Work-based learning is discussed in more detail in the Mentor's Handbook and the relevant forms are contained within the Work-Based Learning Agreement

### **Tailoring the programme**

While there is a defined core of study at each level of this programme which ensures that students meet the learning outcomes appropriate to an ICT award at the appropriate level, the programme also has specific option slots which are designed to enable students to augment their programme of study to meet their career goals. Each college provides a list of option modules for students to choose from.

One of the options which may be made available at some colleges at each level is a Negotiated Study module. The content of negotiated study modules is governed by a learning contract. The learning contract will be developed in partnership between the student involved, their Academic Guidance Tutor/Personal Tutor and their Mentor

The contract will detail

- The nature of the learning
- How the learning will be supported eg. practical guidance, learning support materials, training, technical support, hardware/software availability.
- The outcomes to be met
- The way in which the learning will meet the learning outcomes.
- The assessment specification, process and assessment criteria,

The contract will be approved by the module leader at the university. The negotiated study modules have been in use for many years and this mechanism is already well established. All students undertaking negotiated study modules will have an allocated Module Tutor who will be named on the Learning Contract and will be responsible for marking the assessment work.

### **Use of Virtual Learning Environments**

A VLE interface is provided for all modules on this programme. Where students are engaged in learning which either does not involve face to face contact the primary vehicle for delivery of the module material is the VLE. Where face-to-face contact is fairly minimal, the VLE interface will provide additional support for the learning experience.

## **Assessment**

### **General**

A variety of different modes of assessment are employed in the modules. All modules adopt the use of both formative and summative assessment. Formative assessment is seen as a vital review point or milestone that can be used to determine how a student is progressing, enabling positive encouragement to be given, or equally the opportunity to realign and redirect the student. Summative approaches are used to determine a student's final level of achievement and may also offer formative feedback which will be useful within other modules.

The nature of the subject area for the awards is predominantly practical. Assessment throughout the programme can therefore be expected to ensure a suitable balance between theoretical knowledge and practical work-place skills. An assessment strategy will be chosen for each module, which is appropriate for testing the achievement of the learning outcomes. At all levels of the award, assessment of the core modules will be work-based and vocational.

### **Core modules**

Coursework assignments in the core modules provide the opportunity for students to consolidate learning of the theoretical material by applying it in a problem-solving scenario often in a work-place.



The coursework takes a variety of forms depending on the nature of the module. Examinations (as defined on the module descriptors) are not used on this scheme. Where the subject matter dictates that a time constrained individual assessment would be appropriate, a class test is defined as the mechanism. Each student cohort will take a different version of the test at an appropriate point in the study cycle.

Where assessment work has been completed in the work-place, the strategy will include an opportunity to validate that coursework presented for assessment is in fact the work of the student. Where the nature of the assignment leaves room for doubt, students will be required to present and/or demonstrate their work either in person or remotely. Questions will be asked at this time by the module tutor for validation purposes.

### **Option Modules**

The assessment strategy will reflect the nature of the module and may include coursework and time-constrained examinations or class tests where appropriate.

A detailed account of the assessment strategy for a module and its relationship to the learning outcomes is given in the module descriptor (or negotiated Learning Contract). Assessment criteria are given in the module handbooks (available on the VLE)

The assessment specification for any negotiated study module will be determined at the outset of that module by the student working with the Academic Guidance Tutor/personal tutor or a subject specialist within the Faculty. The assessment will be developed in such a way that it meets the learning outcomes specified in the module descriptor. The criteria for marking the assessment will be clearly communicated to students by the Academic Guidance Tutor/Personal Tutor

## **ADDITIONAL INFORMATION**

### **Entry Requirements (including ILETS score)**

#### **ILETS score**

**Band 6: Competent user:** has generally effective command of the language despite some inaccuracies, inappropriateness and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations

#### **What qualifications would I need to join this programme?**

The standard admissions policy can be found at [Admissions Policy](#).. Applications to join this programme should be made directly to the College of interest

The College will be responsible for submitting recommendations regarding admissions decisions to the University. Ultimate responsibility for the admission of students on to the programme will reside with the University. The College will communicate the admissions decision.

### **Additional Requirement**

#### **Entry to FDSc**

Students entering the FDSc will ideally be in relevant paid (or unpaid) employment on a full- or part-time basis. However, it is recognised that some students may wish to use the Foundation Degree as a career change mechanism. Colleges choosing to admit such students must provide time-tabled access to a suitable environment which will support the work-based learning components detailed in the module descriptors. This might be facilitated through a simulated work-place within the college or through a placement/work-experience.

For modules with a work-based component, students are expected to learn in the workplace. In many cases, assignment work is also work-related and they will need to spend additional time in the work-place to work on this. To allow for this, it is recommended that students spend at least 40 hours per module in a work-place environment. For students studying two modules per teaching block, this could be accomplished by arranging to be in a work-place environment for one day per week for a

minimum of 10 weeks. Alternatively, students could arrange a two-week work placement following each teaching block.

Details of college provision for the work-based learning environment will be available under the heading “Work-based Learning” in the Teaching and Learning section of the college student handbook.

Colleges must also ensure that contingency measures exist for students whose work circumstances change during their studies. This could involve a simulated work-place within the college, access to a placement/work-experience scheme or a full-time programme of study running alongside the Foundation Degree on to which students who find themselves in this position can easily transfer.

All students on the award must have a mentor. Students in employment, should ideally gain the support of their employer in terms of the provision of a mentor and gaining approval for use of the work-place for learning prior to enrolment. For students who are not in relevant employment or for whom a work-place mentor cannot be provided, a mentor must be found by the Academic Guidance/Personal Tutor at the college. This will usually be a member of the college staff who is not directly involved with the student as an award or module tutor.

**Disability Statement**  
Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at:  
[http://www.staffs.ac.uk/courses\\_and\\_study/disabled\\_students/index.jsp](http://www.staffs.ac.uk/courses_and_study/disabled_students/index.jsp)  
Franchised colleges have access to the details of this scheme and as part of their validation must show that they are aligned to it

#### AWARD SPECIFIC INFORMATION

**There are no award specific regulations**

**Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.**

## THE STAFFORDSHIRE GRADUATE

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21<sup>st</sup> century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The table below indicates where, within your award, these characteristics are addressed:

AWARD TITLE:		
Characteristic	Award Module(s) including level and number of credits	Method of Assessment
<b>Work-ready and employable</b>	COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)	Individual skills audit, career action plan and career related collateral comprising CV and covering letter (minimum 500 words)
	COIS50907 Good Practice Portfolio (Work-Based Learning)(30 Credits)	The portfolio will be built from the output of 5 set tasks which <b>MUST</b> be carried out in the workplace. The tasks will cover the following <ol style="list-style-type: none"> <li>1. Professionalism and Employability</li> <li>2. ICT and global issues</li> <li>3. Change Management</li> <li>4. Risk analysis</li> <li>5. Organisational Metrics and relevant ICT tools</li> </ol>
	COIS50904 FDS project for Computing and ICT* (30 Credits)	The project includes specification of a work place problem and the research, analysis, design and implementation of a resolution
<b>Understanding of enterprise and entrepreneurship</b>	COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)	Individual skills audit, career action plan and career related collateral comprising CV and covering letter (minimum 500 words)  A set of four specified work-based tasks which cover professional processes and issues in ICT organisations

<p><b>Understanding of global issues and their place in the global economy</b></p>	<p>COIS50907 Good Practice Portfolio (Work-Based Learning)(30 Credits)</p>	<p>The portfolio will be built from the output of 5 set tasks which <b>MUST</b> be carried out in the workplace. The tasks will cover the following</p> <ol style="list-style-type: none"> <li>1. Professionalism and Employability</li> <li>2. ICT and global issues</li> <li>3. Change Management</li> <li>4. Risk analysis</li> </ol> <p>Organisational Metrics and relevant ICT tools</p>
<p><b>Communication skills</b></p>	<p>COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)</p>	<p>These are both taught and assessed as part of this module.</p>
	<p>COIS40984 Professional and Academic Skills for ICT 2 (Work-Based Learning)* (15 Credits)</p>	<p>A portfolio containing</p> <ul style="list-style-type: none"> <li>• Primary research data with discussion of associated legislation, issues etc.</li> <li>• Analysis and presentation of results</li> <li>• Summary of findings, decisions, resolutions etc</li> </ul>
	<p>COIS50904 FDS project for Computing and ICT* (30 Credits)</p>	<p>The project includes specification of a work place problem and the research, analysis, design and implementation of a resolution</p>
<p><b>Presentation skills</b></p>	<p>COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)</p>	<p>These are both taught and assessed as part of this module.</p>
	<p>COIS40984 Professional and Academic Skills for ICT 2 (Work-Based Learning)* (15 Credits)</p>	<p>A portfolio containing</p> <ul style="list-style-type: none"> <li>• Primary research data with discussion of associated legislation, issues etc.</li> <li>• Analysis and presentation of results</li> <li>• Summary of findings, decisions, resolutions etc</li> </ul>

	COIS50904 FDS project for Computing and ICT* (30 Credits)	The project includes specification of a work place problem and the research, analysis, design and implementation of a resolution
<b>The ability to interact confidently with colleagues</b>	COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)	Group work activities form part of the earning strategy for the module and students are required to reflect on this as part of the assignment.
	COIS50907 Good Practice Portfolio (Work-Based Learning)(30 Credits)	The portfolio will be built from the output of 5 set tasks which <b>MUST</b> be carried out in the workplace. The tasks will cover the following <ul style="list-style-type: none"> <li>6. Professionalism and Employability</li> <li>7. ICT and global issues</li> <li>8. Change Management</li> <li>9. Risk analysis</li> <li>10. Organisational Metrics and relevant ICT tools</li> </ul>
<b>#Independence of thought</b>	COIS50904 FDS project for Computing and ICT* (30 Credits)	The project includes specification of a work place problem and the research, analysis, design and implementation of a resolution
<b>Skills of teamworking</b>	COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)	Research into group working and personal reflection on a work-based group work experience
<b>Ability to carry out inquiry-based learning and critical analysis</b>	COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)	Research into group working and personal reflection on a work-based group work experience

	COIS50904 FDS project for Computing and ICT* (30 Credits)	<p>Coursework comprises a portfolio of work (3000 words) which will include</p> <ul style="list-style-type: none"> <li>• A requirements specification</li> <li>• Analysis documentation</li> <li>• Design models and associated documentation</li> <li>• A report covering testing strategies</li> </ul> <p>The project includes specification of a work place problem and the research, analysis, design and implementation of a resolution</p>
<b>Skills of problem solving and creation of opportunities</b>	COIS40984 Professional and Academic Skills for ICT 2 (Work-Based Learning)* (15 Credits)	<p>A portfolio containing</p> <ul style="list-style-type: none"> <li>• Primary research data with discussion of associated legislation, issues etc.</li> <li>• Analysis and presentation of results</li> <li>• Summary of findings, decisions, resolutions etc</li> </ul>
	COIS50985 Information Systems in Organisations (Work based Learning) (30 Credits)	<p>Coursework comprises a portfolio of work (3000 words) which will include</p> <ul style="list-style-type: none"> <li>• A requirements specification</li> <li>• Analysis documentation</li> <li>• Design models and associated documentation</li> <li>• A report covering testing strategies</li> </ul>
	COIS50904 FDS project for Computing and ICT* (30 Credits)	<p>The project includes specification of a work place problem and the research, analysis, design and implementation of a resolution</p>
<b>Technologically, digitally and information literate</b>	<b>All modules but in particular:</b>	For each assignment, a proportion of the marks

	COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)	will be awarded for literacy in these areas.
	COIS40984 Professional and Academic Skills for ICT 2 (Work-Based Learning)* (15 Credits)	
	COIS50904 FSc project for Computing and ICT* (30 Credits)	The project includes specification of a work place problem and the research, analysis, design and implementation of a resolution
<b>Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning</b>	COIS40983 Professional and Academic Skills for ICT 1 (Work-Based Learning)* (15 Credits)	Individual skills audit, career action plan and career related collateral comprising CV and covering letter (minimum 500 words)  A set of four specified work-based tasks which cover professional processes and issues in ICT organisations
	COIS50904 FSc project for Computing and ICT* (30 Credits)	The project includes specification of a work place problem and the research, analysis, design and implementation of a resolution

**Notes:**

**Award Modules**

Indicate which module(s) within the award develop this characteristic

**Assessment**

Indicate how achievement of the characteristic is assessed

Mod No	Information and Communication Technology  FDSc	Credits	LEVEL	CORE OR OPTION	Knowledge and	Learning	Enquiry	Analysis	Problem Solving	Application	Communication	Reflection	SRCA QAA	SRCA BCS	SRPA QAA	CRCA CITP	CRCA CSci	ATS
					<	<	<	<	<	<	<	<	<	<	<	<	<	<
Professional and Academic Skills for ICT 1		15	4	C	<	<	<	<	<	<	<	<	1, 2, 7, 8	7,8				1, 3, 4, 5, 6
Professional and Academic Skills for ICT 2		15	4	C	<			<	<	<	<		1, 2, 3, 4	10				2,3
Introduction to Computer and Network Architecture		30	4	C	<	<				<	<		1, 2, 3, 6		1		3	
Good Practice Portfolio		30	5	C	<	<							1, 2, 3, 6		1		3	
Information Systems in Organisations		30	5	C	<		<			<	<		1, 2, 3, 6		1		3	
FDSc project for Computing and ICT		30	5	C	<	<		<	<	<	<		1, 2, 3, 4, 5, 6	7	1	1,2,3	3	
					<	<	<	<	<	<	<	<	1, 2, 3, 4, 5, 6, 7, 8		1-5	1, 2, 3	1, 2, 3	1, 2, 3, 5, 6



## ADDENDUM FOR DELIVERY AT A PARTNER INSTITUTION

This section should record any matters within the programme specification which do not apply to the delivery at the partner. It should also note any differences in delivery, course content, module choice etc.

<b>Name and location of partner</b>	Stoke On Trent College Newcastle Under Lyme College Burton and South Derbyshire College Shrewsbury College of Arts and Technology
<b>Partnership Context</b>	The awards listed below are part of a franchise arrangement with Staffordshire University.
<b>Awards to be offered at partner</b>	FDS Sc Information and Communication Technology
<b>Aims / Learning Outcomes</b>	As in main document

<b>Curricula</b> <b>NOTE: FULL-TIME</b> <b>Curriculum as in</b> <b>main document and</b> <b>part-time as shown</b>	L E V E L 4	Teaching Block 1  Teaching Block 2	COIS40983 Professional and Academic Skills for ICT 1 (Work Based Learning)* (15 Credits)	COCS40663 Introduction to Computer and Network Architectures (Work Based Learning) (30 Credits)	Option Level 4
	L E V E L 5.1	Teaching Block 1  Teaching Block 2	COIS40984 Professional and Academic Skills for ICT 2 (Work- Based Learning)* (15 Credits)	Option Level 4	Option Level 4/5  Note – in some cases, this may be 2 * 15 credit modules
	L E V E L 5.2	Teaching Block 1  Teaching Block 2	COIS50907 Good Practice Portfolio (Work-Based Learning) (30 Credits)	COIS50985 Information Systems in Organisations (Work based Learning) (30 Credits)	COIS50904 FDSc project for Computing and ICT* (30 Credits)
	<b>Option List (30 credit blocks)</b> <ul style="list-style-type: none"> <li>• COWB40364 Digital Application Development(WBL)</li> <li>• COIS40975 ICT for Business (WBL)</li> <li>• COIS40901 Web and Database Technologies (30 Credits)</li> <li>• COIS40946 Negotiated Studies (Double) Level 4</li> <li>• COWB40365 Digital Interaction Design AND COWB50369 Developing Interactive Multimedia</li> <li>• COIS50986 ICT for Management (WBL)</li> <li>• COCS50715 Local Area, Wide Area and Wireless Networks (WBL)</li> <li>• COIS40852 Negotiated Work Based Project 1</li> <li>• COIS50803 Negotiated Work Based Project 2</li> <li>• COIS50953 Negotiated Studies (Double) Level 5</li> <li>• COSE40627 Programming Concepts (30 Credits)</li> <li>• COIS40843 Software Development using Office Applications</li> <li>• COSE40543 Data Structures and Algorithms (WBL)</li> <li>• COIS51082 Operating Systems</li> <li>• ORGB50259 Management in Organisations (WBL)</li> </ul>				

<b>Teaching and Learning</b>	As in main document
<b>Assessment</b>	As in main document
<b>Admissions Criteria</b>	As in main document
<b>Specific Regulations</b>	None
<b>Date of completion</b>	April, 2018

<b>Name and location of partner</b>	Stoke On Trent College (Yarnfield Centre)
<b>Partnership Context</b>	The awards listed below are part of a franchise arrangement with Staffordshire University.
<b>Awards to be offered at partner</b>	FDSc Information and Communication Technology
<b>Aims / Learning Outcomes</b>	As in main document

### IT FOR BUSINESS ROUTE

L E V E L  4	Teaching Block 1	COIS40983 Professional and Academic Skills for ICT 1 (Work Based Learning)* (15 Credits)	COIS40843 Software Development using Office Applications (15 Credits)	COCS40663 Introduction to Computer and Network Architectures (Work Based Learning) (30 Credits)
	Teaching Block 2	COIS40984 Professional and Academic Skills for ICT 2 (Work-Based Learning)* (15 Credits)	COIS40??? Web Development (15 Credits) - awaiting code from validation	

L E V E L  5.1	Teaching Block 1	COIS50985 Information Systems in Organisations (Work based Learning) (30 Credits)	COIS40975 ICT for Business (WBL)	COIS50907 Good Practice Portfolio (Work-Based Learning) (30 Credits) BEGINS
	Teaching Block 2			COIS50904 FDSc project for Computing and ICT* (30 Credits) BEGINS

L E V E L  5.2	Teaching Block 1	COIS50907 Good Practice Portfolio (Work-Based Learning) (30 Credits) ENDS	COIS50986 ICT for Management (WBL)
	Teaching Block 2	COIS50904 FDSc project for Computing and ICT* (30 Credits) ENDS	

## NETWORKING ROUTE

L E V E L  4	Teaching Block 1	COIS40983 Professional and Academic Skills for ICT 1 (Work Based Learning)* (15 Credits)	COIS40843 Software Development using Office Applications (15 Credits)	COCS40663 Introduction to Computer and Network Architectures (30 Credits)
	Teaching Block 2	COIS40984 Professional and Academic Skills for ICT 2 (Work-Based Learning)* (15 Credits)	COSE40543 Data Structures and Algorithms (15 Credits)	

L E V E L  5.1	Teaching Block 1	COIS50985 Information Systems in Organisations (Work based Learning) (30 Credits)	COCS50715 Local Area, Wide Area and Wireless Networks (WBL)	COIS50907 Good Practice Portfolio (Work-Based Learning) (30 Credits) BEGINS
	Teaching Block 2			COIS50904 FDSc project for Computing and ICT* (30 Credits) BEGINS

L E V E L  5.2	Teaching Block 1	COIS50907 Good Practice Portfolio (Work-Based Learning) (30 Credits) ENDS	COIS????? Forensic Computing (30 Credits) - awaiting code from validation
	Teaching Block 2	COIS50904 FDSc project for Computing and ICT* (30 Credits) ENDS	

<b>Teaching and Learning</b>	As in main document
<b>Assessment</b>	As in main document
<b>Admissions Criteria</b>	As in main document
<b>Specific Regulations</b>	None

<b>Date of completion</b>	April, 2018
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### SOFTWARE ENGINEERING ROUTE

L E V E L  4	Teaching Block 1	COIS40983 Professional and Academic Skills for ICT 1 (Work Based Learning)* (15 Credits)	COSE40627 Programming Concepts (30 Credits)	COCS40663 Introduction to Computer and Network Architectures (30 Credits)
	Teaching Block 2	COIS40984 Professional and Academic Skills for ICT 2 (Work-Based Learning)* (15 Credits)		

L E V E L  5.1	Teaching Block 1	COIS50985 Information Systems in Organisations (Work based Learning) (30 Credits)	COIS51082 Operating Systems (15 Credits)	COIS50907 Good Practice Portfolio (Work-Based Learning) (30 Credits) BEGINS
	Teaching Block 2		ORGB50259 Management in Organisations (15 Credits)	COIS50904 FDSc project for Computing and ICT* (30 Credits) BEGINS

L E V E L  5.2	Teaching Block 1	COIS50907 Good Practice Portfolio (Work-Based Learning) (30 Credits) ENDS	COSE50??? Web and Mobile Application Development (30 Credits) - awaiting code from validation
	Teaching Block 2	COIS50904 FDSc project for Computing and ICT* (30 Credits) ENDS	

<b>Teaching and Learning</b>	As in main document
<b>Assessment</b>	As in main document
<b>Admissions Criteria</b>	As in main document
<b>Specific Regulations</b>	None

**Date of completion**

April, 2018