



UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Titles: BSc (Hons) Applied Computing

Awarding Body: Staffordshire University

Teaching Institution: Staffordshire University

Final Awards: BSc(Hons) Applied Computing
Certificate of HE Applied Computing
University Diploma in Applied
Computing
Diploma of HE in Applied Computing

Intermediate Awards: CertHE/DipHE/BSc Applied Computing

Mode of Study: Full-time or Part-time or Distance
Learning

UCAS Codes:

BSc (Hons) Applied Computing full-time (G409)
BSc (Hons) Applied Computing full-time (top-up) TBA
Certificate of HE in Applied Computing (D/L) N/A
Diploma of HE in Applied Computing (D/L) N/A
University Diploma in Applied Computing (D/L) N/A
BSc (Hons) Applied Computing part-time (top-up) N/A
BSc (Hons) Applied Computing D/L (top-up) N/A

QAA Subject Benchmarks: Computing

JACS Code:

Professional/Statutory Body: (BCS) The Chartered Institute for IT
(for BSc awards)

Date of Production: April 2013

Date of Revision:

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contact us.**

EDUCATIONAL AIMS OF THE PROGRAMME

The scheme contains a number of distinct types of award. These are categorised here.

Honours awards. *This represents the usual level of achievement of a student entering this scheme. Each honours award requires you to undertake a major project in your final year together with a group case study module, both of which seek to integrate the knowledge and understanding gained by you throughout your award.*

Ordinary degree (non-honours). *It is recognized that some students are more suited to a level of study that does not fulfill an honours classification. It is important that this should not be seen as failure but an award that is appropriate to the student. The essential difference between an honours and non-honours award, in this scheme, is that the student is not required to undertake a project or the group case study.*

The Award has been designed to equip you with the knowledge, understanding and transferable skills required for success in current and future employment. The transferable skills will enable her/him to meet changing circumstances, whether these arise from a shift in her/his sphere of employment, promotion to supervisory or management roles or from general changes in computing practices and the information technology environment.

The Award promotes the application of computing knowledge and skills to the analysis and design of efficient solutions to both business and non-business problem areas. It encourages critical evaluation, justification and effective decision making.

The Award aims to provide:

1. national qualifications, with detailed common standards internationally recognised by educational institutions, students and employers
2. a focus on practical and applied knowledge and skills in computing
3. a common core of study with opportunity for specialisation
4. the generation and fostering of good practice
5. the capacity to respond to a changing computing environment
6. the opportunity for students to manage their own learning
7. the opportunity to progress to further study and/or research in computing
8. the opportunity to recognise the importance of employability, enterprise and entrepreneurship within a global context, the awards aim to embed

the facilitation of student attainment of Staffordshire Graduate attributes and the assessment of that attainment as an important element of the award

9. an enriching experience for you which supports and facilitates your personal, academic and professional development throughout your period of study with us, laying a foundation for continuing development throughout your life

What is distinctive about this award?

The awards of **Applied Computing** aims to:

- broaden your knowledge of the full range of computing, from hardware and software systems to the design and development of applications.
- give you the ability to analyse, design and develop systems for business and social applications
- give you an understanding of the ethical, social and legal implications of such systems
- give you an ability to apply the knowledge gained in the study of this award to an ever changing business and social environment
- provide the opportunity to tailor your studies to your particular strengths and interests by choosing from the award options

You will be able to draw on this wide range of knowledge of the role of computing in today's business and industry, you will be fully equipped to adapt to the ever-changing nature of computing and be able to bring professionalism to your work.

During your final year, you will be able to undertake research in contemporary issues to give you cutting edge knowledge to enter the work arena. You will have had experience of working as a team and understand the issues involved when working in a global organisation.

The Staffordshire Graduate

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

The Scheme aims to produce graduates who are reflective and critical learners with the necessary technical skills to prepare them for the world of work in the computing environment. Across all levels of the degrees, we provide the graduates with discipline expertise. We instil a critical knowledge of the discipline. The teaching and learning of discipline expertise and critical knowledge is underpinned by the experience, research and scholarship of the

academic body who strive to highlight the key issues that affect the world in which we work and live.

As part of our commitment to ensuring that our graduates demonstrate professionalism, we aim to produce graduates who are equipped to enter the world of work and are enterprising and entrepreneurial by nature. We employ tutorials, practical sessions, work placements, the final year project and group case study modules to develop and refine transferable skills that create graduates with the abilities and attributes employers seek. Work placements give the student the opportunity to have real world experience enabling them to put their academic studies into a practical working context.

In order to further capitalize on the knowledge and understanding that the study of the degrees provides, we focus on the essential graduate attributes of effective communication and an ability to work in teams and work with diverse stakeholders. These attributes lie at the heart of the our degrees and they are nurtured and developed throughout the progression of the course.

Employers value independence of thought and a creative ability to find solutions to real problems. The students are expected to research and propose an idea for a final year project. Once the idea is agreed with their project supervisor, the student will research and develop a suitable and practical artefact solution. The whole project is supported by a major piece of written work in the project report. This allows students to put into practice the skills and knowledge gained throughout the course from other modules and also to improve confidence and communication skills.

In order for our students to be as up-to-date in their chosen field as possible, we encourage students to study a contemporary issue in depth during their final year, this should give them a competitive edge when applying for employment.

Our awards are accredited by appropriate professional bodies in the computing industry. We encourage students to join a professional body to further understand the ethical issues within the industry.

PROGRAMME OUTCOMES

What will this programme teach me to do?

At the end of your studies you should be able to:

Knowledge & Understanding

Demonstrate a systematic understanding of the concepts, principles and theories (including quantitative concepts) relating to; the tools, techniques and methodologies that can be used in the development of computer based solutions and the environment in which they work.

<p>Learning Understand the limits, ambiguity and uncertainty of knowledge/evidence used in the development of computer-based solutions to problems</p>
<p>Enquiry Select between alternative strategies used for the development of computer-based solutions to problems based upon a rational critical evaluation using valid evidence and critically discriminate between and evaluate different information sources and appreciate ethical implications of the process of obtaining and using various types/sources of information.</p>
<p>Analysis Gather evidence on alternative strategies used for the development of computer-based solutions to problems as a result of a process of review of established subject knowledge and current research, direct investigation and analysis. Explain any adaptation or extension to existing strategies.</p>
<p>Problem Solving Develop computer-based solutions to complex and loosely defined problems. In particular, identify the problem domain, determine requirements and constraints for a satisfactory solution; analyse and model the problem domain and any existing systems; design and implement a computer-based solution; test and evaluate the resulting solution against established criteria. Select and justify enabling hardware/software platforms/technologies for the execution of a computer-based solution.</p>
<p>Communication Document and communicate effectively to different audiences using appropriate technology and techniques, complex information ideas and discussion concerning solution outcomes and solution development process, results of research, investigation and rational justification.</p>
<p>Application Apply appropriate tools, techniques and methodologies to the processes involved in the development of computer-based solutions to complex and loosely defined problems. Plan, manage and control, in complex and unpredictable contexts, the processes and stages involved in the development these computer-based solutions.</p>
<p>Reflection Manage your own learning and time, exercise initiative, demonstrate an understanding of the context of legal, moral and ethical issues, gain personal responsibility and development in preparation for professional employment or further study</p>

PROGRAMME STRUCTURE, MODULES AND CREDITS

Generic BSc (Hons) Applied Computing Structure

The list below shows the generic content of all the various Applied Computing Awards at all three levels. For clarity only the module title is given but this represents either a class room based module or a distance learning equivalent as appropriate. Following this each award title (BSc (Hons), Cert HE, Dip HE and University diploma) and delivery pattern (full time, top-up, part-time and distance) are shown with the appropriate module and code.

Level 4

Computer Systems Fundamentals (15 credits)
Successful Study with Quantitative Tool for Computing (30 credits)
Applied Software Development Life Cycles (30 credits)
Digital Application Development (30 credits)
Option (15 credits)

Level 5

Application Design and Development with C# (30 credits)
Network Computer Systems (15 Credits)
Mobile Technology Systems (30 credits)
Project Proposal and Professionalism (30 credits)
Options (15 credits)

Level 6

Collaborative Group Project OR Practical Collaboration with cloud technologies (30 credits)
Contemporary Issues in IT (30 credits)
Final Year Project (45 Credits)
Option (15 credits)

The award team have carefully considered the choice of long thin against short fat modules and consulted with students on the issue. It has been decided that using short fat modules will allow you to concentrate more fully on less subject at the same time thus allowing you greater opportunity for success. It will provide more opportunity for early feedback. The structure also provides the opportunity to facilitate January starters.

BSc (Hons) Applied Computing – Full Time

L E V E L 4	Teaching Block 1	CESCOM51103-4 Computer Systems Fundamentals (15 Credits)	Option (15 Credits)	CESCOM51403-4 Successful Study with Quantitative Tool for Computing (30 credits)
	Teaching Block 2	CESCOM51601-4 Applied Software Development Life Cycles (30 credits)		CESCOM51302-4 Digital Application Development (30 credits)

Possible Options:

CESCOM51801-4 Business Information Systems in Organisations (15 Credits)

CESCOM51301-4 Digital Interaction Design (15 Credits)

L E V E L 5	Teaching Block 1	CESCOM52606-5 Application Design and Development with C# (30 credits)	CESCOM52100-5 Network Computer Systems (15 Credits)	Option (15 Credits)
	Teaching Block 2	CESCOM52903-5 Mobile Technology Systems (30 credits)	CESCOM52500-5 Project Proposal and Professionalism (30 credits)	

Possible Options:

CESCOM52802-5 Strategic Information Systems Management (30 Credits)

CESCOM52300-5 Digital Interaction Design (15 Credits)

CESCOM52701-5 Database Administration and Management (15 Credits)

CESCOM52800-5 Business Information Systems in Organisations (15 Credits)

L E V E L 6	Teaching Block 1		Option (15 Credits)	CESCOM53024-6 Collaborative Group Project (30 credits)
	Teaching Block 2	CESCOM10157-6 Final Year Project (45 Credits)		CESCOM53500-6 Contemporary Issues in IT (30 credits)

Possible Options:

CESCOM53700-6 Database Administration and Management (15 Credits)

CESCOM53104-6 Enterprise Client-server Development with PHP (15 Credits)

CESCOM53103-6 Enterprise Client-server Development with JSP (15 Credits)

CESCOM53100-6 Design of Corporate Communication Systems (15 Credits)
 CESXXXXXXX-6 Enterprise Data Interchange with XML (15 credits)
 CESCOM53025-6 Work Experience (15 Credits)

BSc Applied Computing (non-honours)

If you pass 60 credits at Level 6 (from the structure above or you may replace a 30 credits module for 2 15 credit options) plus the appropriate 240 credits at lower levels you will be eligible for a BSc ordinary degree in Applied Computing.

BSc (Hons) Full Time Top Up Awards

The Applied Computing Top Up awards will normally consist of 60 credits at Level 5 which will include the Project Proposal and Professionalism module (or equivalent) as core and modules either chosen by the student as options or ones considered as essential to bridge the gaps in knowledge and skills from the HND/Foundation degree to the BSc (Hons) degree. These modules allow the student to adjust to the requirements of study at degree level and ensure that they have the knowledge and skills required to study successfully at Level 6. Students would then join Level 6 of the award.

Exceptionally, where a HND/Foundation degree student has gained a high proportion of Distinctions in their HND/Foundation degree and there is a very close mapping of the two courses, the student may be allowed direct entry to the final year. They will need to complete a negotiated studies module, usually before commencing the final year, the outcome of which is the project proposal for the final year project.

L E V E L 5	Teaching Block 1	Option/s (30 credits)	CESCOM52500-5 Project Proposal and Professionalism (30 credits)
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L E V E L 6	Teaching Block 1	Option (15 Credits)	CESCOM53024-6 Collaborative Group Project (30 credits)
	Teaching Block 2	CESCOM10157-6 Final Year Project (45 Credits)	CESCOM53500-6 Contemporary Issues in IT (30 credits)

Certificate of HE in Applied Computing D/L over 2 years

L E V E L 4	Year 1 Teaching Block 1	CESCOMD55401-4 Successful Study with Quantitative Tool for Computing D/L (30 credits)
	Teaching Block 2	CESCOMD55601-4 Applied Software Development Life Cycles D/L (30 credits)

L E V E L 4	Year 2 Teaching Block 1	CESCOMD55102-4 Computer Systems Fundamentals D/L (15 credits)	Option (15 credits)
	Teaching Block 2	CESCOMD55303-4 Digital Application Development D/L (30 credits)	

Possible Options

CESCOMD55801-5 Business Information Systems in Organisations D/L (15 credits)

CESCOMD55310-5 Digital Interaction Design D/L (15 credits)

CESCOMN51003-4 Negotiated Studies (15 credits)

Diploma of HE in Applied Computing D/L over 2 years

L E V E L 5	Year 1 Teaching Block 1	CESCOMD55604-5 Application Design and Development with C# D/L (30 credits)	
	Teaching Block 2	CESCOMD55901-5 Mobile Technology Systems D/L (30 credits)	

L E V E L 5	Year 2 Teaching Block 1	CESCOMD55101-5 Network Computer Systems D/L (15 credits)	Option (15 credits)
	Teaching Block 2	CESCOMD55503-5 Project Proposal and Professionalism D/L (30 credits)	

Possible Options

CESCOMD55801-5 Business Information Systems in Organisations D/L (15 credits)

CESCOMD55310-5 Digital Interaction Design D/L (15 credits)

CESCOMN52004-5 Negotiated Studies (15 credits)

University Diploma in Applied Computing D/L over 1 year

L E V E L 5	Year 1 Teaching Block 1	CESCOMD55104-5 Database Administration and Management D/L (15 credits)	CESCOMN52004-5 Negotiated Studies (15 credits)
	Teaching Block 2	CESCOMD55503-5 Project Proposal and Professionalism D/L (30 credits)	

Applied Computing Top-up Part-time (1/2 day release) commonly referred to as the BAC p/t course.

Indicative 2 year structure

L E V E L 6	Year 1 Teaching Block 1	CESCOM52500-5 Project Proposal and Professionalism (30 credits)
	Teaching Block 2	CESCOM53500-6 Contemporary Issues in IT (30 credits)

L E V E L 6	Teaching Block 1		Option (15 Credits)	CESCOM53027-6 Practical Collaboration with cloud technologies (30 credits)*
	Teaching Block 2	CESCOM10157-6 Final Year Project (45 Credits)		

Options:

- CESCOM53700-6 Database Administration and Management (15 Credits)
- CESCOM53104-6 Enterprise Client-server Development with PHP (15 Credits)
- CESCOM53103-6 Enterprise Client-server Development with JSP (15 Credits)
- CESCOM53100-6 Design of Corporate Communication Systems (15 Credits)
- CESCOM53026-6 Enterprise Data Interchange with XML (15 credits)
- CESCOMN53000-6 Negotiated Studies Level 6 (15 credits)

*This module is the equivalent of CESCOM53024-6 Collaborative Group Project (30 credits) which is completed by the students taking the award in traditional mode.

Applied Computing Top-up Distance Learning commonly referred to as the eBAC D/L course.

Indicative 2 year structure

L E V E L 6	Year 1	CESCOMD55503-5 Project Proposal and Professionalism D/L (30 credits)
	Teaching Block 1	
	Teaching Block 2	CESCOMD55504-6 Contemporary Issues in IT (D/L) (30 credits)

L E V E L 6	Teaching Block 1		Option (15 Credits)	CESCOMD55704-6 Practical Collaboration with cloud technologies D/L (30 credits)*
	Teaching Block 2	CESCOMXXX-6 Project D/L (45 credits)		

Options:

- CESCOMD55702-6 Database Administration and Management (D/L)
- CESCOMD55107-6 Enterprise Client-Server Development with PHP (D/L)
- CESCOMD55103-6 Enterprise Client-server Development with JSP D/L (15 Credits)
- CESCOMD55105-6 Design of Corporate Communication Systems D/L (15 Credits)
- CESCOMD55108-6 Enterprise Data Interchange with XML D/L (15 credits)
- CESCOMN53000-6 Negotiated Studies Level 6 (15 credits)

*This module is the equivalent of CESCOM53024-6 Collaborative Group Project (30 credits) which is completed by the students taking the award in traditional mode.

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

The University has a policy aimed at ensuring you have opportunities to develop your study skills and outlook necessary to support your currency with the subject studied throughout a future career. The University teaching and learning strategy aims to create a resource based learning environment, with an emphasis on student opportunity for learning rather than simple directed teaching. Each student is a partner in the learning experience, and is expected to take responsibility for his/her study. As a result the Faculty sees the role of lecturer as a learning facilitator.

The resource based approach to facilitating student learning is enhanced by the availability of on-line learning facilities; each module in the Faculty has an on-line presence in Blackboard, the University VLE.

You will be encouraged to undertake independent learning to extend the material presented. The value of self-gained knowledge and understanding is emphasised, both as an essential skill/practice for life (lifelong learning) and as an expectation on computing professionals (continuing professional development).

Educational development between levels respects your growth along a continuum of increasing self-management of your learning. As a result the class contact hours generally decrease from Level 4 (48 hours per 15 credits) to Level 5 (36 hours per 15 credits) to Level 6 (24 hours per 15 credits).

Also the nature of the class contact is tailored to the nature of the learning activities required from you. Knowledge and the introduction of concepts, theories, principles and techniques/methodologies occurs in lectures, whereas the testing of understanding and application of concepts, theories, principles and techniques/methodologies to the solution of various problems occurs in tutorials and laboratory based practical classes. This is reflected in the comparative proportions of lecture to tutorial/practical in the modules. Typically a very practical and skill oriented subject, such as learning to express conceptual understanding of processes through the application of a programming language has a much greater proportion of tutorial or laboratory based work, whereas a module that focuses more on the development of fundamental conceptual understanding has a larger proportion of lectures.

The development of the learning outcomes of the modules was guided by the need to ensure that where a module is core to an award title the learning outcomes of the module are designed so that completion of the module learning outcomes (at threshold level) manifests the achievement of the relevant award learning outcomes (at threshold level).

The nature of the learning outcomes for the various modules was also designed to ensure that the module outcomes conform to the requirements of the National Qualifications Framework as to level of study. The University

eight categories of learning outcome and associated exemplar indicative descriptions of learning outcomes within each category were used to provide a guide.

Thus it can be seen that the aim is to utilise whichever teaching and learning strategies are most appropriate to facilitate the development of the requisite knowledge, skills and abilities within the students.

In addition it has been recognised that arrangements for suitable teaching and learning need to be made to facilitate part-time study for the BSc Applied Computing. It is a well established practice for a significant number of computing modules on the Stoke campus to be offered in the evening. The timetabling of core and option modules for students on this award is managed in such a way that enables attendance for one afternoon and one or two evenings.

For the distance learning courses modules are normally presented through a mixture of online lecture, tutorial and/or portfolio work, these will vary depending upon the learning outcomes of the specific module. Thus it can be seen that the aim is to utilise whichever teaching and learning strategies are most appropriate to facilitate the development of the requisite knowledge, skills and abilities within the students. Each student is a partner in the learning experience by having online contact to a module tutor and the award leader via a variety of communication methods which include Blackboard, email, Skype and telephone. Just as with the part-time on campus course students are expected to take responsibility for their study. As a result the Faculty sees the role of lecturer as a learning facilitator and this is reflected in the limited number of contact hours per module when studied via distance learning. A resource based approach to facilitating student learning is enhanced by the availability of on-line learning facilities such as VLEs or websites.

You are encouraged to undertake independent learning to extend the material presented.

Assessment

As regards assessment the aim is to use the most appropriate assessment strategy for testing the achievement of the learning outcomes. Broadly the learning outcomes required for the achievement of the Scheme's awards consist of,

- a) those that are more theoretical/conceptual and knowledge based, and
- b) those that are more practical and skills oriented.

This pattern is repeated for the learning outcomes of the individual modules which constitute the unit of development and assessment for the requisite learning outcomes.

Evidence of the achievement of the first type of learning outcome takes the form of verbalised description, explanation, discussion, critical evaluation, etc (depending upon level of study) of some concept, theory, principle or technique/methodology. Assessment thus typically takes the form of an opportunity to verbalise the knowledge and understanding e.g. written reports, answers to exam questions, etc. Evidence of achievement of the second type of learning outcome normally takes the form of the expression of the skill concerned through the completion of some of the stages in the process of the solution of a given problem. Assessment thus typically takes the form of an opportunity to construct a (possibly partial) problem solution e.g. programming assignment, production of analysis and design documentation, etc.

Module learning outcomes often require both types of learning outcome and thus adopt assessments that in general respect this division of learning with the most appropriate assessment strategy being used for testing the achievement of the relevant learning outcomes.

Due consideration is given to student workload when defining assessments. In line with the University's and Faculty assessment strategies, modules will have normally no more than 1 pieces of summative assessment per 15 credits. In addition the Faculty has adopted an assessment guideline which relates the size of the assessment activity to the weighting of the assessment defined within the module descriptor. The current guidelines are shown below.

All 30 credit modules will normally have a maximum of 2 assessment points. Module learning outcomes are aligned with each assessment point. Assessment could be exam (or online tests in the case of distance learning) or coursework, weightings of components would normally be no less than 20%.

Coursework may consist of a portfolio of related work and in the case of distance learning this would be online.

Distance learning involves access to material via the module web page and scholarly activity via a prescribed set of tutorial activity to be done in the student's own environment. Each module additionally has a weekly reading expectation. Access to module tutors outside weekly class contact time can be achieved via web cam sessions and email support at prescribed times

Overall the assessment strategy of the awards contain a mixture of different types of assessment methods, as appropriate to assessing the module learning outcomes and also the mode of delivery i.e. on campus or via distance learning. The strategies used include; examination, class test, portfolio, coursework (written reports, case studies, programming assessments, etc.) and presentations, etc.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

What qualifications would I need to join this programme?

The entry requirements for the award are normally:

- All applicants are individually assessed on their qualifications, skills and experience. However, a typical entry requirement is 260 UCAS tariff points (three A-levels or BTEC National Diploma).
- Applicants should have passed GCSE Mathematics and English at grade C or above.
- For applicants from overseas, the required IELTS score is currently 6.0, but this may be raised in light of new UKBA guidance.

For more information on Staffordshire University's Undergraduate entry requirements please consult :

http://www.staffs.ac.uk/courses_and_study/undergraduate_courses/entry_requirements

For the top-up awards:

Entry requirements are normally a Higher National Diploma or Foundation Degree in one of the following:-

Computing; Computer Studies; Software Engineering; Business Information Technology; or equivalent (where appropriate), for example BCS Part 1 or DipHE Computing Science; or completion of the first year of another degree plus a top-up of Level 2 modules.

Students applying without a HND will be considered individually using Accreditation of Prior Experiential Learning (APEL) criteria or Accreditation of Prior Learning (APL) criteria and are usually advised to complete a foundation year of study.

Mature students are interviewed and accepted on merit, as are students from other institutions entering an Award at varying Levels. This is particularly relevant for the Applied Computing part-time route where students would normally be expected to hold a Higher National Diploma or equivalent for entry to the award.

Please note that entry requirements may vary from year to year. Up to date information can be found in the University Prospectus.

Admission with Prior Credit

In line with the Scheme's commitment to credit accumulation and transfer (CATS) and Accreditation of Prior Learning (APL), applicants may apply for admission to the Award at any entry point. Although a prior qualification may carry sufficient general credits for entry, the applicant must offer sufficient specific credits which are relevant to the Award. A programme of balancing studies, to match the needs of the student may be designed to enable the student to transfer to the appropriate Level and Award.

Where an applicant considers they have completed some of the requirements of an Award at a certain Level, by means of experiential learning, work-place training, certified study or short Courses, the Scheme Board will, in conjunction with appropriate tutors arrange for an assessment of the prior learning to be made. This may be by interview or a workbook or a portfolio. It is normally only possible to claim credit for prior learning against less than half of the modules at a given Level.

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

AWARD SPECIFIC INFORMATION

Final Year Project

The Final Year Project will not normally be compensated by the Board.

Bridging

If you have obtained a HND or Foundation Degree you would normally be expected to study bridging modules, generally consisting of 60 credits at Level 5, to enhance your academic preparation. The number of modules will be considered on an individual basis depending upon the mapping of your HND against the Applied Computing modules, but you would always be required to produce a project proposal for your final year project as either part of the Project Proposal and Professionalism module or as part of a Negotiated Studies module.

Work Experience and the Industrial Placement

Work experience can be achieved via two methods for full-time students, namely a placement period (also known as a sandwich period) or a period of Work Experience (WE) via an optional Level 6 Work Experience module. It should be noted that they are mutually exclusive.

During work experience, you will work in an industrial/commercial

environment on practical problems as pertinent to the context of the placement. You will obtain experience of professional inter-personal relationships, and will develop maturity in thought and concept of use through the application of computer and computer-based systems to “live” issues. In personal terms, the familiarisation with the methods, rigours and structures of the industrial or commercial environment will allow you to begin to develop the attitudes and discipline appropriate to a computing professional.

Industrial Placement:

The industrial placement (sandwich) normally requires a minimum of 48 weeks in relevant supervised work experience. However, exceptionally for placements in School environments (where the nature of the employment precludes the completion of 48 weeks), the completion of 36 weeks is acceptable. A student that successfully completes the sandwich year **and** subsequently passes level 6 will be eligible for a sandwich degree. A student who either chooses not to undertake or fails to complete successfully a sandwich year **but** does pass level 6 would be awarded a non-sandwich degree.

Normally, if you are enrolled on a sandwich award, you must pass the sandwich year to progress to level 6. However, in exceptional circumstances the completion of the industry placement may be deferred until after the completion of level 6. Where this occurs you will still be required to pass an industrial placement before you can be awarded a sandwich degree.

If you fail the industrial placement period, you will only be allowed one further attempt. The referral attempt must normally occur within 18 months. Failure at the referral attempt will mean that you cannot further progress on a sandwich award. You would have to transfer onto an appropriate non-sandwich full-time award in order to continue.

The placement period is not compensatable.

To be eligible for the award of an Honours degree with a sandwich, you must pass the industrial placement period.

Transfer between a sandwich award and a non-sandwich award:

You may opt to transfer from a non-sandwich award to an appropriate sandwich award at any time.

You may transfer from a sandwich version of your award to a non-sandwich version, at any time up until the end of week 2 of the first teaching block of level 5. However, after week 2 of the first teaching block of level 5, the transfer is only permitted if one or more of the following criteria are met;

1) you are unable, for valid reasons e.g. extenuating circumstances, to

undertake or complete an industrial placement;
2) having attempted the industrial placement, you have failed it;
3) you have BOTH been unable to secure a placement 12 months after the start of level 5, AND have a portfolio of evidence that shows that you have made a bona fide attempt to obtain a placement. The decision as to whether the portfolio of evidence shows that you have made a bona fide attempt is at the discretion of the Academic Placements tutor.

Work Experience Module:

The scheme is designed to be flexible and as such it is recognised that a placement might not always be the best option for you. Those of you who are mature or for other reasons would like your studies to be minimised to three straight years may choose not to undertake a placement. With this in mind, a level 6 option has been devised, namely the Work Experience module which, whilst not seeking to replace a whole year on placement, does give you the opportunity to savour working computing environments and to reflect on your experience. The Level 6 Work Experience module is an optional 15 credit module and the period of work experience is normally over the summer recess between level 5 and level 6. Alternatively, the period equivalent (minimum of 150 hours) can be done part-time during the first period of Level 6.

Part-time students:

Students undertaking the part-time Applied Computing route will not be able to take part in either the sandwich placement or the Level 6 work experience module as they are typically already in employment.

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.

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THE STAFFORDSHIRE GRADUATE

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

The Staffordshire Graduate will:

Discipline Expertise:

- Have an understanding of the forefront of knowledge in their chosen field

Professionalism:

- Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial

Global Citizenship:

- Have an understanding of global issues and of their place in a globalised economy

Communication and Teamwork:

- Be an effective communicator and presenter and able to interact appropriately with a range of colleagues
- Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork

Reflective and Critical Learner:

- Have the ability to carry out inquiry-based learning and critical analysis
- Be a problem solver and creator of opportunities

Lifelong Learning:

- Be technologically, digitally and information literate
- Be able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning and life-long success.

All students will have many opportunities to develop and achieve these attributes. These will include learning opportunities within their chosen awards and co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

Employability, Enterprise and Entrepreneurship

Being employable...

... involves the development of a set of skills, knowledge and personal attributes that makes graduates more likely to gain employment, have the capability of being effective in the workplace and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy.

Being Enterprising ...

...involves a set of skills and attitudes that can enable a culture of identifying opportunities, creativity, risk taking and innovation. It can involve many activities – for instance organising an event, planning an overseas trip or involvement in a social enterprise. Equally it can be about finding new solutions to old problems in your workplace, conducting a piece of research in a resourceful way, starting a new society or being involved in a community project. Employers value enterprising people!

Being Entrepreneurial...

...very often involves using enterprise skills to create new businesses and bring them to market. There is considerable support for those wishing to do so while at University. However, being entrepreneurial is not just about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy in terms of mindsets, behaviours, skills and capabilities to come up with new ways of doing things well and the flexibility to change career direction.

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

Characteristic	Award Module(s) including level and number of credits	Brief Description	Method of Assessment
1. Work-ready and employable	The subject discipline of this award focuses on the development of knowledge and skills that are directly relevant to employment within the computing industry. Thus most subject specific modules across the award contribute to the development of subject discipline specific knowledge and skills that support employability.		
	The modules identified below are those modules that focus on the development of generic and transferable knowledge and skills that prepare you for employment and a future career.		
	Successful Study with QTC (30)	Time management, note taking, understanding self, etc. Debating skills working as pairs. Different forms of communication – oral, formal and informal written skills.	Portfolio of individual tasks with final reflection report and including a formal research report communicating research ideas and argument.
	Project Proposal and Professionalism (30)	Professional skills – negotiation, careers, team working, professional bodies, legal aspects, ethics, etc.	Portfolio –weekly activities based on course content with a final reflection report.
	Applied Software Development Life Cycles (30)	Analysis tools, design experience, application construction and report writing,	Feasibility report, design decisions report and software development assignment
	Successful Study with QTC (30)	Numeracy and multi-stage problem solving skills	Required by all assessments
Project Proposal and Professionalism (30)	Preparation for Final Year Project which involves creativity in terms of proposing a novel idea/solution.	Formal project proposal with risk plan, project plan, literature review and presentation.	
2. Understanding of enterprise and entrepreneurship	Project Proposal and Professionalism (30)	Guest lecture from University expert	Reflection submitted as part of the portfolio
3. Understanding of global issues and their place in the global economy	Project Proposal and Professionalism (30)	Professional skills – negotiation, careers, team working – global aspects, cultural differences, professional bodies, legal aspects, ethics, etc.	Reflection submitted as part of the portfolio
	Collaborative Group Project OR Practical Collaboration with cloud technologies (30 credits)	Aspects of global collaboration	Assessed by examination
4. Communication skills	Project (45)	Interaction with supervisor.	Assessed as part of the project management component.
	Collaborative Group Project OR Practical Collaboration with cloud technologies (30 credits)	Interaction with peers.	Teamworking aspect is assessed
	Successful Study with QTC (30)	Students choose a debate topic from a very wide range of subjects and have to form the arguments either for or against.	Debate presentation and report.
	Project Proposal and Professionalism (30)	Individually forming a feasible idea for the project.	Demonstrated in the project proposal and presentation.

5. Presentation skills	Project (45)	Presentation of project	Inter-semester and Final Presentations
6. The ability to interact confidently with colleagues	Project Proposal and Professionalism (30)	Undertake research for the literature review to support project idea.	Assessed as part of the project proposal.
	Collaborative Group Project OR Practical Collaboration with cloud technologies (30 credits)	Interaction with peers.	Teamworking aspect is assessed
	Project (45)	Interaction with supervisor	Assessed in project management component of project
7. Independence of thought	Applied Software Development Life Cycles (30)	Using analysis and design tools to understand problems	Feasibility report, design decisions report and software development assignment
	Successful Study with QTC (30)	Ability to select the correct solution method and apply multi-stage problem solving skills	Required by all assessments
8. Skills of teamworking	Collaborative Group Project OR Practical Collaboration with cloud technologies (30 credits)	Students work in teams to solve a real world problem	Teamworking aspect is assessed
9. Ability to carry out inquiry-based learning and critical analysis	Successful Study with QTC (30)	Research techniques and the value of different research sources. Library and referencing skills introduced.	Research skills assess as part of formal debate report.
	Project Proposal and Professionalism (30)	On-line library databases and journals. Refworks for managing bibliographies.	Research skills are assessed as part of the project proposal.
	Applied Software Development Life Cycles (30)	Using systems analysis and design software (QSEE Silverlite). Using advanced database (MS Access)and spread-sheet applications (MS Excel)	Feasibility report, design decisions report and software development assignment.
10. Skills of problem solving and creation of opportunities	Project (45)	Students negotiate their own project idea which solves a problem	Project documentation and artefact
11. Technologically, digitally and information literate	This award is an award within the subject area of computing and thus involves the use of technology and digital systems at an advanced level throughout the award. It thus covers the requirements for technical and digital literacy. The following modules address areas of development of information literacy within the award.		
	Project Proposal and Professionalism (30)	Students submit a researched literature review to support the feasibility of their proposed project.	Project proposal
12. Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning	Project Proposal and Professionalism (30)	Identification of a project need, justification and proposal.	Project proposal

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.

Name and location of partner	
Partnership Context	E.G., The awards listed below are part of a franchise arrangement with Staffordshire University.
Awards to be offered at partner	
Aims / Learning Outcomes	
Curricula	
Teaching and Learning	
Assessment	
Admissions Criteria	
Specific Regulations	
Date of completion	

All of the above sections should be completed as appropriate for each partner organisation.

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