Programme specification

1. Overview/ factual information

Programme/award title(s)	FD Applied Computing
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	July 2016
Next revalidation	July 2021
Credit points for the award	240 credits
UCAS Code	G490
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	Computing (2007) Foundation Degree Benchmark 2010
Other external and internal reference points used to inform programme outcomes	E-Skills NOS for IT and Telecoms Professionals
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	Full time and Part Time
Dual accreditation (if applicable)	n/a
Date of production/revision of this specification	June 2017

2.1 Educational aims and objectives

The programme aims to:

- provide a challenging high quality programme, vocationally focused on the knowledge and skills required for work in the computing industry;
- enable students to develop their academic, practical and transferable skills as preparation for their subsequent careers in the computing industry;
- provide opportunities for students to work independently and in collaboration with others, providing the opportunity to develop self-discipline, determination and responsibility;
- contribute to the skill base of local, regional, national and international economies in the context of the development of the broader IT sector;
- produce capable and well-rounded graduates who will make a contribution to the IT labour force;

- enable learners to progress onto an Honours degree or enter employment within the computing industries.

2.2 Relationship to other programmes and awards

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

N/A

3. Programme outcomes Level 5

Intended learning outcomes are listed below.

	3A. Knowled
Learning outcomes:	
K1	Critically review and select potential solutions to a cu
K2	Show a thorough awareness of the implications of leg
K3	Demonstrate detailed knowledge of the relevant com
K4	Critically analyse a variety of ideas, context and frame Sector.

3A. Knowled	

3B. Cognitive skills		
Learning outcomes:		**Learning and teaching strategy/ assessment methods**
C1	Analyse, apply and interpret data / evidence from a variety of computing sources	As above
C2	Identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner to develop an innovative solution to the computing issue identified	
C3	Employ balanced, logical and supported argument in a range of computing contexts.	

3C. Practical and professional skills		
Learning outcomes:		**Learning and teaching strategy/ assessment methods**
P1	Operate ethically in predictable defined computing contexts that require use of a specified use of standard computing techniques	As above
P2	Able to act with increasing autonomy with reduced need for supervision and direction, within defined guidelines.	

3C. Practical and professional skills		
P3	Develop appropriate practical, academic and professional skills essential for working within the computing industry.	
P4	Demonstrate skills in critical thinking and problem solving within the context of the computing industry.	

3D. Key/transferable skills		
Learning outcomes:		**Learning and teaching strategy/ assessment methods**
T1	Select and use a range of communication methods appropriate to the context	As above
T2	Use a range of specialist software appropriate to the discipline	
T3	Reflect systematically on your solution and your own performance to further develop learning.	
T4	Demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations	
T5	Demonstrate self-awareness and the use of reflection to support continuing professional development, including the process of moving from dependant to independent learning.	

Programme outcomes Level 4
Intended learning outcomes are listed below.

3A. Knowledge and understanding		
Learning outcomes:		**Learning and teaching strategy/ assessment methods**
K1	Identify and explain selected potential solutions to a current issue in computing, using research methods.	• Modules will be delivered using lectures to deliver theoretical aspects and underpin knowledge. • Practical sessions will be used to supplement the theory and allow students to develop a range of employability skills. • Guest speakers will be used for students to gain access to a different range of experiences • Group work will allow students to develop projects that include research, problem solving, peer reflection and other teamwork skills. • Tutor and peer led reflective feedback form the basis of student development strategies • Tutorials will take the form of regular group and individual support for student guidance • Students will also be directed to the relevant primary literature, book sections and internet resources, which they will be expected to study in order to supplement the module. • Continued Professional Development will be a vital part of the course **Assessment Methods** Practical demonstrations and portfolios Reflective portfolio/logbooks/video blogs Report Presentation PD plan Case study Media-based Report Video of demonstration
K2	Identify, where applicable, the role of ethics in the generation of knowledge in a computing sector.	
K3	Describe, explain and use key elements of the relevant academic theory underpinning skills development used within the computing sector.	
K4	Identify a variety of ideas, context and frameworks related to current practice within the computing sector	

3B. Cognitive skills		
Learning outcomes:		**Learning and teaching strategy/ assessment methods**
C1	Gather, record and describe with guidance data/evidence from a range of sources relevant to computing issues	As above
C2	Apply given tools/methods accurately to a well-defined computing problem and begin to appreciate the complexity of associated issues.	
C3	Justify conclusions in defined and limited contexts	

3C. Practical and professional skills		
Learning outcomes:		**Learning and teaching strategy/ assessment methods**
P1	Operate ethically in predictable defined computing contexts that require use of a specified use of standard techniques used within the computing industry	As above
P2	Able to act with partial autonomy under direction of supervision, within defined guidelines.	
P3	Develop appropriate practical, academic and professional skills used within the computing industry	
P4	Use skills in critical thinking and problem solving within the context of computing.	

3D. Key/transferable skills		
Learning outcomes:		**Learning and teaching strategy/ assessment methods**
T1	Identify and use appropriate communication methods appropriate to the context	As above
T2	Use basic IT tools or basic technology in tutor-defined contexts	
T3	Identify own learning strengths and areas for development using feedback from assessments and create a clear strategy for personal improvement.	
T4	Identify and articulate personal skills, abilities, interests and motivations and relate these to career opportunities	
T5	Recognise self-awareness and the use of reflection to support continuing professional development, including the process of moving from dependant to independent learning	

4. Programme Structure Level 4

Compulsory modules	Credit points	Compensatable
Computer Systems	20	Yes
Website Dynamics	20	Yes
Database Structures	20	Yes
Software Fundamentals	20	Yes
Professional Development	20	No
Human Computer Interface	20	Yes

Level 5

Compulsory modules	Credit points	Compensatable
Multimedia Development	20	Yes
Work Related Learning	20	No
Software Development	20	Yes
IT Service Management	20	Yes
Advanced Web	20	Yes
Data Analysis and Development	20	Yes

Programme Structure

Overview of structure of the modules across the Academic Year.

Level 4 – Full Time			
Professional Development 20 credits Includes a one hour workshop Tutorial/workshop Human Computer Interface 20 credits	Full year	Computer Systems 20 credits	1st Semester
		Website Dynamics 20 credits	
		Database Structures 20 credits	2nd Semester
		Software Fundamentals 20 credits	
Level 5 – Full Time			
Work Related Learning 20 credits Includes a one hour workshop Tutorial/ workshop Advanced Web 20 credits	Full year	IT Service Management 20 credits	1st Semester
		Software Development 20 credits	
		Data Analysis & Development 20 credits	2nd Semester
		Multimedia Development 20 credits	

If students are unable to continue onto level 5 but have been successful on level 4 and achieved 120 credits, they may be awarded a Certificate of Higher Education.

Level 4 – Part Time Year 1			
Professional Development 20 credits Includes a one hour workshop Tutorial/workshop	Full year – Year 1	Computer Systems 20 credits Database Structures 20 credits	1st Semester 2nd Semester
Level 4 – Part Time Year 2			
Human Computer Interface 20 credits Tutorial/workshop	Full year – Year 2	Website Dynamic 20 credits Software Fundamentals 20 credits	1st Semester 2nd Semester
Level 5 – Part Time Year 1			
Work Related Learning 20 credits Includes a one hour workshop Tutorial/workshop	Full year	Software Development 20 credits Multimedia Development 20 credits	1st Semester 2nd Semester
Level 5 – Part Time Year 2			
Advanced Web 20 credits Tutorial/workshop	Full year	IT Service Management 20 credits Data Analysis & Development 20 credits	1st Semester 2nd Semester

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
- **Where in the structure above a professional/placement year fits in and how it may affect progression**
- **Any restrictions regarding the availability of elective modules**
- **Where in the programme structure students must make a choice of pathway/route**

- An emphasis on the balance between practical and employability skills and a strong grounding in student led research
- Students have access to an excellent range of facilities including appropriate software, separate network, two teaching rooms, quiet area in library
- Strong teaching team in terms of variety of industry experience and academic and professional qualifications
- Strong supportive student centred environment. Students are supported not only in class and tutorial time but the team offer an open door policy where students can contact personally or via email at all times.
- Students are encouraged to form study groups and bonding as a groups is encouraged through extra curricula activities supported by the team
- Students may have the opportunity to apply for overseas placement in Estonia/Italy (dependent upon maintaining current EU links) – this encourages students to complete their first year with good grades, it is an open application process consisting of a letter of application, customized CV and a formal interview.
- There is a strong emphasis on employability skills and development, with these being embedded into all modules.
- Students are able to gain professional qualifications which are recognised world- wide in conjunction with their core qualification.

The College VLE is used extensively to support leaners

6. Support for students and their learning

The award adopts the approach to student learning support as identified in the Scheme programme specification.

- Tailored induction support begins before students arrive with the admissions team, and is reinforced at the detailed induction programme
- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE and notice boards in studios.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- Each student is allocated a tutor for regular tutorials and personal development planning. This is implemented in the first term and continued throughout the two years of study
- There is an extensive range of learning resources in the Library, supported by specialist staff who provide bespoke study skills sessions for students.
- The University provides an extensive range of services for students, including support for those with special needs.
- Additional workshop sessions are available so that students can practice their technical skills using the appropriate equipment.

HE Quiet Study area is provided away from other students

7. Criteria for admission

This course has a minimum entry requirements of 1 x E in a relevant A level or a pass in BTEC National Diploma/Extended Diploma or another relevant vocational level 3 qualification, together with a GCSE at grade C in English and Maths. However, candidates receiving this minimum offer would need to demonstrate experience in and commitment to their chosen Foundation Degree subject and a suitable reference from a tutor.

A typical offer is likely to be 2 x D at A level, or a Merit/Merit profile in a relevant BTEC National Diploma/Extended Diploma, together with a GCSE at grade C in English and Maths, together with experience and a suitable reference from a tutor.

In the absence of formal learning qualifications applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity. Applicants in this group will be invited to interview or provide a portfolio of evidence to support their application. The course structure actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL).

8. Language of study
English

9. Information about assessment regulations
Professional Development L4 – Non compensatable Work Related Learning L5 – Non compensatable

10. Methods for evaluating and improving the quality and standards of teaching and learning.
In addition to the Annual Programme Monitoring process the following mechanisms are in operation: • Peer Review • Annual Planning • Peer Observation • Student module reviews • Tutor module reviews • NSS feedback • Enrolment and induction reviews • Course Committee meetings • Pathway Committee meetings • Student Pathway meetings

Annexe 1 - Map of Outcomes to Modules

Please provide a map for each named pathway or separate award. Insert outcomes key across the top of each column, adding in additional columns where necessary, insert module names in the left of the grid and place an "A" in the box where the programme outcome is assessed.

For Undergraduate programmes please provide a map for each Stage, e.g. Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.

	Outcome Key																		
Module Name	K1	K2	K3	K4		C1	C2	C3		P1	P2	P3	P4		T1	T2	T3	T4	T5	
Computer Systems	x						x								x	x				
Website Dynamics			x			x		x		x			x							
Database Structures	x	x		x			x			x										
Software Fundamentals			x				x					x	x							
Professional Development			x	x							x	x			x		x	x	x	
Human Computer Interface	x	x				x		x								x				
Level 5																				
Multimedia Development	x					x	x			x						x				
Work Related Learning	x			x				x			x	x			x		x	x	x	
Software Development			x			x	x			x	x	x								
IT Service Management		x		x				x					x		x					
Advanced Web			x				x					x	x			x				
Data Analysis and Development		x		x			x									x				

Annex 2 – Map of Teaching and Learning Methods

Level 4 **Year: 1**

Examples – put in your own specific forms	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Professional Development	X	X	X	X		X	X	X
Human Computer Interaction	X	x	x	X	X	x	X	x
Website Dynamics	X	x	X	X	X	X	X	x
Database Structures	X	x	X	X	X		X	
Software Development Fundamentals	X	x	x	X	X		X	
Computer Systems	X	x	x	X	X	x	X	

Level 5 **Year : 2**

Examples – put in your own specific forms	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Multimedia Development	X	x	X	X	X	X	X	x
Work related Learning	X	X	X	X		X	X	X
Advanced Web	X		X	X	X		X	x
IT Service Management	X		x		X	x	X	x
Software Development	X	x	X	X	X		X	
Data Analysis and Development	X	x	X	X	X	x		

Annex 3 – Map of Assessment Methods

Level 4 **Year : 1**

	Report	Presentation	PD plan	Case study	Media-based Report	Practical Demonstrations	Portfolio	Video of demonstration
Professional Development			x		x			
Human Computer Interaction	x	x						
Website Dynamics	x					x		
Database Structures				x		x		
Software Fundamentals	x						x	
Computer Systems	x							x

Level 5 **Year : 2**

Examples – put in your own specific forms	Viva	Case study	Portfolio	Presentation	Practical Demonstrations	Report	Vidcast
Multimedia Development			x				x
Work related Learning	x					x	
Advanced Web					x	x	
IT Systems Management		x		x			
Software Development					x	x	
Data Analysis and Development					x	x	