Programme specification

(Notes on how to complete this template are provide in Annexe 5)

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Digital Innovation
Teaching Institution	Ada, the National College of Digital Skills
Awarding Institution	The Open University (OU)
Date of latest OU validation	
Next revalidation	
Credit points for the award	240
UCAS Code	TBC
Programme start date	May 2017
Underpinning QAA subject benchmark(s)	Foundation Degree Qualification Benchmark (2015)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	Two Years FT
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The general educational objectives of the programme are:

1. To provide students with knowledge and understanding of the fundamental principles and technologies that underpin the discipline of computing.
2. To provide opportunities, through optional pathways and integrated work based learning, for students to gain additional knowledge of specialised aspects of Computing of relevance to their organisations.
3. To develop, in a flexible and progressive structure, students' knowledge and understanding of essential facts and theory, with the ability to use this knowledge to devise, specify, design, implement, test, document and critically evaluate computer-based systems.
4. To enhance the employability of graduates by providing them with a range of transferable skills applicable to the work environment.
5. To develop students' abilities to apply independent critical thinking, communication skills and self-management skills to identify problems in their organisations and formulate and implement effective solutions.
6. To develop appreciation on the part of the student of the professional, moral and ethical issues involved in IT as well as a degree of adaptability in the rapidly-changing environment.
7. To provide a basis for progression in career and educational development through additional study for an honours degree.

The specialised route aim to engender the following objectives in addition to those above.

<u>Foundation Degree in Digital Innovation (Technical Pathway)</u>

- To equip students to work as professional in the field of software development, particularly in environments where competence in computer hardware, software and distributed information systems is required.
- To provide an in-depth knowledge of the management, organisation and execution of large-scale software design and development activities including reuse and integration, and testing.

<u>Foundation Degree in Digital Innovation (Creative Pathway)</u>

- To prepare the student to take an active role in the creation of computational systems in digital media and other areas of the software industry that require

creative individuals.

- To educate in the theory, technology, practice and application of computing and the development of creative digital media and/or and the development of modern computer games.

Foundation Degree in Digital Innovation (Entrepreneurial Pathway)

- To provide students with the skills, knowledge and practical experience required to respond to the challenges involved in managing, commercialising and marketing technological innovation and new business development, in various emerging technologies.
- To provide an awareness and understanding of how organisations build value through the application of entrepreneurial and innovative practices.

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)

The degree offers students progression from Level 4 through to Level 5 and incorporates the CertHE exit award, and culminates in the foundation degree.

3. Programme outcomes

Intended learning outcomes are listed below.

LEVEL 4 : On successful completion of Level 4, the students should be able to :

3A. Knowledge and understanding (Level 4)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1. Have knowledge of the underlying concepts and principles associated with computer science, and an ability to evaluate and interpret these within the context of their work role. **A2.** Identify the principles and application of the concepts involved in the specification, design, implementation, and testing of software applications and systems. **A3.** Demonstrate a good knowledge of the software development lifecycle, the role of project management and team-working in developing computing and information systems solutions to problems faced by organisations and individual users. **A4.** Recognise and appreciate the professional and ethical responsibilities of the practising computer professional, including understanding the need for quality.	**Teaching/learning strategy** Acquisition of 1-4 is achieved mainly through lectures, and student learning and understanding is consolidated, exemplified and used in the more student-centred activities of problems classes, laboratory sessions, coursework and projects. Core aspects of computing are covered in in this stage and understanding is reinforced through small group tutorials. Throughout the programmes, including this level, the students are encouraged to carry out independent background reading and private study, in order to broaden and consolidate their knowledge and understanding of the subject. Self-directed learning is facilitated by directed reading, study guides and web-based material. **Assessment methods** Assessment of 1-4 is carried out by means of the assessment methods of the individual modules. Assessment methods for each module studied are specified in the module specification, so that students have access to this information before the start of each module. Students are informed of the nature and weighting of each module's assessment methods and of the approximate schedule for setting and submission of any coursework assignments at the beginning of the

3A. Knowledge and understanding (Level 4)	
	module. Apart from project-based modules, most modules are assessed by a combination of an end of semester examination and coursework. Activities that are assessed within modules include problem solving-based activities, carrying out computational projects, writing technical reports, computer programs or essays, and giving oral presentations. Feedback is given to students on all coursework.

3B. Cognitive skills (Level 4)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1. Apply programming principles and constructs to implement solutions to small scale problems. **B2.** Evaluate the appropriateness of different approaches to solving problems related to the study of computer science and their work role. **B3.** Appreciate the role of evaluation and testing in ensuring that computer-based systems meet pre-determined criteria. **B4.** Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.	**Teaching/learning strategy** Intellectual and cognitive skills are developed throughout the programmes, using a variety of teaching and learning methods. More formal teaching activities, such as lectures, are used to demonstrate methods and techniques used to solve computing problems, while problems classes, tutorials, and coursework are activities during which students develop their individual intellectual skills. **Assessment methods** The assessment methods applied throughout the programmes are designed to test the student's acquisition of skills 1-3 through the production of coherent written and/or oral responses (skill 4) either to problems or tasks set. The skills are assessed throughout the programmes, some examples of assessment methods for the individual skills being unseen written examinations and coursework assignments. Students need to develop a portfolio of documents and projects which

3B. Cognitive skills (Level 4)	
	will demonstrate the application of knowledge gained from the academic modules to the student's work experience. The portfolio is not formally assessed at this level, but is carried out as a part of student's PDP.

3C. Practical and professional skills (Level 4)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1. Apply sound programming principles to the construction and maintenance of software using appropriate programming paradigms and languages. **C2.** Employ analytical techniques and design tools in the development of software artefacts. **C3.** Present, evaluates, and interprets qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of computer science. **C4.** Develop appropriate practical, academic and professional skills essential for working within the computing industry.	**Teaching/learning strategy** Skills 1 to 4 are developed in a number of modules and promoted primarily through practical work. From the start of the programme, students receive guidance and gain practical experience via supervised practical classes and directed study. As the programme progresses, these skills are further encouraged by the introduction of larger scale problems and project work in level 5. **Assessment methods** Assessment is through assessed coursework. Coursework consists of both written reports and practical assignments.

3D. Key/transferable skills (Level 4)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1. Work as a member of a development team, recognising the different roles within a team and different ways of organising teams; **D2.** Reflect systematically on your solution and your own performance to further develop learning. **D3.** Formulate an action plan for personal improvement, in the context of their work role and career.	**Teaching/learning strategy** Transferable skills are developed through a number of different activities. Although they are not all explicitly taught, these skills are learnt throughout the programmes. Report-writing skills, interpreting information are emphasised in assignment reports and essays. **Assessment methods** These areas are assessed through written assignments, software programming exercises and individual /group practical assignments.

LEVEL 5 : On successful completion of Level 5, the students should be able to :

3A. Knowledge and understanding (Level 5)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A5. Demonstrate competency in object-oriented design and algorithmic and mathematical approaches to solve medium scale problems. **A6.** Demonstrate the knowledge of the main methods of enquiry in computer science, and ability to evaluate critically the appropriateness of different approaches to tackling computer science issues. **A7.** Understand the principles and application of the concepts involved in user centred design of interactive products, the use of interactive media in information systems and Human Computer Interaction. **A8.** Demonstrate knowledge and understanding of the range of uses of computing systems in creative contexts and discuss methods of evaluating a system's effectiveness in a given context	**Teaching/learning strategy** Acquisition of 5-8 is achieved mainly through lectures, and student learning and understanding is consolidated, exemplified and used in the more student-centred activities of problems classes, laboratory sessions, coursework and projects. These core components learnt at level 4 are built on at Level 5 with more emphasis on self-directed study via directed reading and research. **Assessment methods** Assessment is through a combination of unseen written examinations, assessed coursework individual work-based project work. Coursework consists of both written reports and practical assignments.

3B. Cognitive skills (Level 5)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B5. Select, apply and critically evaluate appropriate techniques for the analysis, design, development and testing of computer solutions to meet given user requirements. **B6.** Generate an innovative design to solve a problem containing a range of commercial and industrial constraints **B7.** Select and deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of application software and computer-based systems (including, distributed systems and web-based systems) to meet given requirements under practical constraints **B8.** Demonstrate the skills necessary to plan, conduct, critically evaluate and report and present a substantial project in commercial setting.	**Teaching/learning strategy** Cognitive abilities skills are developed progressively throughout this level. Students are encouraged to think for themselves by being presented with a range of problems to solve. The lecturers present worked solutions to selected problems and problem solving is further reinforced in tutorials and laboratory work. Students are exposed to models for various computer systems at this level.This level introduces an individual work-based project during the conduction of which students are encouraged to deploy and further develop skills learnt in other modules. **Assessment methods** Assessment is through a combination of unseen written examinations, assessed coursework and individual work-based project work. Coursework consists of both written reports and practical assignments.

3C. Practical and professional skills (Level 5)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C5. Successfully plan and execute a medium-scale software project with appropriate software engineering principles. **C6.** Apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. **C7.** Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. **C8.** Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	**Teaching/learning strategy** Skills 5 to 8 are developed in a number of modules and promoted primarily through practical work. From the start of the programme, students receive guidance and gain practical experience via supervised practical classes and directed study. **Assessment methods** Assessment is through assessed coursework and idividual work-based project. Coursework consists of both written reports and practical assignments.

3D. Key/transferable skills (Level 5)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D4. Work as an effective member of a project team, managing the interface between computing, the organisation and the end-users, recognising the different roles within a team and different ways of organising teams. **D5.** Develop self-management skills to manage one's own time, meet deadlines and work with others. **D6.** Manage one's own learning, 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	**Teaching/learning strategy** Transferable skills are developed through a number of different activities. Although they are not all explicitly taught, these skills are learnt throughout the programmes. Report-writing skills, interpreting information are emphasised in assignment reports and essays. **Assessment methods** These areas are assessed through written assignments, software programming exercises and individual /group practical assignments, as well as the individual work-based project.

4. Programme Structure

Year One (Six core modules)

Computer Programming	**System Development Life Cycle (SDLC)**
Data Structure & Algorithms	**Database Systems**
Testing –Integration & Automated	**Ethics & Commercial Reasoning**

All modules are worth 20 credits

Award: Certificate of Higher Education (CertHE), 120 Credits

Year Two (Four core modules, Two pathway modules)

Advanced Programming	**Data Analytics & Business Insights**
Interactive User Interface Design	**Work-based Project**

Technical Pathway	Creative Pathway	Entrepreneurial Pathway
Distributed Systems	**Web Design & Authoring**	**Entrepreneurship & Innovation**
Artificial Intelligence	**Mobile app. Development**	**Business Risk Analysis**

All modules are worth 20 credits

Award: Foundation Degree, 240 Credits

Programme Structure - LEVEL 4			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
1. Computer Programming 2. System Development Life Cycle (SDLC) 3. Database Systems 4. Data Structure & Algorithms 5. Testing –Integration & automated 6. Ethics & Commercial Reasoning	20 20 20 20 20 20	None	

[Award: Certificate of Higher Education (CertHE), 120 Credits]

Programme Structure - LEVEL 5				
Compulsory modules	**Credit points**	**Pathway modules**		**Credit points**
1. Advanced Programming	20	Technical Pathway	Distributed Systems	20
2. Interactive User Interface Design	20		Artificial Intelligence	20
3. Data Analytics & Business Insights	20	Creative Pathway	Mobile app. Development	20
4. Worked-Based Project	20		Web Design & Authoring	20
		Entrepreneurial Pathway	Entrepreneurship and Innovation	20
			Business Risk Analysis	20

[Award: Foundation Degree, 240 Credits]

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

- The programme combines traditional academic learning with work- based learning, making it easier to apply new knowledge and skills into the workplace environment.

- It is equivalent to the first two years of a BSc (Honours) degree programme, and in fact will lead to the possibility of direct entry onto the third year of the BSc Programme.

- An industrial placement for approximately 10 weeks and work-based learning are at the heart of this course and this feature is incorporated into the development, delivery and assessment of our course. A placement is likely to increase students' employability prospects and help them to focus on their area of interest.

- This programme provides students with an up-to-date, relevant Higher Education qualification in computing in association with IT placement providers.

- The programme ensures that the successful students are joining the industry fit for purpose, and have the ability to respond to the rapidly changing demands of the industry. This is achieved by combining formal lectures, hands-on practical experience, and the embedding of work- based learning.

- There are a variety of work based learning opportunities available to students through both paid and unpaid internships which satisfy short term contracts. In all cases, students are supported by the employer and college staff.

The programme offers threes pathways namely, Technical, Creative, and Entrepreneurial, as well as flexibility to incorporate work-based projects. The curriculum is designed with input from employers to ensure its relevance to industry that aims at developing the skills and knowledge required for a wide range of computing-related career paths.

Students are asked to identify their chosen pathway at the time of enrolment, but are allowed swap between pathways during the first two weeks of their programme registration.

6. Support for students and their learning

6.1. Overview

The general approach is predicated on providing a degree that:

- Reflects current professional practice and values that help apprentices to continually develop as world-class professionals.
- Is tailored by consultation with local employers.
- Provides a professional approach to the delivery of learning and teaching that is built upon staff professional skills, research informed subjects and continuous professional development.

The learning, teaching on these degrees provide:

- An emphasis on professional skills development within the workplace and at college that is embedded in the learning, teaching and assessment process.

- A clear structure for Personal Tutoring System. This provides a personal tutor inside the college that is complimented by a work mentor. By establishing a single point of contact for student support in both organisations (college and employer), we ensure a simple model for support that removes barriers and enables all parties to be aware of the other's point of view.

- Alternative modes of learning to support the needs, preferences and abilities of all of our students. A mix of alternative approaches such as lectures, seminars, laboratory classes, simulations, videos and self-directed study will be used.

- Using research informed teaching as a bridge between research and teaching with an increased emphasis at level 6.

- Use of diagnostic online and in-class testing to identify student progress and individual learning needs. Flexible levels of additional support to challenge exceptional students and support those identified as needing further help to progress.

- The consistent use of a wide range of digital resources including IT equipment, imaginative use of a virtual learning environment and digital library resources.

- Working in partnership with students to enhance their experience, including staff-apprentice liaison meetings and regular apprentice surveys of learning, teaching and assessment at a module and programme level.

- Independent Learning and Reflection that requires learners to take responsibility for their own learning by being pro-active in seeking out new learning opportunities.

6. 2. Technology Enhanced Learning

The use of technology enabled learning materials, allows flexibility in the delivery of the programme, supports independent learning, and aids inclusivity. All units will make extensive use of the College's virtual learning environment (VLE), Moodle™. The VLE is used, not only as a repository for course notes, examples and exercises and a mechanism for making announcements, but also to provide additional learning

resources such as videos, links to journal articles, formative quizzes, and a mechanism to submit assessments and return feedback. Students using the VLE will be able to take their learning beyond the classroom.

As part of the introduction to their module, module leaders will introduce students to the Moodle site, and how to navigate their way round it and how it will be used on that particular unit. To facilitate remote meetings staff and students may make use of screen sharing technologies and video conferencing software (e.g. Skype™). Employers will not have access to student Moodle areas but some form of electronic forum will be used to maintain contact with work mentors.

6. 3. Work-related Learning

Most learning is work-related as students are employed and wherever possible assessment is related to work-based activities. The employment of the student is a critical part of the degree. It places the students in a technology-based work environment and therefore gives them the opportunity to relate past and future academic study to the world of work and to make more informed career decisions at the end of their studies. The main aims of the employment perspective are:

- To enable the apprentice to gain a better understanding of the work of a professional with digital skills.
- To promote the apprentice's awareness of the organisational context of a professional's activities.
- To encourage the apprentice to relate theory to practice and to critically appraise both.
- To gain a better understanding of career opportunities within Information Technology.
- The workplace also supports a number of general aims, including:
- The development of apprentices' practical competence in the discipline.
- The production of graduates who are knowledgeable and skilful in their discipline and can deploy their skills effectively and to good purpose in their working lives.
- The stimulation of an enquiring, analytical and creative approach in work and thought.
- The encouragement of independent judgment and critical self-awareness.
- The development of the ability to view the field of interest and study in a broader perspective.
- The development of the ability to absorb and apply new ideas and technologies.

6.4. Personal Development Planning

Personal Development Planning (PDP) is designed to help students make the most of their college education and to help plan their career. PDP focuses on helping students to develop a range of academic skills. It also facilitates preparation for their career after graduation. A comprehensive guide for PDP is provided in Student Handbook and it can also be found on the college's VLE.

7. Criteria for admission

The College will require a formal application, which it will assess according to the following criteria.

- To be eligible for admission to a programme an applicant must satisfy the General Entry Requirement as follows:

Applicants must have one of the following:

- Three full A-Level Qualifications at grade C or above
- AND/OR Level 3 (QCF) BTEC National Diploma in Information Technology, or computing related courses
- Level 2 Professional qualification in a suitable computing related area.

(students can possess a combination of these qualifications if relevant)

- Additionally, students are normally required to have a grade C in GCSE Maths and English Language or to have demonstrated ability in Maths and English in further studies.

- In exceptional cases, the College may admit students who do not satisfy the above requirements, provided that they are able to demonstrate that by virtue of other studies and/or experience, they are capable of managing their studies and benefiting from the route.

8. Language of study

English

9. Information about assessment regulations

The assessment approach within the degree has been designed to ensure that students meet the skills, knowledge and behaviour outcomes as defined in the programme. A range of assessment methods will be used which are appropriate to learners who benefit from face-to-face learning opportunities as well as a good quality VLE. The Assessments have two purposes**:**

- To provide learners with feedback about how their work is progressing **'formative'** assessment.
- To measure and record students achievement of modules towards the qualification '**summative'** assessment.

Given the nature and context of the module such an approach provides feedback to improve students' achievement and actively involves all students in the teaching and learning process. The module teaching team aims to provide timely and constructive feedback to students. Providing timely effective feedback can engage students in more productive learning activities and it enables better monitoring of progress of students.

The proramme's formative assessment also plays a fundamental role in maintaining and enhancing learner motivation through the provision of personalised feedback, allowing the individual to reflect on their learning, clarify misconceptions, obtain a sense of the level of competencies attained, and gauge how they are progressing. This feedback will be given both orally and in a written format through the VLE.

The College will implement assessment that focuses on the pathway chosen and this will be assessed through a work-based project within the degree. The assessment processes incorporates internal moderation and external examiners to ensure independence across the degree programme and between the suggested formative and end point assessment. The remainder of this section will set out the approach to assessment, including what will be assessed, how it will be assessed and the role of the assessors, employer and apprentice in the assessment process.

9.1 Assessment Overview

The Individual modules will contribute formative assessment to the skills, knowledge and behaviour outcomes. Formative assessment methods will include an appropriate mix of essays, reports, practical assignments, written exams and worked-based portfolio. These will be applied to the proposed modules to assess the development of skills, knowledge and behaviours.

Practical assignments are used extensively particularly on modules that have a major programming component. This is the only realistic method for providing formative feedback to students in this area of work. Practical work is also important in modules where design is a major element, as is true in both software engineering and Multimedia and Interactive User Interface Design. Essay type assignments are used where the nature of the material lends itself to this: for example, essays may be used where a number of different techniques can be compared.

Examinations are used as a summative assessment (though we also use the marks gained in earlier practical assignments and essays to produce final grades in each module). The grades for all modules taken at level 4-5 are combined to give the final Honours classification. In some modules, we require students to gain at least a certain level in examinations: this is because we are aware that collusion between students can lead to less able students doing better than they could unaided in practical work. The formative assessment of individual modules will give an ongoing indication of performance against the learning outcomes defined in the programme.

9.2 Work-based Project Assessment

The work-based project requires design and implementation, undertaken in the second year of the programme. The project could relate to one of the pathways in programme. High-level descriptors of typical projects are given below for each of the pathways.

Technical Pathway

This could be a project to design and develop a significant piece of software or a new software product prototype to achieve defined business objectives, for a defined user group or customer group, to meet the business need and applying appropriate levels of

security. It will include significant project planning including estimations of both time and cost to proposed solutions, include technical and commercial aspects of the proposed solution.

Creative Pathway
This could be a project to combine skills in music software with skills in other creative software, such as computer animation, virtual worlds and computer games to investigate the process of new media development using programming. This clearly adds new dimensions to the career opportunities of graduates. Other popular combinations include creative computing and business management. As business and entertainment move increasingly online, new opportunities are opening up. Whether through computer animations on web pages, or programmed marketing in virtual worlds and computer games, the benefits of reaching customers in new ways and using new marketing strategies are growing. The combination of technical computing skills and marketing knowledge will put graduates in good stead to work in this area.

Entrepreneurial Pathway
This could be a qualitative research based project on the technology entrepreneurship, pioneered in a real- life business. The research may involve taking a technology idea and finding a high-potential commercial opportunity, gathering resources such as talent and capital, figuring out how to sell and market the idea, and managing rapid growth.

9.3 Final Assessment and Grading
Classification of the degree will be based on the average mark across all modules. The class of degree is determined by the programme mark as shown below.

Mark	Class of degree
70% -100%	Distinction
60% -69%	Merit
50% -59%	Pass
40% - 49%	Pass

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The college has a comprehensive quality assurance programme that monitors all programmes through programme review, achievement of performance indicators and observation of teaching and learning. This is also representation and input from employers who will contribute to curriculum development and review. In this provision all module guides are internally verified to ensure that all learning outcomes and grading criteria are met. This programme is externally monitored by external examiners who advise on academic standards and ensure that all learning objectives have been met.

10.1 External Examiner
The role of external examiner is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same programme and to all students across the College and nationally. External examiner's reports are an integral part of the College quality assurance processes. They form part of the requirements for programme annual review and the programme team must demonstrate how they have responded to the views and comments made by external

examiner.

10.2 Indicators of Quality and Standards

Annual Review

The programme will undergo a Programme Annual Review in line with the College processes.

Student feedback

The Programme Team will employ a variety of methods to gain feedback from students on their course, including:

- Two annual student surveys -'First term' and 'On Exit'
- Completion of the National Student Survey (NSS) for final year students
- Individual on-line module evaluations
- Teaching and Learning (T&L) Committee will be held twice a year to facilitate the sharing of good practice and initiatives from internal and external developments.
- T&L committee will consist of the Dean, the Programme Director, members of teaching staff and students' representatives for each cohort.
- On-line Student forums

Progress indicators

The progress indicators are considered on an annual basis and typically include:

- Student evaluation questionnaires. These are completed by students during in the first term and at the end of the year and (with the NSS) in their second year.
- Module evaluations which determine the students view on the quality of the modules they have studied.
- Independent internal and external reviews including QAA.
- Reviews by external examiners who comment on levels of achievement. compared with standards elsewhere.
- Internal progression rates, completion rates, student success indicators.

Annexe 1: List of Modules

Annexe 2: Curriculum map

Annexe 3: Benchmark Statements (Foundation Degree) Computing (July 2015)

Annexe 4: Benchmark Analysis (Benchmark- Outcomes Matrix)

Annexe 5: Notes on completing the OU programme specification template

Annexe 1: Modules List

Year	Status	No.	Module code	Module Title	Credit Value
YEAR ONE	CORE	1	ADXXX	Computer Programming	20
		2	ADXXX	System Development Life Cycle (SDLC)	20
		3	ADXXX	Database Systems	20
		4	ADXXX	Data Structure & Algorithms	20
		5	ADXXX	Testing –Integration & automated	20
		6	ADXXX	Ethics & Commercial Reasoning	20
YEAR TWO	CORE	8	ADXXX	Advanced Programming	20
		9	ADXXX	Interactive User Interface Design	20
		10	ADXXX	Data Analytics & Business Insights	20
		11	ADXXX	Worked-Based Project	20
	Technical Pathway	12	ADXXX	Distributed Systems	20
		13	ADXXX	Artificial Intelligence	20
	Creative Pathway	14	ADXXX	Mobile app. Development	20
		15	ADXXX	Web Design & Authoring	20
	Entrepreneurial Pathway	16	ADXXX	Entrepreneurship and Innovation	20
		17	ADXXX	Business Risk Analysis	20

Annexe 2: Curriculum-Learning Outcome Map

*D= programme outcome is **developed** in this module*
A = programme outcome, or aspects of the programme outcome, are assessed on this module

LEVEL 4:

Outcomes		Knowledge and Understanding				Cognitive/Intellectual Skills				Practical/Professional Skills				Key Transferable Skills		
Year	Module	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
YEAR ONE	Computer Programming	DA				DA	DA	D	D	DA		D			D	
	System Development Life Cycle (SDLC)	D		DA	D		DA	DA	D		DA		D	DA	A	DA
	Database Systems	D	DA				DA	DA	D		DA	A		D	DA	
	Data Structure & Algorithms	DA					DA					DA			A	
	Testing –Integration & automated	DA	DA	D				DA		A	A	A	DA	DA	A	
	Ethics & Commercial Reasoning				DA				DA				D			D

LEVEL 5:

Outcomes			Knowledge and Understanding				Cognitive/Intellectual Skills				Practical/Professional Skills				Key Transferable Skills		
Year	Module		A5	A6	A7	A8	B5	B6	B7	B8	C5	C6	C7	C8	D4	D5	D6
YEAR TWO	**CORE**	Advanced Programming	DA	A			DA	A			DA		A				
		Interactive User Interface Design		D	DA		DA	A		D			A		DA	D	
		Data Analytics & Business Insights				D		DA		DA		D	DA	D		D	DA
		Worked-Based Project	D	D		A	DA	DA	D	DA	DA	DA		DA	D	DA	DA
	Technical Pathway	Distributed Systems		DA					DA				DA				
		Artificial Intelligence		DA		DA		DA					D				
	Creative Pathway	Web Design & Authoring		DA	DA	DA		DA	DA	D		D	DA			D	
		Mobile app. Development		DA	DA	DA		DA	DA	D	DA	D		D		D	
	Entrepreneurial Pathway	Business Risk Analysis		DA						D		DA		DA			DA
		Entrepreneurship and Innovation				DA		DA					D			DA	DA

Annexe 3: Foundation Degree Benchmark Statements (July 2015)

Fd1 - Knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed.

Fd2 - Successful application in the workplace of the range of knowledge and skills learnt throughout
Fd3 - Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context.

Fd4 - Knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context.

Fd5 - An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context.

Fd6 - Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context.

Fd7 - Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context.

Fd8 - Undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations.

Fd9 - Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.

Fd10 - The ability to utilise opportunities for lifelong learning.

Annexe 4: Benchmark Analysis (Benchmark- Outcomes Matrix)

Programme Outcomes	**Benchmark Statements**									
Knowledge and understanding	Fd1	Fd2	Fd3	Fd4	Fd5	Fd6	Fd7	Fd8	Fd9	Fd10
A1	X									
A2										
A3										
A4	X									
A5										
A6	X									
A7										
A8	X									
Cognitive/Intellectual Skills										
B1				X						
B2		X								
B3										
B4							X			
B5				X						
B6			X							
B7				X		X				
B8		X								
Practical/Professional Skills										
C1										
C2						X				
C3					X					
C4			X	X	X			X		

Practical/Professional Skills	Fd1	Fd2	Fd3	Fd4	Fd5	Fd6	Fd7	Fd8	Fd9	Fd10
C5										
C6		X		X						
C7					X	X				
C8						X	X			
Key Transferable Skills										
D1										
D2								X		X
D3		X			X					
D4									X	
D5									X	
D6									X	X

Annexe 5: Notes on completing programme specification templates

1 **-** This programme specification should be aligned with the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.