



## Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24<sup>th</sup> July 2020

### Course Details

Course Title(s)		
	<b>Computer Science &amp; Informatics</b>	
Course	BSc (Hons) Information Technology (FT)	5453
Code(s)	BSc (Hons) Information Technology (PT)	4156
	BSc (Hons) Information Technology (PT) (6yrs)	4935
	BSc (Hons) Information Technology (Top Up) (FT)	5454
	BSc (Hons) Information Technology (Top Up) (PT)	4006
	BSc (Hons) Extended Degree (Foundation) 569	
	BSc (Hons) Computer Science (FT)	4637
	BSc (Hons) Computer Science (PT)	4638
	BSc (Hons) Computer Science (Top Up) (FT)	5455
	BSc (Hons) Digital and Technology Solutions Professional (Business Analyst) (PT) (Apprenticeship)	5197
	BSc (Hons) Digital and Technology Solutions Professional (Cyber Security Analyst) (PT) (Apprenticeship)	5198
	BSc (Hons) Digital and Technology Solutions Professional (Data Analyst) (PT) (Apprenticeship)	5199
	BSc (Hons) Digital and Technology Solutions Professional (IT Consultant) (PT) (Apprenticeship)	5200
	BSc (Hons) Digital and Technology Solutions Professional (Network Engineer) (PT) (Apprenticeship)	5201
	BSc (Hons) Digital and Technology Solutions Professional (Software Engineer) (PT) (Apprenticeship)	5202
	MSc Data Science (FT)	4940
	MSc Data Science (PT)	5084
	<b>Electrical and Electronic Engineering</b>	
	HND Electrical and Electronic Engineering (PT)	4150
	BEng (Hons) Computer Engineering (FT)	4630
	MEng (Hons) Electrical and Electronic Engineering (FT)	4526
	MEng (Hons) Computer Systems and Networks Engineering (PT)	4619
	MEng (Hons) Electrical Engineering and Power Electronics (FT)	4622
	BEng (Hons) Electrical and Electronic Engineering (PT)	502

	BEng (Hons) Electrical and Electronic Engineering (Apprenticeship) (PT) 5265 BEng (Hons) Computer Systems and Networks Engineering (PT) 2419 MSc Electrical and Electronic Engineering (PT) 4322 PhD Electronic and Electrical Engineering (FT) 9042 BEng (Hons) Electrical Engineering and Power Electronics (FT) 4632 MEng (Hons) Electrical Engineering and Power Electronics (FT) 4622 HND Electrical and Electronic Engineering (FT) 511 BEng (Hons) Electrical Engineering and Power Electronics (PT) 4633 BEng (Hons) Computer Systems and Networks Engineering (FT) 2388 MSc Electrical and Electronic Engineering (FT) 4321 MSc Advanced Telecommunications and Wireless Engineering (PT) 4320 BEng (Hons) Electrical and Electronic Engineering (FT) 501 MEng (Hons) Electrical Engineering and Power Electronics (PT) 4623 BEng (Hons) Computer Engineering (FT) 4630 MEng (Hons) Computer Systems and Networks Engineering (FT) 4618 BEng (Hons) Computer Engineering (PT) 4631 BEng (Hons) Electrical Engineering and Power Electronics (FT) 4632 BEng (Hons) Electrical and Electronic Engineering (FT) 501 HND Electrical and Electronic Engineering (FT) 511 BEng (Hons) Electrical and Electronic Engineering 5607 BEng (Hons) Electrical and Electronic Engineering 5608 BEng (Hons) Electronic and Computer Systems Engineering 5604 BEng (Hons) Electronic and Computer Systems Engineering 5605
Course Director	All Course Directors. Details given in 'additional information'
Shared Modules?	

Changes to sequencing of modules:

<b>3143</b>	<b>BSc (Hons) Product Design (FT)</b>	
<b>Module code and name (please list by level)</b>	<b>S2→S1</b>	<b>S1→S2</b>
<b>Level 5 Design Interactions</b> ENG_5_549	Module can be delivered via online teaching so 'switched' to semester 1 (as evidenced by Module Leader's experience of delivering during initial lockdown)	
<b>Level 5 Design Futures and emerging technologies</b> ENG_5_548		Module 'switched' to semester 2

<b>4622 / 4623</b>	<b>MEng (Hons) Electrical Engineering and Power Electronics FT/PT</b>	
<b>Module code and name (please list by level)</b>	<b>S2→S1</b>	<b>S1→S2</b>
<b>Systems for Environmental Services</b> ENG_7_529		√
<b>Advanced Power Electronics and Renewable Energy</b> EEB_7_404	√	

<b>4526 / 4529</b>	<b>MEng Electrical and Electronic Engineering FT/PT</b>
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Module code and name (please list by level)	S2→S1	S1→S2
<b>Advanced Instrumentation and Design</b> EEE_7_AID		√
<b>Advanced Power Electronics and Renewable Energy</b> EEB_7_404	√	

4321 / 4322		MSc Electrical and Electronic Engineering	
Module code and name (please list by level)	S2→S1	S1→S2	
<b>Advanced Power Electronics and Renewable Energy</b> EEE_7_PRE	√		
<b>Advanced Instrumentation and Design</b> EEE_7_AID		√	

### Changes to the mode of delivery and course composition

Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:

- Labs, workshops and small group tutorials will be delivered on site, where possible
- Lectures will be online, with remote alternatives, during the first semester, including live online discussions/tutorials with lecturers and other students
- Support materials and lecture notes will be available on our virtual learning environment, Moodle
- Module teaching teams and personal tutors will be available throughout the semester via email and virtual office hours

Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.

Your overall amount of contact will be the same as if it were delivered fully on campus.

### Additional information

Any additional information		
COURSES	COURSE DIRECTORS	CONTACT EMAIL
<b>Computer Science &amp; Informatics</b>		
<b>BSc (Hons) Information Technology:</b> BSc (Hons) Information Technology (FT) 5453 BSc (Hons) Information Technology (PT) 4156 BSc (Hons) Information Technology (PT) (6yrs) 4935 BSc (Hons) Information Technology (Top Up) (FT) 5454 BSc (Hons) Information Technology (Top Up) (PT) 4006	Maria Lemac	lemacm@lsbu.ac.uk
BSc (Hons) Extended Degree (Foundation) 569	Paul Carden	cardenp@lsbu.ac.uk
<b>BSc (Hons) Computer Science:</b> BSc (Hons) Computer Science (FT) 4637 BSc (Hons) Computer Science (PT) 4638 BSc (Hons) Computer Science (Top Up) (FT) 5455	Mike Child	childm@lsbu.ac.uk
<b>BSc (Hons) Digital Professional (Apprenticeships)</b>	Paul Carden	cardenp@lsbu.ac.uk

BSc (Hons) Digital and Technology Solutions Professional (Business Analyst) (PT) (Apprenticeship) 5197 BSc (Hons) Digital and Technology Solutions Professional (Cyber Security Analyst) (PT) (Apprenticeship) 5198 BSc (Hons) Digital and Technology Solutions Professional (Data Analyst) (PT) (Apprenticeship) 5199 BSc (Hons) Digital and Technology Solutions Professional (IT Consultant) (PT) (Apprenticeship) 5200 BSc (Hons) Digital and Technology Solutions Professional (Network Engineer) (PT) (Apprenticeship) 5201 BSc (Hons) Digital and Technology Solutions Professional (Software Engineer) (PT) (Apprenticeship) 5202		
<b>MSc Data Science</b> MSc Data Science (FT) 4940 MSc Data Science (PT) 5084	Daqing Chen	chend@lsbu.ac.uk
<b>Mechanical Engineering &amp; Design</b>		
BEng + MEng (Hons) Mechanical Engineering	Ravee Sundararajan	sundarr2@lsbu.ac.uk
BEng (Hons) Mechanical Engineering and Design (Top-up)	Ravee Sundararajan	sundarr2@lsbu.ac.uk
BEng + MEng (Hons) Advanced Vehicle Engineering	Alessio Corso	corsoa@lsbu.ac.uk
BSc (Hons) Engineering Product Design	Ben Lishman	lishmanb@lsbu.ac.uk
BSc (Hons) Product Design	Andrew Forkes	forkesa@lsbu.ac.uk
MSc Mechanical Engineering	Abas Hadawey	hadaweya@lsbu.ac.uk
<b>Electrical and Electronic Engineering</b>		
BEng (Hons) Electrical and Electronic Engineering	Ya Bao	baoyb@lsbu.ac.uk
BEng (Hons) Electronic and Computer Systems Engineering	Stavros Dimitriou	dimitrsa@lsbu.ac.uk
BEng (Hons) Electrical Power Engineering	Manoj Ponugubati	ponugubm@lsbu.ac.uk
BEng (Hons) Electrical and Electronic Engineering (Apprenticeship)	Manoj Ponugubati	ponugubm@lsbu.ac.uk
MSc Electrical and Electronic Engineering	Tony Vilches	vilchesa@lsbu.ac.uk
HND Electrical and Electronic Engineering	Saim Memon	s.memon@lsbu.ac.uk
BEng (Hons) Computer Engineering (old program - L5/L6 live)	Stavros Dimitriou	dimitrsa@lsbu.ac.uk
BEng (Hons) Computer Systems and Networks Engineering (old program - L5/L6 live)	Zhanfang Zhao	zhaoza@lsbu.ac.uk
BEng (Hons) Electrical Engineering and Power Electronics (old program - L5/L6 live)	Manoj Ponugubati	ponugubm@lsbu.ac.uk
<b>Chemical and Energy Engineering</b>		
BEng/MEng (Hons) Chemical Engineering	Anna-Karin Axelsson	axelssa2@lsbu.ac.uk

BEng/MEng (Hons) Chemical & Energy Engineering	Anna-Karin Axelsson	axelssa2@lsbu.ac.uk
Beng/MEng (Hons) Chemical & Process Engineering	Anna-Karin Axelsson	axelssa2@lsbu.ac.uk
HND Chemical Engineering	Achilleas Constantinou	constaa8@lsbu.ac.uk
Extended Degree Programme in Engineering	Maria Centeno	centenom@lsbu.ac.u k
MSc Petroleum Engineering	Maria Centeno	centenom@lsbu.ac.u k
MSc Chemical Engineering and Process Management	Anna-Karin Axelsson	axelssa2@lsbu.ac.uk

### Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

1	<b>Final award title(s)</b>	Extended degree (Foundation) Computing	<b>Course Code</b>	569
2	<b>Intermediate award title(s)</b>			
3	<b>Awarding Institution</b>	London South Bank University		
4	<b>Faculty</b>	Business		
5	<b>Department(s)</b>	Informatics		
6	<b>Delivery site(s) for course(s)</b>	Southwark		
7	<b>Mode(s) of delivery</b>	Full-time		
8	<b>Approval dates:</b>	Course(s) validated		
		Course specification last updated and signed off		
		Version number	1	
9	<b>Professional, Statutory &amp; Regulatory Body accreditation</b>			
10	<b>Reference points:</b>	Internal	LSBU Mission Statement and Strategic Plan, LSBU Core Skills Policy, LSBU Academic Regulations, Faculty of Business Faculty Plan	
		External	Framework for Higher Education Qualifications (QAA) benchmark statements for <ul style="list-style-type: none"> <li>• Computing [2007]</li> <li>• Librarianship and Information Management [2007]</li> </ul> BCS Guidelines for Accreditation [2012] ACM curricula for Computer Science [2013] and Information Technology [2008] ACM/IEEE IS2012	

## **11 Distinctive features of course**

The course is designed to underpin the BSc courses within the Informatics framework. On completion you will be able to progress to any of the degrees in the framework.

## **12 Course Aims**

The Extended (foundation) course aims to:

1. .. produce graduates who are equipped with the knowledge and skills to build information systems
2. .. encourage a holistic and strategic view of the analysis, design, implementation and evaluation of information systems
3. .. provide a coherent underpinning of theory, practical skills and knowledge applicable to information systems
4. .. provide a professional and ethical framework for effective management in the IT domain

## **13 Course Outcomes**

### **A Students will have knowledge and understanding of:**

1. .. computers, computation, operating systems, networks and system software
2. .. development, deployment and administration of Information systems
3. .. human, commercial, organisational and social contexts
4. .. ethics, professionalism and management of projects, people and change

### ***Teaching and learning strategy:***

Delivery aims to ensure a balance of cognitive tasks, engaging analytic and creative mental processing along with a variety of sensory-motor, auditory and visual stimulus. There will be a mix of lectures, tutorials and workshop activities to inform, discuss and assimilate the material.

Level 4 independent (non-contact) study time will be predominately given over to assimilation while by level 6 students will be engaging largely in independent research.

### ***Assessment:***

Modules are assessed either as 100% coursework or as a mix of coursework and examination with all modules at level 4 being 100% coursework and some modules at level 6 being 60% examination and 40% coursework. Examinations consist of 2 hour papers and may include closed book, open book, student note and log book supported modes. Coursework will include short reviews and research reports, with some presentations and posters. Examinations will emphasise the importance of the development of ideas as well as the recall of essential facts.

**B Students will develop their intellectual skills such that they are able to:**

1. .. acquire, review and evaluate information from a variety of sources
2. .. comprehend and criticise theoretical arguments in informatics
3. .. analyse and predict the future of informatics on the basis of past and current trends
4. .. demonstrate social and emotional intelligence

***Teaching and learning strategy:***

Delivery aims to ensure a balance of cognitive tasks, engaging analytic and creative mental processing along with a variety of sensory-motor, auditory and visual stimulus. There will be a mix of lectures, tutorials and workshop activities to analyse, evaluate and criticise the material.

Level 4 independent (non-contact) study time will be predominately given over to assimilation while by level 6 students will be engaging largely in independent research.

***Assessment:***

Modules are assessed either as 100% coursework or as a mix of coursework and examination with all modules at level 4 being 100% coursework and some modules at level 6 being 60% examination and 40% coursework. Examinations consist of 2 hour papers and may include closed book, open book, student note and log book supported modes. Coursework will include critical reviews, evaluative essays, research reports and presentations. Examinations will emphasise the importance of the development of ideas as well as the recall of essential facts.

**C Students will acquire and develop practical skills such that they are able to:**

1. .. understand and use appropriate techniques and notations in the development of Information systems
2. .. design, develop and implement Information systems
3. .. analyse, evaluate and test Information systems
4. .. manage and administer information systems

***Teaching and learning strategy:***

Delivery aims to ensure a balance of cognitive tasks, engaging analytic and creative mental processing along with a variety of sensory-motor, auditory and visual stimulus. There will be a mix of lectures, tutorials, workshop activities and assignments to consolidate, reinforce and apply the material.

***Assessment:***

Modules are assessed either as 100% coursework or as a mix of coursework and examination with all modules at level 4 being 100% coursework and some modules at level 6 being 60% examination and 40% coursework. Examinations consist of 2 hour papers and may include closed book, open book, student



note and log book supported modes. Coursework will include specification, design and implementation of IT systems as well as reports, presentations and posters indicating how they are constructed and assessments of their effectiveness, efficiency and quality. Examinations may be used to assess facility with practical techniques.

**D Students will acquire and develop transferrable skills such that they are able to:**

1. .. communicate effectively verbally and in written form
2. .. manage personal resources
3. .. work effectively in teams
4. .. seize opportunities for continued professional development

***Teaching and learning strategy:***

Delivery aims to ensure a balance of cognitive tasks, engaging analytic and creative mental processing along with a variety of sensory-motor, auditory and visual stimulus. There will be a mix of lectures, tutorials, and individual and team workshop activities and assignments designed to develop personal management, communication and team working skills.

***Assessment:***

Modules in this area are assessed by coursework which will include short reviews, essays and research reports, project records and documentation, presentations, posters, logs books, websites, blogs and interactions on collaborative sites and social media.

**14 Entry requirements**

180 UCAS points:

- DEE/CD at A Level; **or**
- BTEC National Diploma - MMM/DD **or**
- All Level 3 qualifications welcome - including Access courses with Pass + 24 Merits; **plus**
- 5 GCSE's including Maths and English, (C or above), equivalent

We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0, TOFEL-550 (print-based), TOFEL-80 (internet-based), Cambridge Proficiency or Advanced Grade C.

**15 Course structure(s)**

- Mathematics 1
- Computer Applications
- Technical Communications

- Mathematics 2
- Project
- Computer Technology
- Software Development

## 16 Course Modules

Reference Code	Module Title	Level	Credit value
BIF-S-CAP	Computer Applications	S	20
BIF-S-CTE	Computer Technology	S	20
BIF-S-MA1	Mathematics 1	S	20
BIF-S-MA2	Mathematics 2	S	10
BIF-S-PRO	Project	S	10
BIF-S-SDE	Software Development	S	20
BIF-S-TCO	Technical Communication	S	20

## 17 List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning

## Appendix A: Curriculum Map

Note: Shaded modules are pathway specific

### Extend degree (foundation) Computing

The numbered column headings under each category refer to the numbered learning outcomes in that category as they appear in the specification.

	Outcome/Module	cr	Knowledge					Intellectual					Practical					Transferable							
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4				
LS	Computer Applications	20	tda	tda	tda				tda	tda	tda				tda	tda	tda				tda				tda
LS	Computer Technology	20	tda	tda	tda				tda		tda				tda	tda		tda			tda				tda
LS	Software Development	20	tda	tda					tda		tda				tda	tda	tda				tda	tda	tda	tda	tda
LS	Mathematics 1	20	tda						tda	tda	tda				tda		tda				tda				tda
LS	Mathematics 2	10	tda						tda	tda	tda				tda	tda	tda				tda				tda
LS	Foundation Project	10	tda	tda	tda					tda		tda			tda	tda	tda	tda			tda	tda	tda	tda	tda
LS	Technical Communication	20	tda		tda				tda	tda		tda			tda		tda				tda	tda	tda	tda	tda

Key:

t = taught

d = developed

a = assessed

## Appendix B: Personal Development Planning

### Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The following table shows where PDP is being used within the framework.

Approach to PDP	Level 4	Level 5	Level 6
1 Supporting the development and recognition of skills through the personal tutor system.	One Level 4 module tutors also acts as personal tutor	Personal tutors continue to support students planning and development of records of achievement	Pathway/project supervisor take over personal tutoring role.
2 Supporting the development and recognition of skills in academic modules.	All modules plus Integrative Assignment	All modules	
3 Supporting the development and recognition of skills through purpose designed modules/units.	Business & Professional Issues	HND Project, Research and Professional Practice	IS Project Management
4 Supporting the development and recognition of skills through research projects and dissertations work.		HND Project, Research and Professional Practice	Honours Project
5 Supporting the development and recognition of career management skills.	Business & Professional Issues	BSc Sandwich Placement; various shorter placements and internships	IS Project Management
6 Supporting the development and recognition of career management skills through work placements or work experience.		BSc Sandwich Placement; various shorter placements and internships	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	extra-curricula and capstone events	extra-curricula and capstone events	extra-curricula and capstone events
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Business & Professional Issues	HND Project, Research and Professional Practice	IS Project Management
9 Other approaches to personal development planning.			
10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.			

BSc students will be allocated two personal tutors: one for the first 3 semesters and the other for the rest of the course. The first will be an experienced tutor who is also their tutor on one of their level 4 modules. The second is the leader of the pathway the student chooses.

Personal tutors are initially assigned to first year students through their tutorial role on a level 4 module and this module is their main point of contact with their tutees throughout the first semester. This gives four hours per week in which personal relationships can be established with some additional time for individual meetings.

Formal contact continues in the second semester through selection of pathway and optional modules and through PDP development. To ensure that the most appropriate pathway decisions are made the tutors and

the students will have access to a dedicated blackboard site which will contain information and guidance on pathway choice. The signing off process will be in the form of a contract. The signature of the student will indicate that they understand the issues and have made a decision. The signature of the personal tutor will indicate that the student has demonstrated an understanding of the issues and has made a considered, appropriate choice.