EST 1892 LSBU

Course Specification

<table>
<tr><th colspan="4">A. Course Information</th></tr>
<tr><td>Final award title(s)</td><td colspan="3">Extended degree (Foundation) Computing</td></tr>
<tr><td>Intermediate exit award title(s)</td><td colspan="3">N/A</td></tr>
<tr><td>UCAS Code</td><td>G402</td><td>Course Code(s)</td><td>569</td></tr>
<tr><td>Awarding Institution</td><td colspan="3">London South Bank University</td></tr>
<tr><td>School</td><td colspan="3">☐ ASC ☐ ACI ☐ BEA ☐ BUS ☒ ENG ☐ HSC ☐ LSS</td></tr>
<tr><td>Division</td><td colspan="3"></td></tr>
<tr><td>Course Director</td><td colspan="3"></td></tr>
<tr><td>Delivery site(s) for course(s)</td><td colspan="3">☒ Southwark ☐ Havering ☐ Croydon ☐ Other: (please specify)</td></tr>
<tr><td>Mode(s) of delivery</td><td colspan="3">☒Full time ☐Part time ☐Other (please specify)</td></tr>
<tr><td>Length of course/start and finish dates</td><td colspan="3"><table>
<tr><th>Mode</th><th>Length years</th><th>Start - month</th><th>Finish</th></tr>
<tr><td>Full time</td><td>4</td><td>September</td><td>July</td></tr>
<tr><td>Full time with placement/ sandwich year</td><td>5</td><td>September</td><td>July</td></tr>
<tr><td>Part time</td><td></td><td></td><td></td></tr>
<tr><td>Part time with Placement/ sandwich year</td><td></td><td></td><td></td></tr>
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<tr><td>Is this course suitable for a Visa Sponsored Student?</td><td colspan="3">☒ Yes ☐ No</td></tr>
<tr><td rowspan="2">Approval dates:</td><td colspan="2">Course validation date</td><td>May 2018</td></tr>
<tr><td colspan="2">Course specification last updated and signed off</td><td>August 2021</td></tr>
<tr><td>Professional, Statutory & Regulatory Body accreditation</td><td colspan="3">N/A</td></tr>
<tr><td>Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)</td><td colspan="3">N/A</td></tr>
</table>

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRBs Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance Institute for Apprenticeships and Technical Education EQA Framework (Apprenticeships only)

B. Course Aims and Features

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.
Course Aims	The (insert course titles) 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
Course Learning Outcomes	a) Students will have knowledge and understanding of: A1- .. computers, computation, operating systems, networks and system software A2 .. development, deployment and administration of Information systems A3 .. human, commercial, organisational and social contexts A4 .. ethics, professionalism and management of projects, people and change b) Students will develop their intellectual skills such that they are able to: B1 … acquire, review and evaluate information from a variety of sources

	B2 … comprehend and criticise theoretical arguments in informatics B3 … analyse and predict the future of informatics on the basis of past and current trends B4 .. demonstrate social and emotional intelligence c) Students will acquire and develop practical skills such that they are able to: C1- .. understand and use appropriate techniques and notations in the development of Information systems C2 .. design, develop and implement Information systems C3 .. analyse, evaluate and test Information systems C4 .. manage and administer information systems d) Students will acquire and develop transferrable skills such that they are able to: D1- .. communicate effectively verbally and in written form D2 .. manage personal resources D3 .. work effectively in teams D4 .. seize opportunities for continued professional development

C. 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.

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.

Current covid-19 restrictions have led to adjustments in teaching and assessment delivery and specifically a move to online learning with face-to-face contact provision subject to the prevailing government advice.

Importance of independent learning

Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class. Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

Each 20-credit module has a total of 200 study hours, out of which:

- there are 52 direct contact hours and 148 independent study hours

Subject-related and generic resources available

Students will have access to approximately 200 PCs and 15 Macs in 10 teaching computer labs, which typically have the following ICT software facilities: Microsoft SQL Server, NetBeans with JDK, Oracle, Python, SAS, Visual Paradigm, Microsoft Imagine, etc. We also have a cyber security lab, which is used for specialised modules and several printers, including large format printers.

Generic resources include:

- Perry library - provides access to traditional books, journal sources, PCs to use and laptops to borrow. The Perry Library is open throughout the week, and during the term are staffed from 08.30 until 21.00 from Monday – Thursday, and 10.30 to 16.20 at weekends. There is seating capacity for 600 students in the library and the book-stock is in excess of 600,000 volumes. The building provides wireless access.
- The Students' Support Centre - provides a first stop service for students on academic, personal and financial matters. It is aimed at improving student experience and offers LSBU's best employability, development and student services. The centre also offers home to our Students' Union.
- Fitness - there is also a sports hall, fitness suite and gymnasium
- Catering - there is a large refectory, with a selection of smaller cafes and eating outlets on campus.

Learning support

We support students throughout their course in many different ways, such as:

- personal tutoring
- support sessions on core maths & programming skills taking place weekly
- peer student led support sessions
- practical skills workshops
- labs equipped with the latest hardware and software
- lectures, seminars, personal tuition
- online learning materials
- varied assessment methods
- advice on work experience and career options
- opportunities for work placements and projects with employers
- tailored field trips
- training in research methods and assistance with independent research projects.

Teaching staff

The majority of academics have standing with a professional body (e.g. BCS, ACM, IEEE), and either a research background or an industry experience in their teaching area. Some modules may be supported with postgraduate students, who will either support tutorials at a lower level or provide support on modules related to their research area. Module leader with the division management will establish the suitability of the teaching team and support and training will be provided where necessary to ensure quality of teaching is delivered.

Virtual Learning for students

There is a strong emphasis on virtual learning embedded in the course. MS Teams is extensively used to provide video conferencing and real time communication for teaching events and other meetings. Other platforms such as Poll Everywhere are also used where appropriate. Lectures are recorded with the specialised Panopto software and published online for student access. Online interactive quizzes such as Kahoot are actively employed in many teaching sessions.

Moodle, the university's Virtual Learning Environment (VLE) provides online resources and support for all students. It enables students with access to resources and tools to support their teaching and

learning, ensuring that any student will have access to the same electronic curriculum resources irrespective of their location (on or off-campus).

The VLE also provides facilities such as on-line timetables, assessment submissions, lecture and tutorial resources, assessment results, as on-line timetables, lecture resources, course information, examination results, module selection and submission systems, revision tools, video, podcasts, module feedback, forums and other systems for both students and staff to support their courses.

The VLE is also used in collaboration with LinkedIn Learning, through which students have free access to a wide range of training materials supporting their course. Typically, the content from LinkedIn Learning is used via embedded links in the VLE to prescribe playlist sequences of audio/video and various media content in support of students learning.

D. Assessment

Modules are assessed as 100% coursework. Coursework will include phase tests, software artefact design and development, short reviews and research reports, with some presentations and posters.

Coursework may also include critical reviews, evaluative essays, research reports and presentations. Phase tests will emphasise the importance of the development of ideas as well as the recall of essential facts. In a covid environment, these are delivered online.

Furthermore, 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.

E. Academic Regulations

The University's Academic Regulations apply for this course. The only course specific protocol is related to the progression of learners on to one of the two degrees within the undergraduate framework.

The course directors for the Foundation year and Computer Science decide which learners progress on to the computer science degree. Should a learner request a place on the Computer Science degree they must have passed all modules without resits and have a strong to excellent grade in software development. If there are resits in their foundation year profile, it is at the Computer Science course director's discretion whether they are still allowed to proceed onto this course.

F. Entry Requirements

Information on entry requirements should include:

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.

G. Course structure(s)

Course overview

- Semester 1
  - Mathematics 1
  - Computer Applications
  - Technical Communications
- Semester 2
  - Mathematics 2
  - Project
  - Computer Technology
  - Software Development

Extended degree (Foundation) Computing – **Full time**

	Semester 1		**Semester 2**	
Level S	Mathematics 1	20	Mathematics 2	20
	Computer Applications	20	Project	20
	Technical Communications	20	Computer Technology	20
	Software Development	20		

Placements information N/A

H. Course Modules

Provide information on:
- Core and optional modules
- The circumstances when optional modules may not run
- How and when students will be informed if optional modules are changed

Module Code	Module Title	Level	Semester	Credit value	Assessment
CSI-S-MA1	Mathematics 1	S	1	20	100% Coursework
CSI-S-CAP	Computer applications	S	1	20	100% Coursework
CSI-S-TCO	Technical Communications	S	1	20	100% Coursework
CSI-S-SDE	Software Development	S	2	20	100% Coursework
CSI-S-MA2	Mathematics 2	S	2	20	100% Coursework
CSI-S-PRO	Project	S	2	20	100% Coursework
CSI-S-CTE	Computer Technology	S	2	20	100% Coursework

I. Timetable information

Provide as much information as possible:
- Students will receive a confirmed timetable during the induction week (week 0)
- At the time of writing this specification, the timetable has not been set but in past years, learners have attended two days per week

J. Costs and financial support

Course related costs

- Provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees)

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

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Appendix A: Curriculum Map
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Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes															
Level	**Title**	**Code**	**A 1**	**A 2**	**A 3**	**A 4**	**B 1**	**B 2**	**B 3**	**B 4**	**C 1**	**C 2**	**C 3**	**C 4**	**D 1**	**D 2**	**D 3**	**D 4**
S	Computer Applications	CSI-S-CAP	tda	tda	da	da	tda	tda	tda		tda	tda	tda	tda	da	tda		tda
S	Computer Technology	CSI-S-CTE	tda	tda			tda		tda		tda	tda		tda	da	da		
S	Software Development	CSI-S-SDE	tda		td	tda	tda		tda		tda	tda			tda			tda
S	Mathematics 1	CSI-S-MA1	tda				tda	tda	tda		tda		tda		tda			tda
S	Mathematics 2	CSI-S-MA2	tda				tda	tda	tda		tda	tda	tda		tda			tda
S	Foundation Project	CSI-S-PRO	tda	tda	tda	tda	tda	tda	da	tda	ta		tda		tda	tda	tda	tda
S	Technical Communication	CSI-S-TCO	tda		tda	td	tda	tda	tda	tda	tda		tda		tda	tda	tda	tda

t = taught d = developed a = assessed

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module.	The foundation course is very much a preparatory endeavour for the degree programme. The degree programme has been scrutinised and reviewed by employers and a professional body. It is also designed with the ACM recommended outcomes and content in mind. By virtue of its association with the degree course, and the strong links to future learning on the degree, the foundation year has implicit involvement of stakeholders – most particularly within the validation processes. Students cover employment case studies and industry projects through one of the modules (CSI-S-TCO) and apply the knowledge gained on a later module (CSI-S-PRO). Students are invited to any capstone employer events by the course director. Placement reports – anonysmised – are shared with the learners.
Embedded learning development	Support for transition and academic preparedness At least two modules should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Modules should reference and reinforce the learning development to aid in the transfer of learning.	All modules have elements of problem solving. Coverage of all levels of blooms taxonomy occurs across the modules. For example, computer technology has an academic blogging assessment which covers evaluation, analysis and synthesis. Module guides will contain a section on the transferring of learning into the module and forward into future learning.

High impact pedagogies	<u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module should include an opportunity for group working. Group-based learning can also be linked to assessment if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	The Project and Technical Communications modules have groupwork elements in their courseworks. The university's EPIIC values are covered in induction and referred to by personal tutoring and when salient within classroom interaction between tutors and learners.
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	The university provides a virtual learning environment (VLE), a comprehensive library catalogue and a reading list server which links to each module through VLE integration. Document materials are provided in the standard formats of Microsoft Office, Adobe acrobat reader and recordings are downloadable and viewable within the standard browsers.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	On a weekly basis tutorials are run with formative feedback a key process within the timetabled hours. Tutors are available for 1 to 1 video conferencing (i.e. MS Teams), on demand, which allows for work in progress to be shared and reviewed live, outside the tutorial times.
High impact pedagogies	<u>Research and enquiry experiences</u>	Learners are exposed to academic blogging, e-Portfolio

	Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	development and logbook keeping across several modules. This helps them develop immediate enquiry and over a semester delayed and refreshed enquiry. On the project module they undertake a mini-dissertation which can feed forward well to the final dissertation on the main degree. They also acquire valuable academic capital for any coursework or exam preparation on all modules – foundation and main degree.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	Where appropriate, learning and assessment is related to authentic workplace contexts. An emphasis is placed on how knowledge can be applied beyond the classroom and to future employment. The university's EPIIC values are used as a lens in organising activities in class, e.g. groupwork.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity,	Global contexts are referred to, e.g. the challenges of cloud computing in a warm climate, to encourage an appreciation of the IT professional as a world citizen. Diversity issues are addressed where possible, e.g. in the Computer Applications module, learners are tasked with

	sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	testing their web development for meeting accessibility standards. In the Technical Communications module, ethical considerations for equality and diversity are covered. The objective is to help the learners develop an awareness of self-identity and the characteristics of their peers and stakeholders in the workplace.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	Case studies are, where appropriate, presented to inform courseworks. The university's EPIIC values are addressed for the professional and integrity outcomes. Students are encouraged to investigate and pursue internship opportunities when requirements are appropriate for their level of study. In particular, internships running between the foundation year and first degree year are publicised.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are	A wide range of assessments are set across the course. Tis and the variety of subject matter across the seven course modules helps the learner develop a versatility in writing for many different contexts and in many different forms. Virtual communications, through MS teams, helps develop additional transferable skills for recent developments in workplace engagement, such as remote working.

	recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	The course runs over two semesters. The material becomes more complex and scaffolds on earlier learning in many cases. The project module is a synoptic encapsulation of much of the learning on the rest of the course and is a well-formed gateway to the main degree where the basics covered on the foundation can feed into the higher-level learning of the main degree. Whether face-to-face or virtual, the learning environment helps facilitate the learners to develop inclusivity, communication and networking, though interaction with the class in lectures, e.g. Spot-quizzes, or working on tutorial tasks. Proximal development can take place – less capable learners benefitting from working with other learners who may be more knowledgeable in a particular subject.
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a	The course sets a wide range of assessments, e.g. presentations, blogging, reports. Where appropriate, learners can be offered choices such as; a list of topics for a report; develop a website for a context of interest to them, e.g. Personal training. In the Computer Application students can choose between an oral presentation of recording a screencast for their web site. The above approach can also help facilitate academic integrity and the avoidance of temptation to collude with others, through the

	written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	personalised nature of assessments, for example.
Curricula informed by employer and industry need	<u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	During the inter-semester break a career workshop takes place. This is unrelated to module outcomes and non-credit-bearing. Speakers from the career centre visit to speak about internships, placements and volunteer work and how important continuous professional development is for the learner.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	<u>Capstone project/dissertation</u> The project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	Before the run of the project module, a meeting is held with all the course module leaders to inform the setting of the project so that is synoptic in nature and also that there are no assumptions about the material delivered across semester 1 and the running of the module for semester 2. A reflective piece on the university's EPIIC values is included in the project submission.

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level S
1 Supporting the development and recognition of skills through the personal tutor system.	The course director acts as personal tutor.

2 Supporting the development and recognition of skills in academic modules/modules.	This is mandated to module leaders across all modules.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	The Technical Communications and Project modules facilitate this.
4 Supporting the development and recognition of skills through research projects and dissertations work.	This occurs on the project module.
5 Supporting the development and recognition of career management skills.	This is addressed in induction week and in a capstone careers workshop.
6 Supporting the development and recognition of career management skills through work placements or work experience.	This is addressed in induction week and in a capstone careers workshop.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	This is addressed in induction and in a end of course pre-degree commencement session. Thoughout the year cross-course activities are also organised and publicised.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	This is addressed in induction week and in a capstone careers workshop.
9 Other approaches to personal development planning.	When appropriate, e.g. post covid restriction relaxations, learners are invited to attend industrial events with the course director, e.g. Cloud Expo 202x.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Learners are set assessments which involve logbooks, blogging and gathering an e-Portfolio.

Appendix D: Terminology

(Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below)

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees

bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions