# University of Huddersfield Programme Specification

| 1. | Awarding institution | University of Huddersfield |
| --- | --- | --- |
| 2. | Teaching institution  | University of Huddersfield |
| 3. | School and Department | Computing & Engineering |
| 4. | Course accredited by | N/A |
| 5. | Mode of Delivery | Full-time (3 years), Sandwich (4 years) |
| 6. | Final Award | Bachelor of Science with Honours (BSc (Hons))  |
| 7. | Course Title | BSc (Hons) Web Programming with Cyber Security |
| 8. | UCAS Code | C109  |
| 9. | Subject benchmark statement | Computing (2019) |
| 10. | Date of Programme Specification Approval | November 2017Revised: November 2018, March 2019, June 2020, November 2021, March 2022 |

## 11. Educational Aims of the Courses

This course is designed to blend together core topics in web programming and cyber security to provide students with a rich and diverse learning experience equipping them with the advanced skills and understanding needed to identify and solve a wide range of complex real-world problems. Within a supportive teaching environment, the program will develop analytical and problem solving skills, individual and team-working skills and stimulate students’ interests in a wide range of modern applications of web programming and cyber security.

The web programming side of the course is designed to produce graduates capable of working either as front-end or back-end developers within the digital media and technology community, exploiting their creative knowledge in the development of secure computer-based systems and products, or within the broad range of the computing profession, performing tasks that require web development expertise coupled with a sound understanding of cyber security and secure computing.

Cyber related skills will include a focus on:

Introduction to digital forensics – exploring the fundamentals of digital forensics, following guidelines set by the National Police Chief’s Council (NPCC) utilising both commercial and open-source forensic tools. This includes learning theoretical knowledge and practical guidelines on the identification, preservation, extraction and analysis digital evidence in a forensically sound manner.

Foundational and advanced cyber security – building knowledge and skills in both pertinent theoretical and practical aspects of cyber-security. This will include studying advanced cryptographic techniques, biometrics, intrusion detection techniques, ethical hacking, data privacy and legal issues, and penetration testing techniques.

Cyber-security focused team project - Students will have an opportunity to work in teams in the second-year team project where the students will be guided by cyber-security specialist staff to choose a suitable project. Industry engagement will be sought to devise projects that address state-of-the-art problems and help to facilitate the creation of cyber-security student placements.

Cyber-security focused Individual project - Students will be motivated to choose their own suitable project; however, projects will be proposed by staff with expertise in cyber-security as well as projects suggested through connections with SMEs, law enforcement, and non-for-profit organisations.

The course shares a number of modules with the BSc Web Programming course and so shares a number of core aims which are:

* To enable students to acquire knowledge and skills necessary to prepare them for a career in the digital media industry.
* To develop the student’s understanding of current and developing issues in the technology sector;
* To develop the student’s understanding and abilities in designing, creating, maintaining and updating both client-side and server-side applications;
* To develop the student’s understanding of the underlying principles of responsive design and development;
* To develop the student’s understanding and abilities in developing digital products for multi-platform applications;
* To develop the student’s numerical and mathematical problem solving skills.
* To develop the student’s understanding of the underlying principles of the many forms of data access and use of APIs; and
* To develop in the student a critical approach to the strengths and limitations of digital products as specified above.

Additional specific aims relating to the Cyber Security thread are:

* To provide the students with the knowledge and skills necessary to prepare them for a career in the secure computing / digital media / technology industry;
* To equip students with the critical and analytical skills necessary to prepare them for the rapidly changing nature of modern IT with a special emphasis on security;
* To develop, in the student, the ability to construct reliable and secure software products and recognise and meet the needs of real users, by applying sound scientific, creative and management principles;
* To foster an understanding of the security-related nature and role of information, both from the perspective of the user and the organisation, and from theoretical and mathematical perspectives;
* To develop a highly professional approach to web development, security and management; and
* To expose students to current and future issues affecting the development of secure computer-based information systems..

All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

### University of Huddersfield Graduate Attributes

1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

Appendix 1 provides a mapping of these attributes to the course modules.

## 12. Course Learning Outcomes

On completion of the course, students will be able to:

### Knowledge and Understanding

### K1. Knowledge and understanding of facts, concepts, principles and theories of digital artefact creation.

### K2. Knowledge and understanding of commercial and economic issues

### K3. Knowledge of management techniques to achieve objectives

### K4. Knowledge of information security issues

### K5. Methods, techniques and tools for information modelling, management and security

### K6. Knowledge of systems architecture

### K7. Knowledge and understanding of scientific and engineering principles.

### Professional, practical and subject specific skills

P1. Effective modelling and design

P2. Analyse if/how a system meets current and future requirements

P3. Recognise legal, social, ethical & professional issues

P4. Evaluate systems in terms of quality and trade-offs

P5. Deploy tools effectively

P6. Deploy systems to meet business goals

P7. Defining problems, managing design process and evaluating outcomes

P8. Application of practical and analytical skills

P9. Awareness of wider customer contexts

P10. Deploy theory in design, implementation and evaluation of systems

P11. Specify, design or construct computer-based systems

P12. Recognise risk/safety for safe operation of computing equipment

P13. Specify, deploy, verify and maintain computer-based systems

P14. Specify, deploy, verify and maintain information systems

P15. System design

### Transferable/Key Skills

T1. Problem solving strategies

T2. Work as a member of a development team

T3. Development of general transferable skills

A mapping of course learning outcomes to modules is provided in Appendix 2. A mapping of course learning outcomes onto the Subject Benchmark Statement for Computing is provided in Appendix 3.

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

**13.1**

**BSc (Hons) Web Programming with Cyber Security**

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| F (FHEQ 4) | Term 1 | CFT2111: Introduction to Web Programming | Core | 20 |  |
| F (FHEQ 4) | Term 1 | CFT2133: Digital Media Asset Production | Core | 20 |  |
| F (FHEQ 4) | Term 1 | CFI2102: Introduction to Data Analysis | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFP2125 Project 1 | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFS2102: Computer Network Fundamentals | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFI2103: Introduction to Databases | Core | 20 | Cert HE (120 credits) |
| I (FHEQ 5) | Term 1 | CIS2204: Introduction to Digital Forensics | Core | 20 |  |
| I (FHEQ 5) | Term 1 | CIT2202: Web Development | Core | 20 |  |
| I (FHEQ 5) | Term 1 | CII2201: Applied Data Science | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CII2350: Team Project | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIS2201: Cyber Security | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIT2351: Visual Design | Option | 20 |  |
| I (FHEQ 5) | Term 2 | BIO0216: Management within an IT Environment | Option | 20 | Dip HE (240 credits) |
| S (FHEQ 5) | Yearlong | CSP2010: Personal Social and Technical Skills | Option | 60 |  |
| S (FHEQ 5) | Yearlong | CSP2020: Self-Assessment Skills | Option | 60 |  |
| H (FHEQ 6) | Term 1 | CHT2531: Advanced Front-End Web Development | Core | 20 |  |
| H (FHEQ 6) | Term 1 | CHT2520: Advanced Web Programming | Core | 20 |  |
| H (FHEQ 6) | Term 1 | BHO0257: Digital and Social Media Marketing | Option | 20 |  |
| H (FHEQ 6) | Term 1 | CHI2550: Modern Database Applications | Option | 20 |  |
| H (FHEQ 6) | Term 2 | CHS2401: Advanced Cyber Security | Core | 20 |  |
| H (FHEQ 6) | Term 2 | CHP2524: Individual Project | Core | 40 | BSc Hons (360 credits or 480 credits with sandwich year) |

Students take 1 option in I Level and 1 in H Level. Sandwich Year (Level (5) S) is optional.

### 13.2 Interim Awards

Students completing 120 credits at F Level can be awarded a Certificate of Higher Education (CertHE) in Web Programming with Cyber Security. Students completing 240 credits at F and I Levels can be awarded a Diploma of Higher Education (DipHE) in Web Programming with Cyber Security.

## 14. Teaching, Learning and Assessment

**14.1** Lectures, tutorial and practical sessions support the acquisition of knowledge and understanding outcomes K1 to K7. Lectures are used to deliver core material; tutorials allow discussion of ideas and work on small example exercises to support the learning process; and practicals are used to reinforce the material through hands-on laboratory-based sessions. Knowledge and understanding learning outcomes are assessed through coursework, on-going or phased assessment or combination of presentation and dissertation. Coursework assesses learning outcomes through practical and creative work either individually or in groups. Students are typically required to submit evaluative and reflective reports and/or evidence of planning and design as well as any finished product.

 Lectures, workshop and tutorial sessions support the acquisition of professional, practical and subject-specific skills and outcomes P1 to P15. Lectures are used to deliver core material and to demonstrate, where appropriate, use of tools and best practice; tutorials may be used either to facilitate a theoretical treatment of a topic or as reparation for practicals; the practicals themselves give students the opportunity to apply and hone their skills via the application of material to a given problem scenario and/or through practice with particular tools, languages, environments, etc. Professional skills are taught in a number of modules including the final year project and in the supervised work experience year. Many modules, including the final year project, involve outcomes P1 to P15 in their assessment. This may include, for example, a reflective critique of work undertaken or an evaluation/application of these skills as part of an assignment.

 Transferrable/key skills are developed throughout the programme through a combination of lectures, tutorials, practical, laboratory work, projects/studio work, guided study, and case studies. These skills are assessed as part of coursework, projects, written examinations, and presentations.

 More information on PDP is provided in Appendix 4. An assessment schedule is provided in Appendix 5.

## 15. Support for Students and their Learning

**15.1** Support for students and their learning is initiated prior to their admission through open days and discussions with the admissions team. Further contacts are established via e-mails, messages and telephone conversations to ensure that students are prepared for their academic pursuit.Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

**15.2.1** Central to the provision of student support are **Student Services**. The range of services they offer include:

## Wellbeing and Disability Services

* [Counselling](https://students.hud.ac.uk/help/wellbeing/support/counselling/)
* [Back on Track](https://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](https://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](https://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](https://students.hud.ac.uk/help/faith/)
* [Getting help](https://students.hud.ac.uk/help/wellbeing/support/)
* [Group workshops and courses](https://students.hud.ac.uk/help/wellbeing/support/workshops-and-groups/)
* [Hate Crime Reporting Centre](https://students.hud.ac.uk/help/wellbeing/report-and-support/)
* Help for suspended students
* [Self help](https://students.hud.ac.uk/help/wellbeing/247support/self-help-guides/)
* [Student parents](https://students.hud.ac.uk/help/wellbeing/student-parents/)
* [Student wellbeing](https://www.hud.ac.uk/wellbeing/)
* [Welfare support](https://www.hud.ac.uk/wellbeing/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)
* Big White Wall

**Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of [student services can be found on their website](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices).

**15.2.2** **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](http://www.hud.ac.uk/students/finance)

**15.2.3** **Computing services** provide induction and ongoing support for all students. More information on the range of [computing services can be found on their website.](http://students.hud.ac.uk/it/)

**15.2.4 Library** **Services** provide induction and ongoing support for all students. More information on the range of [library services can be found on their website](http://www.hud.ac.uk/library/).

**15.3 School Level**

* + 1. The School of Computing and Engineering provides additional student support using a variety of approaches:
* All students undertake an induction programme at the start of their studies.
* All students (including distance learning students) have a Personal Academic Tutor (PAT), with whom they can discuss academic difficulties. The PAT will refer tutees to central help facilities as appropriate.
* A Guidance Team supports students with a wide range of Learning and Academic skills development.
* A central computer-based attendance-monitoring scheme is operated and students with poor attendance are contacted and advised.

**15.3.2** Further School level resources include:

* An award-winning placement unit which supports students undertaking placements within their course. This includes CV reviews, interview practice, placement searching and guidance on all aspects of the application process.

**15.4 Course Level**

At course level support is provided as follows:

* Supporting documentation is provided, online, in the form of Student Handbooks, Module Handbooks, Programme Specification Documents (PSD) and Module Specification Documents (MSD)
* The Course Leader is available to provide guidance on academic progress.
* Module tutors are available to help with academic problems during term time, either on campus or through electronic means such as Microsoft Teams, to facilitate support for distance learning students.
* All modules and year groups are supported on the Virtual Learning Environment

## 16. Criteria for Admission

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international).

 If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in section c of the [Regulations for Awards.](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/)

**16.3** The University’s general minimum entry requirements are specified in Section D of the [Regulations for Awards**.**](https://www.hud.ac.uk/policies/registry/awards-taught/section-d/)

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [course finder website page](http://www.hud.ac.uk/courses/).

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2 School:**

* The School Teaching and Learning Committee, a sub-committee of the University Teaching and Learning Committee, is tasked with implementing the University’s teaching and learning strategy and with fostering innovation in teaching and learning and the dissemination of good practice
* The School Board, via the School Teaching and Learning Committee has responsibility for implementing University policy through school-defined procedures.
* Periodic school and subject reviews take place on a rolling quinquennial programme and focus inter alia on the arrangements for quality management and enhancement, teaching, learning and assessment, C&IT strategies, the articulation and assurances of standards, external examiner reports and evaluation and links with professional bodies, employers and other external organisations.
* The Course Committee is responsible for the monitoring and development of the course or programme, taking account of feedback from staff, students and external examiners. Feedback is sought as follows:
	+ From students through annual course and module evaluation questionnaires.
	+ From external examiners through annual reports, course assessment board minutes, assessment moderation reports and informal verbal communication during the year.
	+ The annual evaluation of the course/programme is the responsibility of the School Board. The Course Committee prepares an annual evaluation report comprising reporting and evaluation, informed by feedback from staff, students and external examiners and by statistical data.
* Amendments to course/programme and module documents are validated by the School Accreditation and Validation Panel.
* A process for peer observation of teaching is in place with the object of enhancing teaching practice and sharing ideas between staff.

## 18. Regulation of Assessment

**18.1** University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.

Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.

Details of the assessment schedule and outcomes assessed for each module are provided in the module specification documents.

**19. Indicators of Quality and Standards**

**19.1** The latest subject review for the subject area that includes this course took place in January 2021. The panel commended the subject area for, among others, the strong links with industry which offers clear benefits for students and the ambitious plans for curriculum development.

##

**PSD Appendix 1**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1****Self-motivated** | **HGA 2****Commercially aware** | **HGA 3****Enterprising** | **HGA 4****Resilient** | **HGA 5****Effective collaborator** | **HGA 6****Confident leader** | **HGA 7****Globally & socially aware** | **HGA 8****Plans personal development**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CFT2111 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CFT2133 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| CFI2102 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CFP2125 | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| CFT2178 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| CFI2103 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CIS2204 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CIT2202 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CII2350 | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** |
| CIT2351 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| CII2201 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CIS2201 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| BIO0216 | **✓** | **✓** |  | **✓** |  | **✓** | **✓** |  |
| CSP2010 | **✓** |  |  | **✓** | **✓** |  | **✓** | **✓** |
| CSP2020 | **✓** |  |  | **✓** | **✓** |  | **✓** | **✓** |
| CHT2531 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| BHO0257 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| CHS2401 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CHI2550 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CHT2520 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CHP2524 | **✓** | **✓** |  | **✓** |  |  | **✓** | **✓** |

**PSD Appendix 2**

**Modules mapped to course learning outcomes (CLOs)**

|  **Course Learning Outcomes** |
| --- |
| **Module Code**  | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** | **P9** | **P10** | **P11** | **P12** | **P13** | **P14** | **P15** | **T1** | **T2** | **T3** |
| CFT2111 | **** |  |  |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  | **** |  |  | **** |  |  |
| CFS2102 | **** |  |  | **** | **** | **** |  |  |  |  |  |  |  |  | **** |  | **** | **** |  |  |  |  |  |  |  |
| CFP2125 |  | **** | **** |  |  |  |  | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** |  |  |  |  | **** | **** |
| CFT2133 | **** |  |  |  |  |  |  | **** |  | **** |  | **** |  |  | **** |  | **** | **** | **** |  | **** |  |  |  |  |
| CFI2103 | **** |  |  |  |  | **** |  | **** |  |  |  | **** | **** | **** | **** |  | **** | **** |  | **** | **** | **** | **** |  |  |
| CFI2102 | **** |  |  |  | **** |  |  |  |  | **** |  | **** |  |  | **** |  |  |  |  |  |  |  | **** |  |  |
| CII2201 | **** | **** |  |  | **** |  |  |  |  | **** |  | **** |  |  | **** |  |  |  |  |  |  |  | **** |  |  |
| CIT2202 | **** |  |  |  |  |  | **** | **** |  |  |  | **** |  | **** |  |  | **** | **** |  |  | **** | **** | **** |  | **** |
| CII2350 |  | **** | **** |  |  |  |  | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** |  |  |  |  |  | **** |  |
| CIS2201 | **** | **** |  | **** | **** | **** |  |  | **** | **** |  |  |  |  | **** | **** | **** |  | **** |  | **** |  | **** |  |  |
| CIS2204 |  | **** |  | **** | **** | **** |  |  | **** |  | **** |  |  |  | **** | **** | **** |  | **** |  |  |  | **** |  |  |
| BIO0216 |  | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  | **** |
| CIT2351 | **** |  |  |  |  |  |  | **** |  |  |  |  |  | **** | **** | **** | **** |  |  |  | **** |  |  |  |  |
| CHP2524 |  | **** | **** |  |  |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** |  |  | **** |
| CHT2531 | **** |  |  |  |  |  |  | **** |  |  |  | **** | **** | **** | **** |  |  | **** |  | **** | **** |  | **** |  | **** |
| CHT2520 | **** |  |  |  | **** |  | **** | **** |  |  |  | **** | **** | **** | **** |  |  | **** |  | **** | **** |  | **** |  | **** |
| CHS2401 | **** | **** |  | **** | **** | **** |  |  | **** | **** |  |  | **** |  | **** | **** | **** |  | **** |  |  |  | **** |  |  |
| CHI2550 |  |  |  | **** | **** | **** |  | **** | **** |  | **** |  |  | **** | **** |  | **** | **** |  |  | **** | **** | **** |  |  |
| BHO0257 |  | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  | **** |

**PSD Appendix 3**

**Subject Benchmark Mapping**

**Course learning outcomes (CLOs) mapped to subject benchmark**

|  **Course Learning Outcomes** |
| --- |
| **Computing (Oct 2019)** | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** | **P9** | **P10** | **P11** | **P12** | **P13** | **P14** | **P15** | **T1** | **T2** | **T3** |
| 3.3iii | **** | **** | **** | **** |  | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.3iv |  |  |  |  | **** |  |  | **** |  |  |  |  |  |  |  |  | **** | **** |  |  |  | **** |  |  |  |
| 3.3v |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  | **** |  |  | **** |  |  |  | **** |  |  |
| 3.3vi |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  | **** | **** |  |  |  |  |  |  |  |
| 3.3vii |  |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.3viii |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.4i |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  |
| 3.4ii |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.4v |  |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.5ii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |
| 3.5iv |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |
| 6.5v |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  | **** |  |
| 6.5vi |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |

**PSD Appendix 4**

**PDP Mapping**

Demonstration of how personal development planning (PDP) maps onto modules and is progressed through the course, evidencing the strategy on PDP summarised in section 14 and available in the [University’s PDP Guidance document](https://www.hud.ac.uk/media/universityofhuddersfield/content/documents/registry/regulationsandpolicies/policiesandguidance/pdp_policy.pdf):

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | CFP2125 Personal Academic Tutor (PAT) | Team work and self assessment Self reflection with support from PAT | Through taking part in a team projectThrough PAT meetings |
| **EVIDENCE** | CFP2125 Personal Academic Tutor (PAT) | Group assignment and poster, individual time-boxed activitiesPAT meeting notes |  |
| **Developing independence / confidence** | All modulesPersonal Academic Tutor (PAT) | Through engaging with material and gaining analytical, practical and technical skills, working both independently and under supervision | During timetabled sessions and as part of guided independent studyThrough PAT meetings |
| **EVIDENCE** | All modulesPersonal Academic Tutor (PAT) | Formal reports, portfolios, grades and feedbackPAT meeting notes |  |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | CII2350 Personal Academic Tutor (PAT) | Team work and self assessment Self reflection with support from PAT | Through taking part in a team projectThrough PAT meetings |
| **EVIDENCE** | CII2350 Personal Academic Tutor (PAT) | Team proposal, showcase and productPAT meeting notes |  |
| **Career Planning** | CII2350 Personal Academic Tutor (PAT) | Experience gained through working on a real-world industry brief for showcase eventCareer planning with support from PAT | Through taking part in the showcase event as part of the moduleThrough PAT meetings |
| **EVIDENCE** | CII2350 Personal Academic Tutor (PAT) | Showcase deliverablesPAT meeting notes |  |
| **Developing independence / confidence** | All modulesPersonal Academic Tutor (PAT) | Through engaging with material and gaining analytical, practical and technical skills, working both independently and under supervision | During timetabled sessions and as part of guided independent studyThrough PAT meetings |
| **EVIDENCE** | All modulesPersonal Academic Tutor (PAT) | Formal reports, portfolios, grades and feedbackPAT meeting notes |  |

**Placement Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | CSP2010/CSP2020  | Through placement work | Experience gained throughout placement |
| **EVIDENCE** | CSP2010/CSP2020  | Placement deliverables |  |
| **Career Planning** | CSP2010/CSP2020 | Through placement work | Discussions taking place throughout placement |
| **EVIDENCE** | CSP2010/CSP2020  | Placement deliverables |  |
| **Developing independence / confidence** | CSP2010/CSP2020  | Through placement work | Experience gained throughout placement |
| **EVIDENCE** | CSP2010/CSP2020  | Placement deliverables |  |

**Final Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | CHP2524Personal Academic Tutor (PAT) | Individual work under supervisionSelf reflection with support from PAT | Through undertaking the individual final year projectThrough PAT meetings |
| **EVIDENCE** | CHP2524Personal Academic Tutor (PAT) | Poster, demo and reportPAT meeting notes |  |
| **Career Planning** | Careers GuidancePersonal Academic Tutor (PAT) | Personal session with careers guidance officer recommendedCareer planning with support from PAT | Personal research into professional competencies required for chosen career areaThrough PAT meetings |
| **EVIDENCE** | Careers GuidancePersonal Academic Tutor (PAT) | Careers Guidance meeting notesPAT meeting notes |  |
| **Developing independence / confidence** | All modulesPersonal Academic Tutor (PAT) | Through engaging with material and gaining analytical, practical and technical skills, working both independently and under supervision | During timetabled sessions and as part of guided independent studyThrough PAT meetings |
| **EVIDENCE** | All modulesPersonal Academic Tutor (PAT) | Formal reports, portfolios, grades and feedbackPAT meeting notes |  |

**PSD Appendix 5**

**Assessment Schedule**

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| --- | --- | --- | --- |
| CFT2111 | Task 1 ICT 40%Task 2 CWK 60% | Wk 6Wk 12 |  |
| CFT2133 | Task 1 Portfolio 50%Task 2 Portfolio 50% | Wk 7Wk 12 |  |
| CFI2102 | Task 1 ICT 40%Task 2 CWK 60% | Wk 6Wk 12 |  |
| CFP2125 | Task 1 Project 35%Task 2 Project 20%Task 3 Project 50% | Wk 18Wk 18Wk 24 |  |
| CFS2102 | Task 1 ICT 50%Task 2 CWK 50% | Wk 17Wk 24 |  |
| CFI2103 | Task 1 ICT 40%Task 2 CWK 60% | Wk 18Wk 24 |  |
| CIT2202 | Task 1 ICT 40%Task 2 CWK 60% | Wk 6Wk 12 |  |
| CIT2330 | Task 1 Project 50%Task 2 Portfolio 50% | Wk 18Wk 24 |  |
| CII2350 | Task 1 Report 20%Task 2 Project 60%Task 3 Presentation 20% | Wk 16Wk 24Wk 24 |  |
| CIS2201 | Task 1 ICT 50%Task 2 CWK 50% | Wk 18Wk 24 |  |
| CIS2204 | CWK 100% | Wk 12 |  |
| BIO0216 | CWK 100% | Wk 24 |  |
| CIT2351 | Portfolio 100% | Wk 24 |  |
| CHS2401 | CWK 100% | Wk 24 |  |
| CHT2520 | Task 1 CWK 40%Task 2 Portfolio 60% | Wk 8Wk 12 |  |
| CHT2531 | Portfolio 100% | Wk 12 |  |
| CHI2550 | Task 1 ICT 50%Task 2 CWK 30%Task 3 Presentation 20% | Wk 6Wk 12Wk 12 |  |
| CHP2524 | Project 100% | Wk 24 | **** |

**CAB Model**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |