# 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 DesignBSc (Hons) Web Programming |
| 8. | UCAS Code | BSc (Hons) Web Design – G4P3BSc (Hons) Web Programming -  |
| 9. | Subject benchmark statement | Computing (2019)Communication, Media, Film and Cultural Studies (2019)Art & Design (2019) |
| 10. | Date of Programme Specification Approval | October 2010Revised: July 2011, March 2012, September 2012, December 2013, June 2014, December 2014, September 2015, August 2016, May 2017, November 2017, June 2018, December 2018, May 2019, July 2021, November 2021, March 2022 |

## 11. Educational Aims of the Courses

The overall aim of the course is to produce graduates capable of adopting a specialist role within a development team in the digital media industry. The aspiration of students is developed by initially widening their experience through the combination of technical and creative skills with an understanding of digital media technologies and their application and then providing choices of routes to meet the resulting needs and specialist interests of students. Graduates from this course will be able to gain employment as web developers, visual designers, user interface (UI) and user experience (UX) designers, asset producers, authors, teachers or project managers in the web and digital media industry.

The course is distinctive because it combines two very different types of skills: creative design and technical development. The courses provided are distinctive in terms of the knowledge and skills necessary for future employment prospects in the specialist area chosen by the student.

The main aims of the course are:

* To enable students to acquire knowledge and skills necessary to prepare them for a career in the digital media industry.
* To provide opportunities for students to adjust their course of studies as specialist areas are identified and to balance this with the need to maintain academic coherence within subjects or vocation.
* To provide students with a fuller understanding of current and developing issues, research and digital media technologies.
* To encourage and develop students’ analytical, creative, problem-solving, research and team work skills to further their employment prospects and career opportunities.
* To encourage and support students to use knowledge, skills, reflection and evaluation to inform personal and professional development in order to foster a commitment to life-long learning.

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. Essential facts, concepts, principles and theories relating to the specification, design, development and evaluation of multimedia artefacts.

### K2. Software development concepts and principles sufficient to develop web-based solutions using a range of authoring software.

### K3. Visual design concepts, principles and theories and the use of visual language to articulate the rationale of alternative solutions to a set brief.

### K4. Concepts, principles and theories relating to the selection, design, production and evaluation of media assets for use within a multimedia artefact.

### Cognitive/thinking skills and other attributes

### C1. Deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of multimedia systems.

### C2. Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.

### C3. Present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given multimedia problem or opportunity.

### C4. Recognize the professional, moral and ethical issues involved in the exploitation of multimedia technology and be guided by the adoption of appropriate professional, ethical and legal practices used within the multimedia industry.

### C5. Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry.

### Professional/practical skills

### P1. Specify, design, develop and evaluate multimedia systems for web and CDROM/DVD from a set brief for a particular target audience.

### P2. Employ effectively the materials, media, techniques, methods, technologies and tools associated with the construction and documentation of multimedia applications and media assets with skill and imagination whilst observing good working practices.

### P3. Work as a member of a multimedia development team, recognizing the different roles within a team and different ways of organizing teams.

### P4. Be adaptable, creative and self-reflective in producing output for a variety of audiences and in a variety of media forms.

### P5. Personal Development Planning

### Transferable/Key Skills

T1. Gather, organize and deploy ideas and information in order to formulate arguments cogently, and express them effectively in visual, oral and written forms.

T2. Apply number skills to meet work demands within the multimedia industry.

T3. Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.

T4. Use a variety of skills to solve problems.

T5. Identify personal strengths and needs and organize, manage and reflect on own learning.

T6. Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflectivity.

T7. Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty, and unfamiliarity.

T8. Appreciate the need for continuing professional development in recognition of the need for lifelong learning.

T9. Work productively in a group or team to meet agreed objectives, showing abilities at different times to listen, contribute and lead effectively.

T10. Assess the relevance and importance of the ideas of others and formulate reasoned responses to the critical judgments of others.

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

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

**13.1**

**BSc (Hons) Web Design**

**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 | CFT2178: Introduction to Visual Design | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFI2103: Introduction to Databases | Core | 20 | Cert HE (120 credits) |
| I (FHEQ 5) | Term 1 | CII2201: Applied Data Science | Core | 20 |  |
| I (FHEQ 5) | Term 1 | CIT2202: Web Development | Core | 20 |  |
| I (FHEQ 5) | Term 1 | CII2202: User Experience Design | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CII2350: Team Project | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIT2351: Visual Design | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIT2330: Video and Post Production | Option | 20 |  |
| I (FHEQ 5) | Term 2 | CIS2201: Cyber Security | 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 | CHT2541: Advanced Visual Design | Core | 20 |  |
| H (FHEQ 6) | Term 1 | CHT2531: Advanced Front-End Web Development | 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 1 | CHT2520: Advanced Web Programming | Option | 20 |  |
| H (FHEQ 6) | Term 2 | CHT2567: Digital Media Showcase | 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 H Level. Sandwich Year (Level (5) S) is optional.

**BSc (Hons) Web Programming**

**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 | CFT2178: Introduction to Visual Design | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFI2103: Introduction to Databases | Core | 20 | Cert HE (120 credits) |
| I (FHEQ 5) | Term 1 | CII2202: User Experience Design | 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 | Option | 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 | CHT2567: Digital Media Showcase | Core | 20 |  |
| H (FHEQ 6) | Term 2 | CHP2524: Individual Project | Core | 40 | BSc Hons (360 credits or 480 credits with sandwich year) |

Students take 2 options 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 Design/Web Programming. Students completing 240 credits at F and I Levels can be awarded a Diploma of Higher Education (DipHE) in Web Design/Web Programming.

## 14. Teaching, Learning and Assessment

**14.1** Lectures, tutorial and practical sessions support the acquisition of knowledge and understanding outcomes K1 to K4. Understanding will be further reinforced through an individual project. These are studio based. Knowledge and understanding learning outcomes are assessed through practical and creative assignments, individual and group presentations, individual assignments and project reports. Typically written reports, reflective and evaluative in nature, or evidence of planning and design documentation will be provided with practical assignments.

Cognitive skills C1 to C5 are developed by involving the learner in the teaching/learning process and during the project modules throughout the course. The digital media development cycle is followed in modules taken in years 1, 2 and 4. These modules tend to be studio based rather than a formal lecture and tutorial. Development of cognitive skills C2, C3, C4 and C5 occurs through tutorial and practical sessions. Students are encouraged to rationalize their ideas and designs and justify design decisions in discussion with tutors, particularly during visual design and asset production tutorial sessions. Panel or tutor reviews are an important part of the learning process in addition to contributing to the assessment. Assessment is through project assignments and verbal and written reports; a student will consistently have to reinforce his/her intellectual skills by providing a reflective account of the development process and an analytical evaluation of the design solution or developed artefact.

Lectures, workshop and tutorial sessions support the acquisition of professional and practical skills and outcomes P1, P2 and P4 are further developed during the project modules throughout the course. The digital media development cycle is followed in the individual project modules in years P1, P2 and P4. These modules tend to be studio based.

Students may work as part of a development team in the year 2 and the final year modules.

Students’ practical skills are assessed by producing a portfolio of practical work or by producing a multimedia solution to a given problem scenario. Panel or tutor reviews are an important part of the learning process in addition to contributing to the assessment. Group outputs are moderated by peer assessment and the module assessment typically includes individual work, usually in the form of a reflective or evaluative report on the process and product. The first year project and specialist module delivers personal development planning and its assessment.

Transferable/key skills

 In addition to the normal oral and written forms required in all assignments, students will be involved in creating and organizing the information content of a web-based digital media system and determining the media to be used to present the information within the system. Students are presented with a range of scenarios in assignment work to cover different audiences, ranging from informal discussions with peers and tutor to formal presentations to clients.

T2 is addressed within the digital media curriculum throughout the course. For T3, input is provided throughout most modules in years 1, 2 and 4. T4 is a key aspect of the programming modules and the studio/workshop based modules in each year. Entrepreneurial skills are introduced in project modules throughout years 1, 2 and 4.

Transferable skills T5, T6, T7 and T8 are developed during tutorials and workshops and studio based sessions. Projects and most assignments include an evaluation of the work, the development process and product and a reflection on way the student worked throughout the assignment or project. The students are expected to use project planning techniques and software. A tutor may adopt the role of client to introduce uncertainty into a project. Final year projects could have real clients.

The students are encouraged to become independent learners in a number of ways: using VLE resources, web based tutorials, producing e-learning materials for assignments. The students are not trained in using software –they are expected to use the 4hours/week per module in directed unsupervised study time.

Working with others (T9) is a key aspect in years 1, 2 and 4. Modules provide further opportunities for students to work in teams. Students are encouraged to use the electronic group work tools on the VLE to work collaboratively and remotely, a growing practice in the digital media industry. During each year students are exposed to the critical evaluation of their work by tutors and peers. Their skills in formulating reasoned responses (T10) are further developed throughout the course. The first year project and specialist module delivers personal development planning and its assessment.

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/).

* 1. However, the specific entry requirements and admission criteria for the courses are detailed below:

Course entry requirements are as given on the University web site

(<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 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CIT2202 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CIT2330 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CII2202 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CII2350 | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** |
| CIT2351 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| CII2201 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CIS2201 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| BIO0216 | **✓** | **✓** |  | **✓** |  | **✓** | **✓** |  |
| CSP2010 | **✓** |  |  | **✓** | **✓** |  | **✓** | **✓** |
| CSP2020 | **✓** |  |  | **✓** | **✓** |  | **✓** | **✓** |
| CHT2531 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| BHO0257 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| CHT2541 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| CHI2550 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CHT2520 | **✓** | **✓** |  | **✓** |  |  | **✓** |  |
| CHT2567 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| CHP2524 | **✓** | **✓** |  | **✓** |  |  | **✓** | **✓** |

**PSD Appendix 2**

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

|  **Course Learning Outcomes** |
| --- |
| **Module Code**  | **K1** | **K2** | **K3** | **K4** | **C1** | **C2** | **C3** | **C4** | **C5** | **P1** | **P2** | **P3** | **P4** | **P5** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **T7** | **T8** | **T9** | **T10** |
| CFT2111 | **** | **** |  |  |  |  |  |  |  |  | **** |  | **** |  | **** | **** |  | **** | **** |  |  |  |  |  |
| CFT2133 | **** | **** |  | **** |  |  | **** |  | **** | **** |  |  | **** |  | **** |  | **** | **** |  |  |  |  |  |  |
| CFI2102 | **** |  |  |  |  |  |  | **** |  |  |  |  |  |  | **** | **** | **** |  |  |  |  |  | **** |  |
| CFP2125 | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** | **** | **** |  | **** | **** | **** | **** |  | **** | **** | **** |
| CFT2178 |  |  | **** | **** |  | **** | **** | **** | **** |  | **** |  | **** |  | **** |  | **** | **** | **** | **** |  |  |  | **** |
| CFI2103 | **** |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |
| On meeting all of the above: CertHE Web Design |
| CII2201 | **** |  |  |  |  |  |  | **** |  |  |  |  |  |  | **** | **** | **** |  |  |  |  |  | **** |  |
| CIT2202 | **** | **** |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  | **** | **** |  |  |  |  |  |  |
| CIT2330 | **** | **** |  | **** |  |  | **** |  | **** | **** | **** |  | **** |  | **** |  | **** | **** |  |  |  |  |  |  |
| CII2202 | **** |  |  |  | **** |  |  |  |  | **** |  |  | **** |  | **** |  |  | **** |  |  |  |  |  |  |
| CII2350 | **** |  |  |  | **** | **** |  | **** |  | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** |
| CIT2351 |  |  | **** |  |  | **** | **** | **** | **** |  | **** |  | **** |  | **** |  | **** | **** | **** | **** |  |  |  | **** |
| On meeting all of the above: DipHE Web Design |
| CHT2541 |  |  | **** |  |  |  |  |  | **** |  | **** |  | **** |  | **** |  | **** | **** | **** | **** |  |  |  | **** |
| BHO0257 |  |  |  | **** | **** | **** | **** |  |  |  | **** |  | **** |  | **** |  |  | **** |  | **** |  |  |  | **** |
| CHI2550 | **** |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |
| CHT2520 | **** | **** |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  | **** | **** |  |  |  |  |  |  |
| CHT2531 | **** | **** |  |  |  |  |  |  |  |  | **** |  | **** |  |  | **** |  | **** | **** | **** |  | **** |  |  |
| CHT2567 | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |
| CHP2524 | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** | **** | **** |  | **** | **** | **** | **** |  | **** |  | **** |
| On meeting all of the above: BSc (Hons) Web Design |

|  **Course Learning Outcomes** |
| --- |
| **Module Code**  | **K1** | **K2** | **K3** | **K4** | **C1** | **C2** | **C3** | **C4** | **C5** | **P1** | **P2** | **P3** | **P4** | **P5** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **T7** | **T8** | **T9** | **T10** |
| CFT2111 | **** | **** |  |  |  |  |  |  |  |  | **** |  | **** |  | **** | **** |  | **** | **** |  |  |  |  |  |
| CFT2133 | **** | **** |  | **** |  |  | **** |  | **** | **** |  |  | **** |  | **** |  | **** | **** |  |  |  |  |  |  |
| CFI2102 | **** |  |  |  |  |  |  | **** |  |  |  |  |  |  | **** | **** | **** |  |  |  |  |  | **** |  |
| CFP2125 | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** | **** | **** |  | **** | **** | **** | **** |  | **** | **** | **** |
| CFT2178 |  |  | **** | **** |  | **** | **** | **** | **** |  | **** |  | **** |  | **** |  | **** | **** | **** | **** |  |  |  | **** |
| CFI2103 | **** |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |
| On meeting all of the above: CertHE Web Programming |
| CIT2202 | **** | **** |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  | **** | **** |  |  |  |  |  |  |
| CII2201 | **** |  |  |  |  |  |  | **** |  |  |  |  |  |  | **** | **** | **** |  |  |  |  |  | **** |  |
| CII2202 | **** |  |  |  | **** |  |  |  |  | **** |  |  | **** |  | **** |  |  | **** |  |  |  |  |  |  |
| CII2350 | **** |  |  |  | **** | **** |  | **** |  | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** |
| CIT2351 |  |  | **** |  |  | **** | **** | **** | **** |  | **** |  | **** |  | **** |  | **** | **** | **** | **** |  |  |  | **** |
| CIS2201 | **** |  |  |  | **** |  |  |  |  |  |  |  |  |  | **** | **** | **** |  |  |  |  |  | **** |  |
| BIO0216 |  |  |  | **** | **** | **** | **** |  |  |  | **** |  | **** |  | **** |  |  | **** |  | **** |  |  |  | **** |
| On meeting all of the above: DipHE Web Programming |
| BHO0257 |  |  |  | **** | **** | **** | **** |  |  |  | **** |  | **** |  | **** |  |  | **** |  | **** |  |  |  | **** |
| CHI2550 | **** |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |
| CHT2520 | **** | **** |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  | **** | **** |  |  |  |  |  |  |
| CHT2531 | **** | **** |  |  |  |  |  |  |  |  | **** |  | **** |  |  | **** |  | **** | **** | **** |  | **** |  |  |
| CHT2567 | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |
| CHP2524 | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** | **** | **** |  | **** | **** | **** | **** |  | **** |  | **** |
| On meeting all of the above: BSc (Hons) Web Programming |

**PSD Appendix 3**

**Subject Benchmark Mapping**

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

|  **Course Learning Outcomes** |
| --- |
| **Computing (Oct 2019)**  | **K1** | **K2** | **K3** | **K4** | **C1** | **C2** | **C3** | **C4** | **C5** | **P1** | **P2** | **P3** | **P4** | **P5** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **T7** | **T8** | **T9** | **T10** |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  |  |  |  | **** |  |  |

**3.3 Computing-related cognitive skills:**

**iii** knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and

computer applications as appropriate to the course of study

**iv** modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication,

prediction and the understanding of trade-offs

**v** requirements, practical constraints and computer-based systems (this includes computer systems, information, security, embedded, and distributed systems) in

their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solutions

**vi** critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development

**vii** methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems

**viii** professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of

computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.

**3.4 Computing-related practical skills:**

**i** the ability to specify, design and construct reliable, secure and usable computer-based systems

**ii** the ability to evaluate systems in terms of quality attributes and possible trade-offs presented within the given problem

**v** the ability to deploy effectively the tools used for the construction and documentation of computer applications, with particular emphasis on understanding

the whole process involved in the effective deployment of computers to solve practical problems

**3.5 Generic skills for employability are described below.**

**ii** Intellectual skills: critical thinking; making a case; numeracy and literacy;

information literacy. The ability to construct well-argued and grammatically correct

documents. The ability to locate and retrieve relevant ideas, and ensure these are

correctly and accurately referenced and attributed.

**iv** Interaction: reflection and communication; the ability to succinctly present rational

and reasoned arguments that address a given problem or opportunity, to a range of

audiences (orally, electronically or in writing).

**6.5** On graduating with an honours degree in computing at typical level, students should be able to

**v** demonstrate generic skills with an ability to show organised work both as an individual and as a team member and with minimum guidance

**vi** apply appropriate practices within a professional, legal and ethical framework and identify mechanisms for continuing professional development and lifelong learning.

|  **Course Learning Outcomes** |
| --- |
| **Commun., Media, Film & Cultural Studies (Dec 2019)** | **K1** | **K2** | **K3** | **K4** | **C1** | **C2** | **C3** | **C4** | **C5** | **P1** | **P2** | **P3** | **P4** | **P5** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **T7** | **T8** | **T9** | **T10** |
| 4.2 |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.4 |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.5 |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.2 |  |  |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  |  |  |  |  |  |  |
| 5.3 |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.4 | **** |  | **** | **** |  | **** |  |  | **** |  | **** |  | **** | **** | **** |  |  |  | **** | **** | **** |  |  |  |
| 5.6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  | **** | **** | **** | **** |  |  | **** |  |

**4.2** Knowledge and understanding of some aspects of communications, culture and society

**4.4** Knowledge and understanding of processes and practices

**4.5** Knowledge and understanding of forms and aesthetics

**5.2** Critical analysis abilities

**5.3** Research abilities

**5.4** Production or practice abilities

**5.6** Generic skills abilities

|  **Course Learning Outcomes** |
| --- |
| **Art and Design (Dec 2019)** | **K1** | **K2** | **K3** | **K4** | **C1** | **C2** | **C3** | **C4** | **C5** | **P1** | **P2** | **P3** | **P4** | **P5** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **T7** | **T8** | **T9** | **T10** |
| 4.4 |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.4iii |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.5 | **** |  | **** | **** |  |  |  |  |  |  | **** |  | **** | **** |  |  |  |  |  |  |  |  |  |  |
| 6.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |
| 6.10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  | **** |  | **** | **** | **** |  | **** | **** |

**4.4** Students are able to: • employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination while observing sound and ethical working practices, and professional/legal responsibilities relating to the subject • articulate, synthesise and generate knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employability and enterprise, preparation for further study, research and personal development • demonstrate an understanding of the role and impact of intellectual property (IP) within art and design subjects • apply, consolidate and extend learning in different contexts and situations, both within and beyond the field of art and design.

**6.4iii** Graduates are able to develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments

**6.5** A graduate's work is informed by aspects of professional practice in their discipline(s).

**6.7** Graduates have developed skills in communication and expression through visual and material forms and are able to use visual languages to investigate, analyse, interpret, develop and articulate ideas and information. At least some of their work will be informed by ideas and practice at the forefront of their discipline.

**6.10** Demonstrate the following skills: Self-management, critical engagement, group/team working and social skills, research and information skills, personal qualities.

**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** | CFP2125Personal 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** | CHT2567CHP2524Personal Academic Tutor (PAT) | Team work and self assessment Individual work under supervisionSelf reflection with support from PAT | Through taking part in the end of year showcase eventThrough undertaking the individual final year projectThrough PAT meetings |
| **EVIDENCE** | CHT2567CHP2524Personal Academic Tutor (PAT) | Presentations and showcase-related deliverablesPoster, 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 18Wk18Wk 24 |  |
| CFT2178 | Portfolio 100% | Wk 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 |  |
| CII2201 | Task 1 ICT 40%Task 2 CWK 60% | Wk 6Wk 12 |  |
| CIT2330 | Task 1 Project 50%Task 2 Portfolio 50% | Wk 18Wk 24 |  |
| CII2202 | Report 100% | Wk 24 |  |
| CII2350 | Task 1 Report 20%Task 2 Project 60%Task 3 Presentation 20% | Wk 16Wk 24Wk 24 |  |
| CIT2351 | Portfolio 100% | Wk 24 |  |
| CIS2201 | Task 1 ICT 50%Task 2 CWK 50% | Wk 18Wk 24 |  |
| BIO0216 | CWK 100% | Wk 24 |  |
| CHT2541 | Portfolio 100% | Wk 12 |  |
| BHO0257 | CWK 100% | Wk 12 |  |
| 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 |  |
| CHT2567  | Task 1 Portfolio 40%Task 2 Portfolio 40%Task 3 Presentation 20% | Wk 18Wk 24Wk 24 |  |
| 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 |