# University of Huddersfield Programme Specification

| 1. | Awarding institution | University of Huddersfield |
| --- | --- | --- |
| 2. | Teaching institution  | University of Huddersfield |
| 3. | School and Department | School of Computing and Engineering, Department of Computer Science |
| 4. | Course accredited by | British Computing Society (BCS) |
| 5. | Mode of Delivery | Full Time (3 years), Sandwich (4 years) |
| 6. | Final Award | BA (Hons), BSc (Hons) |
| 7. | Course Title | BA (Hons) Computing in Business BSc (Hons) Information Technology (IT) |
| 8. | UCAS Codes | C206 BSc(Hons) Information TechnologyG423 BA (Hons) Computing in Business |
| 9. | Subject benchmark statement | QAA Computing 2019 |
| 10. | Date of Programme Specification Approval | May 2010Revised: March 2012Revised: November 2012Revised: May 2014Revised: July 2016Revised: May 2017Revised: November 2017Revised: June 2018Revised: November 2018Revised: September 2019Revised: January 2022Revised: February 2022Revised: September 2022 |

## 11. Educational Aims of the Courses

The course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

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

In addition, the named awards will provide:

1. The purpose of these courses is to produce graduates who are information systems professionals. Our goal is to equip students with the knowledge, skills and attitudes to enable them to develop careers that centre upon helping organisations to specify, design, implement, operate and exploit information systems. We aim to produce graduates capable of performing strongly in entry-level information systems positions, with a strong emphasis on future career growth.
2. To achieve this purpose, the modules in our courses focus upon two academic themes:-
* Technology theme: Our students need to be masters of the technologies upon which modern information systems are built. Accordingly, they develop increasingly advanced technical skills as they progress through our courses.
* Information Systems theme: Information systems are socio-technical systems, the success of an information system depending as much upon its human and organisational components as upon its technical characteristics. Our students need to be well-versed in the skills necessary to integrate information systems technologies successfully into host organisations.
1. Deriving from our core purpose, and from the two themes upon which our courses are based, the aims of our courses are:-

Common Aims

All our students will:-

* 1. develop the technical knowledge and skills necessary to allow them to build, operate and maintain information systems.
	2. develop the ‘human systems’ knowledge, skills and attitudes necessary to allow them to understand how to integrate information systems technologies successfully into host organisations.
	3. develop the personal and professional skills to enable them to develop successful careers and to continue their professional development after leaving university.
1. The professional standards against which our courses are calibrated are those of the British Computing Society, the BCS being the authoritative body for computer professionals in the UK.
2. The academic standard to which we attach our courses are those in the QAA’s Benchmark statements for Computing, appropriately amended to take account of the Information Systems emphasis of the courses.

On successful completion of one of our courses, our Honours graduates will possess the abilities identified in the Computing Benchmark statements.

## 12. Course Learning Outcomes

### Knowledge and Understanding

On completion of one of our courses students will have a critical understanding of:-

1. The systems approach, systems modelling (including soft systems) and requirements for systems, including strategic requirements. (C)
2. The specification of software to meet information systems requirements. (C)
3. The implementation of software to meet specifications, including use of programming languages and other software tools. (C)
4. Commonly encountered business information systems and the hardware and software that enable their operation. (C)
5. Modern business practice.
6. The range of technologies and procedures needed to support the use of IT within organisations.
7. Multimedia Techniques

**Subject Specific Skills Outcomes**

On completion of their studies all our students will have skills in:-

1. Problem structuring (C)
2. Systems analysis and design (C)
3. Systems modelling (C)
4. Specification of software (C)
5. Computer programming, and software testing, for business applications. (C)
6. Use of database software (C)
7. Web programming and applications(C)
8. Design and evaluation of the human-computer interfaces (C)
9. Project planning and management (C)

### Professional/Practical Skills

All our students will develop professional and personal skills including:-

1. Professional ethics (C)
2. Workplace practice (C)
3. Application of legislation relevant to the use of information systems (C)
4. Personal development planning

### Transferable/Key Skills

All our students will develop transferable/key skills including:

1. Report writing
2. Information retrieval skills
3. Presentation skills
4. Group working
5. Independent learning
6. Time management
7. Problem solving and critical thinking

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

**13.1**

 BSc(Hons) Information Technology

| **Level** | **Term** | **Modules** | **Status** | **Credit** |
| --- | --- | --- | --- | --- |
| Year 1 |
| F (FHEQ 4) | 1 | CFI2102 Introduction to Data Analysis | Core | 20 |
| F (FHEQ 4) | 1 | CFT2111 Introduction to Web Programming | Core | 20 |
| F (FHEQ 4) | 1 | CFI2101 Requirements Engineering | Core | 20 |
| F (FHEQ 4) | 2 | CFI2103 Introduction to Databases | Core | 20 |
| F (FHEQ 4) | 2 | CFS2102 Computer Network Fundamentals | Core | 20 |
| F (FHEQ 4) | 2 | CFP2125 Project 1 | Core | 20 |
| Year 2 |
| I (FHEQ 5) | 1 | CII2201 Applied Data Science | Core | 20 |
| I (FHEQ 5) | 1 | CIT2202 Web Development | Core | 20 |
| I (FHEQ 5) | 1 | CII2202 User Experience Design | Core | 20 |
| I (FHEQ 5) | 2 | CIS2201 Cyber Security | Core | 20 |
| I (FHEQ 5) | 2 | BIO0216 Management within an IT Environment | Core | 20 |
| I (FHEQ 5) | 2 | CII2350 Team Project | Core | 20 |
| Placement Year (Optional) |
| N/A | Year | CSP2010 Personal, Social and Technical Skills | Core | 60 |
| N/A | Year | CSP2020 Self-Assessment Skills | Core | 60 |
| Final Year (students choose two optional modules) |
| H (FHEQ 6) | 1 | CHI2400 Information Architecture | Core  | 20 |
| H (FHEQ 6) | 1 | CHT2531 Advanced Front-End Web Development | Optional | 20 |
| H (FHEQ 6) | 1 | BHO0257 Digital and Social Media Marketing | Optional | 20 |
| H (FHEQ 6) | 1 | CHI2550 Modern Database Applications | Optional | 20 |
| H (FHEQ 6) | 1 | CHT2520 Advanced Web Programming  | Optional | 20 |
| H (FHEQ 6) | 1 | CHI2402 Advanced Analytics | Optional | 20 |
| H (FHEQ 6) | 2 | CHI2513 Systems Strategy | Core | 20 |
| H (FHEQ 6) | 2 | CHP2524 Individual Project | Core | 40 |

 BA(Hons) Computing in Business

| **Level** | **Term** | **Modules** | **Status** | **Credit** |
| --- | --- | --- | --- | --- |
| Year 1 |
| F (FHEQ 4) | 1 | CFI2102 Introduction to Data Analysis | Core | 20 |
| F (FHEQ 4) | 1 | CFT2111 Introduction to Web Programming | Core | 20 |
| F (FHEQ 4) | 1 | CFI2101 Requirements Engineering | Core | 20 |
| F (FHEQ 4) | 2 | CFI2103 Introduction to Databases | Core | 20 |
| F (FHEQ 4) | 2 | CFS2102 Computer Network Fundamentals | Core | 20 |
| F (FHEQ 4) | 2 | CFP2125 Project 1 | Core | 20 |
| Year 2 |
| I (FHEQ 5) | 1 | CII2201 Applied Data Science | Core | 20 |
| I (FHEQ 5) | 1 | CIT2202 Web Development | Core | 20 |
| I (FHEQ 5) | 1 | CII2202 User Experience Design | Core | 20 |
| I (FHEQ 5) | 2 | CIS2201 Cyber Security | Core | 20 |
| I (FHEQ 5) | 2 | BIO0216 Management within an IT Environment | Core | 20 |
| I (FHEQ 5) | 2 | CII2350 Team Project | Core | 20 |
| Placement Year (Optional) |
| N/A | Year | CSP2010 Personal, Social and Technical Skills | Core | 60 |
| N/A | Year | CSP2020 Self-Assessment Skills | Core | 60 |
| Final Year (students choose one optional module) |
| H (FHEQ 6) | 1 | CHI2400 Information Architecture | Core  | 20 |
| H (FHEQ 6) | 1 | CHT2531 Advanced Front-End Web Development | Optional | 20 |
| H (FHEQ 6) | 1 | BHO0257 Digital and Social Media Marketing | Optional | 20 |
| H (FHEQ 6) | 1 | CHI2550 Modern Database Applications | Optional | 20 |
| H (FHEQ 6) | 1 | CHT2520 Advanced Web Programming  | Optional | 20 |
| H (FHEQ 6) | 1 | CHI2402 Advanced Analytics | Optional | 20 |
| H (FHEQ 6) | 2 | BHS0038 Strategy and Business Transformation | Core | 20 |
| H (FHEQ 6) | 2 | CHI2513 Systems Strategy | Core | 20 |
| H (FHEQ 6) | Year | CHP2524 Individual Project | Core | 40 |

### 13.2 Interim Awards

All students may exit the courses at 120 credits with a Certificate of Higher Education in Information Technology/Computing in Business and at 240 credits with a Diploma of Higher Education in Information Technology/Computing in Business.

## 14. Teaching, Learning and Assessment

**14.1** Teaching and learning enables students to acquire the knowledge and skills required by a course. Assessment indicates whether or not such outcomes have been achieved.

 **Teaching strategy**

Our teaching strategy is to match styles of delivery to the nature of the materials being studied. Some subjects are best considered using a conventional lecture and supporting tutorial method of delivery, allowing students time to read and reflect from week to week. Other subjects lend themselves more readily to workshop or seminar styles of learning. Our students, therefore, experience a varied learning experience, including lectures, seminars, tutorials, case-studies, projects, workshops and independent learning.

 Further details of methods of delivery are provided in the module specifications.

 We make extensive use of our Virtual Learning Environment, (VLE). All our modules have a VLE presence. Most modules use the VLE at least as a repository for lecture and supplementary materials. Many modules also integrate online quizzes, discussion boards, and assignment submission. The principal channel for learning remains the interaction between staff and students but students value the secondary channel for learning that our VLE provides.

 Students are very strongly encouraged to opt to take a Work Experience placement. We believe in the benefits of the work placement experience: 'One year older, five years more mature'. We expect that only students who have had relevant work experience prior to beginning their studies, who have valid personal reasons for not embarking upon a placement, or who cannot find a suitable placement, will omit the placement year.

 We emphasise project-based learning. We believe that projects encourage a student-centred approach to learning, with students increasingly taking responsibility for their own progress.

 The 'project' modules also provide a focus for each year of study. They integrate learning across the modules in each stage and provide opportunities for students to develop project skills, including group working. They help to develop the skills and attitudes that are necessary in work-place environments. The Individual Project in the Final Year provides an opportunity for students to demonstrate initiative, independence and self-directed learning over a sustained period.

 The project modules will also be the primary focus for formal discussion of 'transferable' skills. It is NOT the case, however, that skills such as literacy, research skills, group skills, etc, are only 'done' in the project modules. We regard our students as 'professionals in training' and seek to inculcate high levels of performance in all our modules.

 Consistent with our concept of 'professionals in training', a theme of 'Personal Development Planning' is embedded in our courses. The project modules and Professional Issues module also emphasise the need for a professional approach.

 **Assessment strategy**

 The general regulatory assessment framework provided by the University and School applies to these courses.

 Assessment must be fair, valid and reliable. On our courses, a sample of all marking is second marked and internally moderated. Additionally, Intermediate and Honours level marking is subject to scrutiny and moderation by our External Examiners

 Formative assessment is important in the learning process. Accordingly, we provide the following formative feedback mechanisms:-

* Most of our modules include more than one element of assessment and thus students can usually receive feedback on their performance prior to the final assessment.
* All our modules include workshop and/or tutorial periods during which students and tutors can discuss matters of concern directly.
* Final Year students are encouraged to maintain regular contacts with their Project Tutor and to submit drafts of project chapters in order to obtain formative feedback.
* Many of our modules provide online quizzes, via the VLE, which allow students to self-check their understanding as they progress through the modules.

Summative assessment methods in each module vary in accordance with the nature of the material considered and of the learning outcomes. Methods of assessment can include: reports; analyses; presentations; implementations of code; portfolios of work; in-class tests; peer assessment; and seen and unseen examinations. Details of methods of assessment are provided in the module specifications.

## 15. Support for Students and their Learning

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://togetherall.com/en-gb/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](http://www.hud.ac.uk/disability-services/).

**15.2.3 Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**15.2.4 The Student Finance Office**

The Student Finance Office services include:

* 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)

**15.2.5 Computing Services**

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

**15.2.6 Library** **Services**

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

* 1. **School Level**

The School of Computing and Engineering provides additional student support using a variety of approaches:

* All students undertake an induction course at the beginning of their First Year, where the full support services at University, School and Departmental levels are explained.
* Students are provided with a Student course Handbook that similarly explains the support mechanisms available to students.
* Students are allocated to a Personal Academic Tutor (PAT) during Induction Week. PATs provide a first point of contact for students who need to discuss personal or academic matters. To ensure continuity, PATs remain with their tutees during the first two years of study. In the Final Year, the Project Tutor assumes responsibility. PATs can refer students to central support units when appropriate.
* Module Tutors provide support for their modules both within and outside timetabled hours. Module leaders prepare module handbooks that are distributed to students.
* The School has access to academic skills tutors who provide students with guidance about study and other skills on an individual basis. Module tutors are encouraged to refer students with difficulties to the academic support tutor.
* As poor attendance may be an early indicator of significant difficulties, students are expected to attend scheduled classes on a regular basis. Student attendance is monitored and students with poor attendance are contacted and invited to discuss any problems they may have with a Guidance Tutor.
* Students are encouraged to contribute to the improvement of their learning experiences. The formal mechanisms for this are the Student Panels and end of session course evaluation questionnaires. In practice, however, there is a continuing informal dialogue between students and tutors about matters of concern.

## 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 3 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/).](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/)

**16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.**

**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 BSc(Hons) Information Technology and BA(Hons) Computing in Business degrees are both accredited by the British Computing Society (BCS).

## 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.

**19. Indicators of Quality and Standards**

**19.1** Our courses are designed for accreditation by the British Computer Society, with the intention that successful completion will allow students exemption from the Society’s examination and project requirements for Membership.

##

**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**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CFI2102 | x |  |  | x | x |  |  |  |
| CFT2111 | x |  |  | x |  |  | x |  |
| CFI2101 | x |  |  | x |  |  |  |  |
| CFI2103 | x |  |  | x |  |  |  |  |
| CFS2102 | x |  |  | x |  |  |  |  |
| CFP2125 | x | x | x | x | x |  |  | x |
| CII2202 | x |  |  | x |  |  |  |  |
| CIT2202 | x |  |  | x |  |  |  |  |
| CIS2201 | x | x |  | x |  |  | x |  |
| CII2201 | x |  |  | x | x |  |  |  |
| BIO0216 | x | x |  | x | x |  |  |  |
| CII2350 | x | x | x | x | x |  | x | x |
| BHS0027 | x | x |  | x |  |  |  |  |
| CHI2400 | x |  |  | x |  |  |  |  |
| CHI2513 | x |  |  | x | x |  |  |  |
| CHP2524 | x | x | x | x |  | x | x | x |
| CHT2531 | x |  |  | x |  |  |  |  |
| BHO0257 | x | x |  | x |  |  |  |  |
| CHI2550 | x |  |  | x |  |  |  |  |
| CHT2520 | x |  |  | x |  |  |  |  |
| CHI2402 | x |  |  | x |  |  |  |  |

**PSD Appendix 2**

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

**Course learning outcomes for the final award of BSc(Hons) Information Technology**

| **CLO** | **CFI2102** | **CFT2111** | **CFI2101** | **CFI2103** | **CFS2102** | **CFP2125** | **CII2201** | **CII2202** | **CIT2202** | **CIS2201** | **BIO0216** | **CII2350** | **CHI2400** | **CHI2513** | **CHP2524** | **CHT2531** | **BHO0257** | **CHI2550** | **CHT2520** | **CHI2402** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **K1** |  | **** | **** |  |  | **** |  | **** |  | **** |  | **** |  | **** |  |  |  |  |  |  |
| **K2** |  | **** | **** |  |  | **** |  |  |  | **** | **** | **** |  |  |  |  |  | **** |  |  |
| **K3** | **** | **** |  | **** |  | **** | **** |  | **** |  |  | **** |  |  |  | **** |  |  | **** | **** |
| **K4** | **** |  |  |  | **** |  | **** |  |  | **** |  | **** |  | **** |  |  | **** | **** |  |  |
| **K5** |  |  |  |  |  | **** |  |  |  | **** | **** | **** | **** |  |  |  |  |  |  |  |
| **K6** |  |  |  |  | **** | **** | **** |  | **** | **** |  | **** |  |  |  |  |  |  |  |  |
| **K7** |  | **** |  |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |
| **S1** |  | **** |  |  |  | **** |  | **** |  | **** |  | **** |  |  | **** |  |  |  |  |  |
| **S2** |  |  | **** |  | **** | **** |  | **** |  |  |  | **** | **** |  | **** |  |  | **** |  |  |
| **S3** |  | **** | **** | **** |  | **** |  |  |  |  |  | **** |  |  | **** |  |  | **** |  |  |
| **S4** |  |  | **** |  |  | **** |  |  |  |  |  | **** |  |  | **** |  |  |  |  |  |
| **S5** |  |  |  |  |  | **** | **** |  | **** | **** |  | **** |  |  | **** |  |  |  |  |  |
| **S6** |  |  |  | **** |  | **** |  |  | **** |  |  | **** |  |  | **** |  |  |  | **** |  |
| **S7** |  | **** |  |  |  | **** |  |  | **** |  |  |  |  |  |  | **** |  |  | **** |  |
| **S8** |  |  |  |  |  | **** |  | **** |  |  |  | **** |  |  | **** | **** |  |  |  |  |
| **S9** |  |  |  |  |  | **** |  |  |  |  |  | **** |  |  | **** |  |  |  |  |  |
| **P1** | **** | **** |  |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |
| **P2** |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  | **** |  |  |  | **** |  |
| **P3** |  |  |  |  |  | **** |  |  |  |  | **** | **** |  |  | **** |  |  |  |  |  |
| **P4** |  |  |  |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  | **** |  |  |  | **** |  | **** |  |  | **** | **** | **** |  |  |  |
| **T2** |  |  | **** |  | **** | **** |  | **** |  | **** | **** | **** | **** |  | **** |  |  |  |  |  |
| **T3** |  |  | **** |  |  | **** |  |  |  |  |  | **** |  |  | **** |  |  |  |  |  |
| **T4** | **** |  |  |  |  | **** | **** |  |  |  |  | **** |  |  | **** |  |  |  |  |  |
| **T5** |  |  |  |  |  | **** |  |  |  | **** |  | **** | **** | **** | **** | **** | **** |  |  |  |
| **T6** |  |  |  |  |  | **** |  |  |  | **** |  | **** |  |  | **** |  |  |  |  |  |
| **T7** |  |  |  |  |  | **** | **** |  | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** |

**Course learning outcomes for the final award of BA(Hons) Computing in Business**

| **CLO** | **CFI2102** | **CFT2111** | **CFI2101** | **CFI2103** | **CFS2102** | **CFP2125** | **CII2201** | **CII2202** | **CIT2202** | **CIS2201** | **BIO0216** | **CII2350** | **BHS0027** | **CHI2400** | **CHI2513** | **CHP2524** | **CHT2531** | **BHO0257** | **CHI2550** | **CHT2520** | **CHI2402** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **K1** |  | **** | **** |  |  | **** |  | **** |  | **** |  | **** | **** |  | **** |  |  |  |  |  |  |
| **K2** |  | **** | **** |  |  | **** |  |  |  | **** | **** | **** |  |  |  |  |  |  | **** |  |  |
| **K3** | **** | **** |  | **** |  | **** | **** |  | **** |  |  | **** |  |  |  |  | **** |  |  | **** | **** |
| **K4** | **** |  |  |  | **** |  | **** |  |  | **** |  | **** |  |  | **** |  |  | **** | **** |  |  |
| **K5** |  |  |  |  |  | **** |  |  |  | **** | **** | **** |  | **** |  |  |  |  |  |  |  |
| **K6** |  |  |  |  | **** | **** | **** |  | **** | **** |  | **** |  |  |  |  |  |  |  |  |  |
| **K7** |  | **** |  |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |
| **S1** |  | **** |  |  |  | **** |  | **** |  | **** |  | **** | **** |  |  | **** |  |  |  |  |  |
| **S2** |  |  | **** |  | **** | **** |  | **** |  |  |  | **** |  | **** |  | **** |  |  | **** |  |  |
| **S3** |  | **** | **** | **** |  | **** |  |  |  |  |  | **** |  |  |  | **** |  |  | **** |  |  |
| **S4** |  |  | **** |  |  | **** |  |  |  |  |  | **** |  |  |  | **** |  |  |  |  |  |
| **S5** |  |  |  |  |  | **** | **** |  | **** | **** |  | **** |  |  |  | **** |  |  |  |  |  |
| **S6** |  |  |  | **** |  | **** |  |  | **** |  |  | **** |  |  |  | **** |  |  |  | **** |  |
| **S7** |  | **** |  |  |  | **** |  |  | **** |  |  |  |  |  |  |  | **** |  |  | **** |  |
| **S8** |  |  |  |  |  | **** |  | **** |  |  |  | **** |  |  |  | **** | **** |  |  |  |  |
| **S9** |  |  |  |  |  | **** |  |  |  |  |  | **** |  |  |  | **** |  |  |  |  |  |
| **P1** | **** | **** |  |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |
| **P2** |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  | **** |  |  |  | **** |  |
| **P3** |  |  |  |  |  | **** |  |  |  |  | **** | **** |  |  |  | **** |  |  |  |  |  |
| **P4** |  |  |  |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  | **** |  |  |  | **** |  | **** | **** |  |  | **** | **** | **** |  |  |  |
| **T2** |  |  | **** |  | **** | **** |  | **** |  | **** | **** | **** |  | **** |  | **** |  |  |  |  |  |
| **T3** |  |  | **** |  |  | **** |  |  |  |  |  | **** | **** |  |  | **** |  |  |  |  |  |
| **T4** | **** |  |  |  |  | **** | **** |  |  |  |  | **** |  |  |  | **** |  |  |  |  |  |
| **T5** |  |  |  |  |  | **** |  |  |  | **** |  | **** | **** | **** | **** | **** | **** | **** |  |  |  |
| **T6** |  |  |  |  |  | **** |  |  |  | **** |  | **** |  |  |  | **** |  |  |  |  |  |
| **T7** |  |  |  |  |  | **** | **** |  | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |

**PSD Appendix 3**

**Subject Benchmark Mapping**

Demonstration of how course learning outcomes map onto the relevant [QAA subject benchmark](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) statement (Section 6 Benchmark Standards) (or, mapping to the relevant [QAA Characteristics Statement](https://www.qaa.ac.uk/quality-code/supporting-resources) if no subject bench is applicable):

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

| **Subject Benchmark Statements**  | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **S9** | **P1** | **P2** | **P3** | **P4** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **T7** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3.3(i)** | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.3(ii)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.3(iii)** | **** | **** | **** | **** |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.3(iv)** | **** | **** |  |  |  |  |  |  | **** | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.3(v)** |  | **** |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.3(vi)** |  |  |  |  |  |  |  |  |  |  |  | **** |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.3(vii)** | **** | **** | **** |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.3(viii)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** | **** | **** |  |  |  |  |  |  |  |  |
| **3.4(i)** |  |  |  |  |  |  |  |  |  |  | **** |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.4(ii)** |  |  |  |  |  |  |  |  | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.4(iii)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |
| **3.4(iv)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |
| **3.4(v)** |  |  |  |  |  |  |  |  |  |  |  | **** |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.4(vi)** |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.5(i)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** | **** | **** | **** | **** | **** | **** | **** |
| **3.5(ii)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  |  |  |  |
| **3.5(iii)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** | **** |  |
| **3.5(iv)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  | **** |  |  |  |  |
| **3.5(v)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |
| **3.5(vi)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |
| **3.5(vii)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**3.3 Computing-related cognitive skills:**

1. computational thinking, including its relevance to everyday life
2. an understanding of the scientific method and its applications to problem-solving in this area
3. 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
4. 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
5. 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
6. critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development
7. 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:**

1. the ability to specify, design and construct reliable, secure and usable computer based systems
2. the ability to evaluate systems in terms of quality attributes and possible trade-offs presented within the given problem
3. the ability to plan and manage projects to deliver computing systems within constraints of requirements, timescale and budget
4. the ability to recognise any risks and safety aspects that may be involved in the deployment of computing systems within a given context
5. 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 9
6. the ability to critically evaluate and analyse complex problems, including those with incomplete information, and devise appropriate solutions, within the constraints of a budget.

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

1. Students are expected to develop a wide range of generic skills to ensure they become effective in the workplace, to the benefit of themselves, their employer and the wider economy. Students who develop generic skills, and are able to evidence and demonstrate such skills, will gain significant advantage when seeking employment. It is the responsibility of higher education providers to provide every student the opportunity to acquire and evidence generic skills; it is the responsibility of the student to make the most of that opportunity.
2. 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.
3. Self-management: self-awareness and reflection; goal setting and action planning; independence and adaptability; acting on initiative; innovation and creativity. The ability to work unsupervised, plan effectively and meet deadlines, and respond readily to changing situations and priorities.
4. 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).
5. Team working and management: the ability to recognise and make best use of the skills and knowledge of individuals to collaborate. To be able to identify problems and desired outcomes and negotiate to mutually acceptable conclusions. To understand the role of a leader in setting direction and taking responsibility for actions and decisions.
6. Contextual awareness: the ability to understand and meet the needs of individuals, business and the community, and to understand how workplaces and organisations are governed.
7. Sustainability: recognising factors in environmental and societal contexts relating to the opportunities and challenges created by computing systems across a range of human activities.

**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**

In CFP2125 Project 1 Learners are required to reflect on their skills and career aspirations and make an action plan to address skills gaps. This reflection and analysis form part of the assessment for the module.

**Placement Year**

The final assessment for placement students requires them to analyse a task they have completed while on placement in a workplace environment. This analysis takes the form of reflecting on the skills and knowledge they have used, identifying how they could have done the task differently, and making an action plan to improve their skills and abilities.

**Final Year**

In CHP2524 Individual Project learners are required to reflect on the project they have undertaken, identify the skills they have developed, highlight skills gaps, and describe how the skills and knowledge they have gained through the project process relate to future career goals.

**PSD Appendix 5**

**Assessment Schedule**

| **Module** | **Assessment Task** | **Week no.** | **Last** **Submission?** |
| --- | --- | --- | --- |
| CFI2102 | TECHNICAL COMPETENCE | T1:Wk3 |  |
| CFI2102 | TECHNICAL COMPETENCE | T1:Wk5 |  |
| CFI2102 | TECHNICAL COMPETENCE | T1:Wk8 |  |
| CFI2102 | TECHNICAL COMPETENCE | T1:Wk11 |  |
| CFI2102 | APPLICATION OF KNOWLEDGE | T1:Wk12 | Y |
| CFT2111  | ONLINE IN-CLASS TESTS | T1:Wk6 |  |
| CFT2111  | ASSIGNMENT | Consolidation Wk | Y |
| CFI2101 | IN CLASS TEST | T1:Wk10 |  |
| CFI2101 | PORTFOLIO OF MODELS  | T1:Wk11 |  |
| CFI2101  | PORTFOLIO OF MODELS  | T1:Wk12 | Y |
| CFI2103 | QUERYING A RELATIONAL DATABASE USING SQL | T2:Wk6 |  |
| CFI2103 | DATABASE DESIGN AND IMPLEMENTATION  | T2:Wk12 | Y |
| CFS2102 | IN-CLASS TEST | T2:Wk6 |  |
| CFS2102  | TECHNICAL ASSIGNMENT | T2:Revision Wk | Y |
| CFP2125 | PORTFOLIO | T2:Revision Wk | Y |
| CFP2125  | WRITTEN ASSIGNMENT | T2:Revision Wk |  |
| CII2202 | REPORT | Wk 12 | Y |
| CIT2202 | ONLINE IN-CLASS TESTS | T1:Wk 9 |  |
| CIT2202 | ASSIGNMENT | Consolidation Wk | Y |
| CIS2201 | IN-CLASS TEST | T1:Wk 18 |  |
| CIS2201 | ASSIGNMENT | T2: Wk 24 | Y |
| CII2201 | TECHNICAL COMPETENCE | T1:Wk 5 |  |
| CII2201 | TECHNICAL COMPETENCE | T1:Wk 6 |  |
| CII2201 | TECHNICAL COMPETENCE | T1:Wk 9 |  |
| CII2201 | TECHNICAL COMPETENCE | T1:Wk 12 |  |
| CII2201 | APPLICATION OF KNOWLEDGE | T1:Wk 12 | Y |
| CII2350 | Draft Proposal | T2:Wk 5 |  |
| CII2350 | Product, documentation and demonstration | T2:Wk11 |  |
| CII2350 | School-wide team project | T2:Revision Wk | Y |
| CSP2010 | MODERATED APPRAISAL | N/A | Y |
| CSP2020 | ORGANISATIONAL ANALYSIS | Consolidation Wk |  |
| CSP2020 | ACTIVITY ANALYSIS | 3rd Easter Holiday Week | Y |
| CHI2400 | COURSEWORK 1 | T1: Wk 11 |  |
| CHI2400 | COURSEWORK 2 | Consolidation Wk | Y |
| CHT2531 | ASSIGNMENT | Consolidation Wk | Y |
| CHI2550 | PORTFOLIO OF MODELS | T1:Wk 11 |  |
| CHI2550 | PORTFOLIO OF MODELS | T1:WK 12 | Y |
| CHI2550 | IN-CLASS TESTS | T1:Wk 10 |  |
| CHT2520 | ASSIGNMENT ONE | T1:Wk 6 |  |
| CHT2520 | ASSIGNMENT TWO | T1:Wk 12 | Y |
| CHI2402 | COURSEWORK 1 | T1:Wk 8 |  |
| CHI2402 | COURSEWORK 2 | T1:Wk 12 | Y |
| CHI2513 | ONLINE IN-CLASS TEST | 2nd Easter Holiday Week | Y |
| CHI2513 | PORTFOLIO OF METHODS | T2:Wk 11 |  |
| CHI2513 | PORTFOLIO OF MODELS | T2:Wk 12 |  |
| CHP2524 | PROJECT REPORT AND DEMONSTRATION | T2:Revision Wk | Y |

**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 |