AQH-B2-3a Undergraduate Programme Specification Template

VERSION HISTORY: **05.06.15**
UPDATED: **20.11.16**
UPDATED: **30.06.17**

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Please note:

- Standard text is in grey highlight;
- *Guidance notes for staff or suggestions for the design and functionality of the database are in italics.* Guidance notes should be deleted in the final version.

AQH-B2-3a Transitional Undergraduate Programme Specification

Please note:

- Standard text is in grey highlight;

SECTION A: CORE INFORMATION

1.   Name of programme

BSc (Hons) Business Technology with Foundation Year

BSc (Hons) Computer Science with Foundation Year

BSc (Hons) Cybersecurity & Digital Forensics with Foundation Year

BSc (Hons) Game Development with Foundation Year

BSc (Hons) Networks and Cybersecurity with Foundation Year

BSc (Hons) Web and Mobile Development with Foundation Year

2.   Award title

BSc (Hons) Business Technology

BSc (Hons) Computer Science

BSc (Hons) Cybersecurity & Digital Forensics

BSc (Hons) Game Development Development

BSc (Hons) Networks and Cybersecurity

BSc (Hons) Web and Mobile Development

This Specification details the Foundation year (Level 3/Stage 0). Please see individual subject specifications for full details of Stages 1-3.

3. **Programme linkage**

   Is this part of group of linked programmes between which students can transfer at agreed points? *(eg a version with / without a placement year, a group of programmes with a common first year etc)*

No

4. **Is the programme a top-up only?**

No

5. **Does the programme have a Foundation Year (level 3)** associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply? *(ie an 'Extended Studies' programme)*

Yes

   Students take a Foundation Year (level 3) as an integral part of this programme of study. This specification details the Foundation Year. For details of subsequent years please see individual programme specifications as detailed at **1.**

   Students who complete the Foundation Year but do not proceed to stage 1 of their named degree will be awarded a Foundation Certificate.

6. **Level of award** *(eg Level 6 for BA/BSc)*

Level 3		Level 4		Level 5		Level 6	✓		

7. **Awarding body**: University of Sunderland

8. **In which School is it?**
   School of Social Sciences

9. **Programme Studies Board?**
   Integrated Foundation Programme

10. **Programme Leader**
    Anne Lambton

11. **How and where can I study the programme?**

At Sunderland:	
Full-time on campus	✓
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	

By distance learning	
At the University of Sunderland London campus:	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	
At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	4 years	11 (2 years for foundation year and 9 years for the UG degree)
Part-time		
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the college.

SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC (AQH-B2-2), for questions 13 to 25

26. Learning and teaching strategy.

Students will be introduced to and engage with a research active curriculum throughout to develop the skills of enquiry, reflection and self-evaluation within the Foundation year (Stage 0). Students will be to be supported to develop the necessary skills. The curriculum ensures that these skills develop pro-active students allowing them to enter the second stage of their programme extremely well prepared for the challenges of their chosen route. Alongside this, from the first year of the programme, the development of independent learning will be a priority. The aim is to develop students' independent research skills and confidence whilst also engaging them in an interactive learning environment. The development of initial 'real world' dimensions in the foundation stage of the programme all add to the creation of independent and engaged researchers who can progress through their respective routes effectively having been well prepared from the beginning. The learning and teaching strategies for Stages 1-3 are fully articulated in the Programme Specifications for the parent programme.

27. Retention strategy.

The focus of this programme is to ensure that the work is relevant and meaningful. The foundation stage, particularly, is designed to help set students on the track to studying for a degree, which is challenging and relevant as they develop their chosen academic path. Alongside the standard strategies for retention outlined elsewhere in this document, students will be encouraged to develop an identity as a cohort throughout the first year of the programme with core modules delivered as a group and in face to face meetings helping to create the necessary bond to help retention and progression. The programme will help students to engage in the learning community both as individuals and as a group.

28. Any other information.

SECTION C - TEACHING AND LEARNING

29. What is the programme about?

The aim of the Foundation Year is to equip students with the necessary knowledge and skills to be effective researchers and students in Computing-related programmes. The first year of this programme examines how computers have evolved over the years. In particular, students will learn about the history of computing as well as the various hardware and mathematical based concepts that are used in modern day computer systems. The module also aims to increase the future employability of students by allowing them to research and work with many of the most popular operating systems that are currently used in industry, namely Linux, Mac OS and Microsoft Windows. Due to the highly practical nature of the module, students will also have the opportunity to use various scripting languages and build their own software applications. This programme will give you an opportunity to examine how both law and the social sciences impact upon the topics from these themes and you can begin to specialise your subject knowledge in preparation for your chosen discipline. Modules in academic literacy and mathematics for computing provide the necessary underpinning knowledge and skills to succeed in degree level studies. Students will also have the opportunity to study a topic related to their programme of study via a small-scale project and this module will encourage independent working within a supportive environment of regular tutor supported surgeries.

30 What will I know or be able to do at each Stage of the programme?

Learning Outcomes Foundation Level 3/Stage 0– Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- S1: employ a range of responses to well defined but often unfamiliar or unpredictable problems;

- S2: operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills;

- S3: engage in self-directed activity with guidance/evaluation.

Learning Outcomes Foundation Stage 0– Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- K1: have knowledge in a range of complex activities demonstrating comprehension of relevant theories;

- K2: access and evaluate information independently;

- K3: analyse information and make reasoned judgements.

Learning Outcomes Stages 1 -3 – Knowledge and Skills

The learning outcomes for Stages 1-3 are taken from the specifications of the parent programme listed on page 1.

31 What will the programme consist of?

The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#). Please note all of the Foundation stage modules are CORE.

Foundation stage modules provide students with a broad introduction to some of the major theories, themes and perspectives.

40 credit module FDN006 – Foundations of Computing

This module incorporates a range of perspectives related to the programme of study. The module is thematically themed which makes it possible to explore a range of relevant topics in preparation for study at degree level.

20 credit module FDN012 – Essential Study Skills

This module supports the development skills and attributes needed for degree level study and graduate employment including searching for information, reviewing evidence, presenting information and self-analysis to identify strengths and areas for development.

20 credit module FDN002 – Foundation Project

This module supports understanding in a topic area related to the programme of study. It also encourages independent and team working with support available from tutors throughout the lifespan of the project.

20 credit module FDN003 – Practical Maths

This modules includes a range of relevant, real-world concepts and ideas which will help develop confidence and competence in numeracy and encourage a critical approach to numerical facts. Topics include interest rates and loans, budgeting as well as the use and misuse of statistics.

20 credit module FDN013 – Human Computer Interaction

Students will learn about various styles and approaches to user interaction, including consideration of the psychological, design-led and user-centred concepts that are used to design contemporary user interfaces.

Stage 1, 2 and 3 modules can be found in the parent programme specification on as detailed on page 1.

Generic Skills

Alongside the discipline-specific knowledge and skills that the curriculum covers, we aim to develop generic skills, such as initiative, time-management, group work and critical reflection. These elements are interwoven throughout the course, during student meetings and peer assessed group work exercises. In addition, the student professional development handbook allows students to monitor and evaluate their own development in these key skills. The modules draw on an interactive learning approach where students will be asked to engage in aspects of online learning through the University's virtual learning environment, Canvas as well as to engage in on campus lectures and seminars. This approach is designed to enable students to develop as independent learners.

32   How will I be taught?

Scheduled teaching activities	✓
Independent study	✓

The lecture/seminar model of teaching is used to introduce the major themes and concepts that are explored, using participatory learning activities. In addition, particularly in the **foundation stage**, this is supported and supplemented by an 'interactive learning' approach in seminar contexts. Students will be encouraged to take increasing responsibility for their own learning and to support their colleagues' learning. These are key skills that they need to develop and are central to them becoming independent researchers. Because students are required to demonstrate their ability to apply their learning, they will be given a variety of learning experiences, including case study analysis, student-led presentations and activities that involve them in applying research methods.

How will I be assessed and given feedback?

Coursework	✓
Practical assessments	✓

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the Matrix of Teaching and Assessment in section 34.

The generic assessment criteria can be found here. Some programmes may also use subject-specific assessment criteria. Please check the relevant undergraduate Parent Programme for details for assessment criteria for stages 1-3.

This programme uses the Generic University Assessment Criteria	**YES**	
This programme uses the Subject Specific Assessment Criteria		**NO**

The University regulations can be found here.

33 Teaching, learning and assessment matrix

Computing Pathway Programmes Level 3/ Stage 0 - T = Taught, D = Developed, A = Assessed

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	S1	S2	S3	K1	K2	K3
Essential Study Skills	FDN012	Core	Lectures, seminar, online learning private study	5 equally weighted portfolio tasks (2000 words guidance total)	TDA	TDA	TDA	TDA	TDA	TDA
Foundation Project	FDN002	Core	Lectures, surgeries, online learning, private study	Report OR Review Paper (1500 limit) OR Practical Project (1500 guidance) Presentation (5 mins per group member)	TDA	TDA	TDA	TDA	TDA	TDA
Practical maths	FDN003	Core	Lectures, seminar, online learning private study	TCT (1.5 hours) Statistical mini-project (1000 words guidance)	TDA	TDA	TDA	TDA	TDA	TDA
Foundations of Computing	FDN010	Core	Lectures, seminar, online learning private study,	Assembler and Investigative Report (1500 word limit) Shell Script Application (1500 word equivalence) Python Application (2000 equivalence)	TDA	TDA	TDA	TDA	TDA	TDA
Human Computer Interaction	FDN013	Core	Lectorials, private study	Report presenting the interface design (1500 words guidance) Prototype design and development	TDA	TDA	TDA	TDA	TDA	TDA

** Please note the Foundation Stage Learning Outcomes Numbering is discrete from the Undergraduate Parent Programme numbering

34 How does research influence the programme?

Research and/or professional practice has influenced the development of the programme to ensure the curriculum is vibrant and current. Members of the programme team are research active or engage in professional practice and many staff have produced research or practice that is directly relevant to their teaching. Staff engagement with research and/or professional practice means they can model the process for students and demonstrate its real-world application.

Please see individual subject specifications for more detailed information about subject research expertise.

SECTION D EMPLOYABILITY

35 How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills, which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills, which this programme is designed to develop, are listed below.

The learning outcomes of the programme address the acquisition of skills and the development of knowledge. Skills pertain largely to transferable abilities, things students learning in one context that can be applied more widely in a range of other contexts. Key skills apply at Stage 0 and are developed throughout the four years of each degree programme. These refer to essential transferable skills in communication, information technology, working with others, improving one's own learning, and problem solving. Applicable at all stages of the degree are graduate/employability skills. These are higher order intellectual skills such as close reading and critical reasoning; retrieving and using information; collecting and synthesising data; applying new methodologies; and analysing and evaluating bodies of evidence.

There are also opportunities for on-campus students outside their programme of study.

For information about other opportunities available to our students who study on campus, click here.

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

36 Particular features of the qualification

All students will follow a common core in the Foundation stage (core) during that year they will decide, with the help of subject specialists, which route to follow in subsequent years.

37 **Professional statutory or regulatory body (PSRB) accreditation**.

PSRB accreditation is not relevant to this programme	✓
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	
Pass-marks for some or all modules and/or parts (elements) of modules	
Requirements for progression between one Stage and another	
Placement requirements	
Attendance requirements	

Professional practice requirements	
Degree classification	
Other	Length of time to complete programme

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Level 3/ Stage 0 of the programme will contain the following elements:

Curriculum Layout for <u>Level 3/Stage 0</u>: Computing

Semester 1	**Semester 2**
FDN012 Essential Study Skills	FDN002 Project
FDN003 Practical Maths	FDN013 Human Computer Interaction
FDN006 Foundations of Computing	

A list of the modules in each Stage of the programme can be found in Appendix 2

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University's standard admissions requirements can be found in the university regulations. Programme-specific requirements which are in addition to those regulations are given below.

For all pathways, entry to the foundation stage is via the standard regulations. Normally, the minimum entry requirement will be 40 points on the UCAS tariff. Non-standard entry will be considered according to the University regulation A1.1.4 which states:

Applicants to Extended Programmes (Level 3)
Level 3 programmes are intended for those students who may not have the academic qualifications to enter a degree programme but may have relevant life experience or vocational training and who, after interview display a likelihood of success".

Can students enter with advanced standing?		**No**

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found here but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

42. What kind of support and help will there be?

The students will have a personal tutor who, in the foundation stage, will be aligned to their pathway. In subsequent years tutoring will be the responsibility of the parent programme.

The programme leader will work closely with Sunderland Futures to ensure that career guidance is an integral part of the programme at each Stage.

In the University there are also administrative staff who have a supporting role for the students.

The University provides a range of professional support services including health and well-being, counselling, disability support, and a Chaplaincy. Click on the links for further information.

43. What resources will I have access to?

On campus
Tick all that apply

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	✓
Studio	✓
Performance space	✓
Other specialist	✓
Technical resources	✓

The VLE (Canvas) will have a central role in the degree. According to the company website, Canvas is "powerful, reliable and refreshingly easy to use", having been "designed … to meet the requirements of modern students, teachers and institutions".

Information about the University's facilities can be found [here.](#)

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

44. Are there any additional costs on top of the fees for the foundation year?

No, but all students buy some study materials such as books and provide their own basic study materials.	✓
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

**Please check parent programme specifications for any additional costs in future years

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) of the School of Culture, where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Use of the VLE: All programmes have a 'Programme Space' in Canvas and all modules have a presence. Many assessments are handed in through Turnitin, which is detects plagiarism. Canvas is also used to promote structured discussion threads where the students will be encouraged to engage in debate, receiving feedback from their peers and from their tutors. The formation of student study groups online and on campus will also be utilised to support effective learning and encourage the development of independent learners in preparation for stages 1, 2 and 3.

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found here.

Are there any benchmark statements for this programme?	**YES**	

The subject benchmark(s) for this programme can be found in the parent programme specification.

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found here.

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards, which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Academic Committee (FAC), which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found here.

Further information about quality processes can be found here.

Please also complete the SITS form.

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the Quality Support Officer supporting the Approval event, or sent to Planning & MI for faculty devolved processes before sending to Quality Support (with the exception of Short Courses and GRS))

This form is to be completed when a new programme has been validated and approved so that the programme codes and progression and awards rules can be set up in SITS. This also needs to be completed at periodic course review when there have been significant modifications to the course.

Please note that all details entered onto this form will go onto every student's record that is attached to this programme and it is therefore imperative that the information is correct.

1 Programme Details	
New/ Modification/Review: Please ensure the minor modification document is included	**Integrated Foundation Year for Computing**
Full Programme Title (including award):	**1. BSc (Hons) Business Technology* [I100]** **2.BSc (Hons) Computer Science* [I100]** **3.BSc (Hons) Cybersecurity and Digital Forensics* [I100]** **4.BSc (Hons) Game Development Development* [I600]** **5.BSc (Hons) Networks and Cybersecurity* [I120]** **6. BSc (Hons) Web and Mobile Development**
If replacement for existing course, specify title and course code:	**Programmes to be replaced:** **BSc (Hons) Extended Computing**
Qualification Aim: e.g. Foundation degree of Science, Bachelor of Arts (Honours)	**BSc**
Qualification Level (NQF level):	**6**
HECoS Code See HESA Website https://www.hesa.ac.uk/innovation/hecos	**See above for JACs codes**
Is the programme Open or Closed: A course is defined as closed when specifically designed for a certain group of people and not also available to other suitably qualified candidates. It may be designed for a particular company however if the same course is also run for other suitably qualified candidates, not employed by the company, then the course is not closed. If the programme is closed please specify who it is for.	**Open**
Faculty and School:	**Faculty of Education and Society (1ˢᵗ year only)** **Faculty of Technology (years 2-4)**	**Department of Social Sciences (1ˢᵗ year only)** **School of Computing (years 2-4)**
Location of study: e.g. Sunderland in London, Sunderland	**Sunderland**
Last Date Registration (PBI) Number of days: The number of days after the start date of the course that it is possible for students to register onto it. It is also referred to as the migration date. This is normally **18** days. Please indicate if more or less than this number.	**18**
Programme Leader:	**Anne Lambton (1ˢᵗ year only) See parent specifications for individual degrees.**
Academic Team for the programme:	**IFY/CSP/CAS Team (1ˢᵗ year only) See parent specifications for individual degrees.**

Updated September 09ᵗʰ 2019 Anne Lambton

Date of Approval/Modification/Review:	**5 July 2017**
Date of next review (*QS to complete*):	**Periodic review 2022/23**
Accrediting Body or PSRB If yes please attach a completed PSRB form	**Yes/No See above programmes marked with * may have PSRB accreditation/recognition.**
Programme Specific Regulations If yes, please attach a completed Programme Specific Regulations form	**Yes. The Foundation Year has its own programme regulation. Please check individual degree programmes for further specific regulations.**
Does this programme come under the Unistats return? The following are **excluded** from the Unistats return: • Programmes of 120 credits or less (including top ups) • 'Closed' Courses • Programmes of one year's full-time duration even if they have more than 120 credits • Programmes which will be delivered **only** to overseas students • Postgraduate programmes • A course that is run as part of an apprenticeship	**Yes**
Is this an undergraduate programme whose primary (but not necessarily only) purpose is to improve the effectiveness of practitioners registered with a professional body? If yes, please specify which body: https://www.hesa.ac.uk/collection/c16061/accreditation_list/ e.g. a short course aimed at registered nurses	**No** Professional Body:

Interim Awards

If a student does not achieve their qualification aim, what lower awards might they be entitled to, assuming they have the credits? The subject title for any lower level award should be given where this is different from the subject of the qualification aim. This should be the same title as the main award unless an alternative is approved via a Programme Specific Regulation.

	Interim Award Title	Credits Required	Interim Structure Please show mandatory requirements if applicable e.g. core module codes
1	**FE Credits**	**120 Level 3**	
2	**Cert HE**	**120 Level 4**	
3	**DipHE**	**120 Level 4 + 120 Level 5**	

<table>
<tr><th colspan="7" style="text-align:center">2 Mode of Attendance</th></tr>
<tr><th></th><th>Tick all that apply</th><th>Min number of years</th><th>Max number of years</th><th>Overall length of programme in years/months/ weeks</th><th>Intake dates (months)</th><th>Max and min cohort sizes</th></tr>
<tr><td>01 Full-time*</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>31 Part-time*</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Sandwich*</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Off-campus</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>On-campus</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Distance learning</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Work-based learning</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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Collaborative						
Proposed start-date (month/year)						

Full-time (031)

*Full-time students are those expected to study for more than 24 weeks per year, for a minimum of 21 hours per week and are paying the full-time fee. (Note – **this includes any work based learning**).*

Part-time (031)

Students who are expected to study for less than 21 hours per week.

Sandwich

Please ensure you include the title of the sandwich programme in Section 3

3 Admissions An admissions or MCR code will be created to allow student applications.	Tick appropriate
U UCAS Universities and Colleges Admission Services *Required for full-time undergraduate programmes only.*	✔
D Direct Entry *Required for FT, PT, PG and PGR, only where students will be admitted through the admissions teams or where the programme needs to be advertised on the web.*	✔
G GTTR Graduate Teacher Training Registry *Education only, where applicable*	

4 Collaborative Provision	UK	No
	Overseas	No
Institution	Collaborative Model	Funding Arrangements

Does this course offer a sandwich placement? If **yes**, please indicate which programme year this placement is to take place.	No Programme Year:
Is this sandwich placement **compulsory** or **optional**?	N/A
Does this course offer a study abroad year out? If **yes**, please indicate which programme year this placement is to take place.	Yes **Programme Year: Level 5 (stage 3)**
Is this study abroad year out **compulsory** or **optional**?	**Optional**

5 Major Source of Funding **Please note** this relates to funding for the programme and **not** individual students	
Office for Students (previously known as HEFCE)	Yes
Education & Skills Funding Agency (includes Degree Apprenticeships)	
DfE https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership	
Wholly NHS Funded	
Partially NHS Funded	
Departments of Health/NHS/Social Care. ***For all Health funded programmes please indicate whether the programme is eligible for an NHS Bursary*** - Eligible for NHS Bursary Y/N	
Other Funding:	
– If Other, please specify:	

6 Education Programmes Only	
This section must be completed for any programmes marked above as 'NCTL' funded	
Teacher Training Identifier:	
Teacher Training Scope:	
Qualification Aim: QTS and academic award, QTS only, QTS by assessment only	

7 Fees	
Where non-standard fees are proposed this will need approval by Fees and Bursaries Group before the programme can be advertised.	
Undergraduate: (Please select option)	Standard **No**
	Other (please state): - **Integrated Foundation Year: £4,000** - **Each subsequent year of 3-year BSc/BA: £9,250**
Postgraduate: (Please select option) **Fees stated are for full time programmes** **All part-time programmes should be Band 2**	Band 1 (classroom) **£6000** (Sunderland) **£6500** (UoSiL)
	Band 2 (mixed) £6500 (Sunderland) £6800 (UoSiL)
	Band 3 (laboratory) £7000 (Sunderland) £7200 (UoSiL)
	MBA: £11500 (Sunderland) £11500 (UoSiL)
Other: (please state)	

   DETAILS SUPPLIED BY: Anne Lambton……   DATE: August 14th 2019   ………………………..

Module List

Award, Route (if applicable) and Level	New/Existing/ Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for *each assessment item*	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code	HECoS Code	Academic Team
L3	N	Essential Study Skills	FDN012	20	Core	Yes	CW-100%	N/A	Freda Cook			X220	101090	IFY/CSP/CAS
L3	E	Foundation Project	FDN002	20	Core	Yes	CW 100%	N/A	Paul Dyer and Jane Johnson			N213	100812	IFY/CSP/CAS
L3	E	Practical Maths	FDN003	20	Core	Yes	CW 100%	N/A	Lesley Scott			G100	100065	IFY/CSP/CAS
L3	E	Foundations of Computing	FDN006	40	Core	Yes	CW 100%	N/A	Michael Lawrence			I100	100366	IFY/CSP/CAS
L3	N	Human Computer Interaction	FDN013	20	Core	Yes	CW 100%	N/A	Shell Young			I100	100365	IFY/CSP/CAS

PART B - PROGRAMME REGULATION/S

BSc (Hons) Business Technology with Foundation Year
BSc (Hons) Computer Science with Foundation Year
BSc (Hons) Cybersecurity & Digital Forensics with Foundation Year
BSc (Hons) Game Development with Foundation Year
BSc (Hons) Networks and Cybersecurity with Foundation Year
BSc (Hons) Web and Mobile Development with Foundation Year

13. Award title
BSc (Hons) Business Technology
BSc (Hons) Computer Science
BSc (Hons) Cybersecurity & Digital Forensics
BSc (Hons) Game Development
BSc (Hons) Networks and Cybersecurity
BSc (Hons) Web and Mobile Development

Interim awards[1]: Dependent on parent degree programme
Accreditation: Dependent on parent degree programme

University Regulation (please state the relevant University Regulation)**:** *2.3.2*

The maximum period of registration on a programme of study is three times the normal full time registration period, i.e.9 years for a three-year degree programme.

For degrees which incorporate an Integrated Foundation Year, the maximum period of registration will be 11 years: 2 years for the Foundation Year and 9 Years for the Degree Programme.

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage)**:**

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 0 Foundation Year (IFY)	September 2018	September/December
Stage 1		
Stage 2		
Stage 3		

Progression Regulations

There are no programme-specific progression regulations for the Foundation Year. Standard University procedures apply. Please see parent programmes for programme specific regulations stages 1-3.

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[1] Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements
Updated September 09th 2019 Anne Lambton