

Programme specification

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Cloud Computing, Analytics and Security for Industry
Teaching Institution	Southern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2022
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	240
UCAS Code	N/A
HECoS Code	N/A
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Subject Benchmark Computing Foundation Degree Benchmark Statements
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> • Skills Strategy for Northern Ireland 10 X Strategy • Government Industrial Strategy – Economy 2030; • Southern Regional College Development Plan; • QAA UK Quality Code for Higher Education, Part A; • Feedback from industry (Industrial Advisory Board) and student focus groups; • Northern Ireland Skills Barometer 2019 • Professional Certifications: CompTia, Microsoft, & EC Council <p>Benchmarks: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-computing.pdf?sfvrsn=ef2c881_10</p>
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	

Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	FT – 2 Years PT – 3 Years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	Feb 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The course aims to educate future computing professionals in a range of industry relevant skills across several subject areas including Cloud Computing, Analytics and Security. All the latest industry reports indicate that there could be a shortfall of up to 11,360 skilled IT workers in Northern Ireland by 2028. Globally, Cyber Security, Cloud and Data Analytics are the fastest growing areas in IT.

This course is designed to build on core and emerging industry relevant skills that many local companies have highlighted as a need within their primary business. Having a focus on the three subject areas mentioned above for this programme will allow the experienced course team to deliver the required computing skills in a meaningful, industry led and practical vocational way. This will allow the student to develop and progress within their chosen career path.

The course team is dedicated to educating students to develop their personal and intellectual skills and instil a sense of professional development and lifelong learning including a focus on Cloud Computing, Analytics and Security, as well as the other subject areas.

The course aims to provide a broad-based education in the computing subject focussing on the 3 main subject areas Cloud Computing, Analytics and Security which will prepare graduates who are equipped either to follow a productive career as professionals in the computing industry or to proceed to obtain a higher academic qualification.

The course seeks to:

Foundation Degree in Cloud Computing, Analytics and Security for Industry

- Broaden access to Higher Education by providing a vocational programme
- Address the acknowledged requirement for employees with the knowledge and skills provided by an intermediate level qualification in Northern Ireland, Great Britain and elsewhere.
- Equip students with a knowledge and understanding of the theory and principles including Cloud Computing, Data Analytics and Cyber Security.
- Enable students to use, compare, analyse and evaluate a range of techniques, theories and methods applied to the development of industry-based applications and solutions.

- Develop students' abilities in the evaluation, selection, application, and integration of a range of tools and facilities.
- Develop students' ability to carry out a programme of supervised work within a team.
- Instil in students an understanding of good practice within the professional and ethical framework of computing and the need for continuing professional development.
- Develop students in a range of key skills, personal qualities and attitudes essential for successful performance in working life.
- Develop the synergy between practical and theoretical aspects of Computing activities.
- Stimulate enterprise and creativity, contributing to wealth creation and economic prosperity.
- Develop some transferable skills in areas such as problem solving, project planning, communication and working with others.

CertHE in Cloud Computing, Analytics and Security for Industry

- Equip students with the core knowledge, understanding and skills of computing, which will act as a foundation for future study.
- Enable students to develop network solutions for a business.
- Develop students' abilities to produce mobile and cloud-based solutions.
- Develop students' ability to carry out work within a team.
- Develop students' understanding of good practice.
- Develop some transferable skills in areas such as problem solving, project planning, communication and working with others.
- Equip students for career opportunities in the computing industry.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The college offers the following Level 3 Further Education (FE) Courses which, when successfully completed, would enable students to progress to the Foundation Degree in Cloud Computing, Analytics and Security for Industry.

- Pearson BTEC Level 3 National Diploma in Information Technology.
- Pearson BTEC Level 3 National Extended Diploma Information Technology.
- Access Diploma/Degree (General).

Neighbouring colleges offer other Level 3 with OCR Qualifications and successful students will also be able to apply to the Foundation Degree in Cloud Computing, Analytics and Security for Industry.

- OCR Cambridge Technical Diploma in Information Technology.
- OCR Cambridge Technical Extended Diploma in Information Technology.

Southern Regional College, (SRC), has a wide catchment area within two council areas of Armagh, Banbridge and Craigavon and Newry, Mourne and Down, with 35 secondary and grammar schools delivering a range of Level 3 courses through the traditional A Level programmes and Vocational Level 3 courses.

This course will attract applications from those post primary schools which are located within the catchment area.

Within this foundation degree programme there will be additional awards available and the option for students to sit professional examinations for those. Upon successful completion of all Level 4 modules students will have achieved the Cert HE Exit Award. Upon successful completion of Level 4 and Level 5 modules (including Work Based Learning) a student will achieve the Foundation Degree in Cloud Computing, Analytics and Security for Industry.

Successful completion of this foundation degree will allow for articulation to a range of undergraduate degree programmes through local universities (Ulster University, Queen's University Belfast, and Open University) or to the Open University Level 6 BSC (Hons) Degree in Computing for Industry at SRC or to other universities.

The course will allow students to progress from Level 2 to Level 6 within SRC and will ensure graduates are industry ready across three main subject areas Cloud Computing, Analytics and Security, while developing the skills identified through engagement with local industry.

2.3 For Foundation Degrees, please list where the 40 credit work-related learning takes place. For apprenticeships, an articulation of how the work based learning and academic content are organised with the award.

The chance to gain valuable experience in a working environment is of real benefit to a computing student. Having gained fundamental knowledge and expertise from the various modules studied, the student can apply these skills to real tasks and projects in a computing environment. The Work Based Learning (WBL) module provides the student with appropriate work in a well-organised computing environment.

The student has the opportunity for appropriate and structured training, for development towards professional competence and gains first-hand experience of the demands of the workplace. A mark of the success of WBL at SRC is that many companies who have had placement students regularly contact the college looking for more students the following year. In addition, a large proportion of students are offered additional full-time or part-time work with their placement company at the end of the WBL period.

The module has a value of 40 credit points at Level 5 and is delivered at the end of the programme, thus giving students the opportunity to gain new knowledge and understanding in subject areas including Cloud Computing, Analytics and Security.

2.4 List of all exit awards

Certificate of Higher Education (Cert HE) upon completion of all Level 4 modules equal to 120 credit points of study.

FdSc Cloud Computing, Analytics and Security for Industry upon completion of all Level 5 modules equal to 240 Credits of study.



3. Programme structure and learning outcomes

Programme Structure - LEVEL 4/5 PT (3 Yrs)					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Object-Oriented Programming Fundamentals	20			Yes	Yr 1/Sem 1
Introduction to Networking	20			Yes	Yr 1/Sem 1
Database Design and Development for Cloud	20			Yes	Yr 1/Sem 2
IoT Development	20			Yes	Yr 1/Sem 2
Introduction to Virtualisation Technologies	20			Yes	Yr 2/Sem 1
Mobile Development	20			Yes	Yr 2/Sem 1
Cloud Computing	20			Yes	Yr 2/Sem 2
Cyber Security	20			Yes	Yr 2/Sem 2
Data Analytics	20			Yes	Yr 3 Sem 1
AI Fundamentals	20			Yes	Yr 3 Sem 1
Work Based Learning	40			Yes	Yr 3 Sem 2

Programme Structure - LEVEL 4/5 FT (2 Yrs)					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Object-Oriented Programming Fundamentals	20			Yes	Yr 1/Sem 1
Introduction to Networking	20			Yes	Yr 1/Sem 1
Database Design and Development for Cloud	20			Yes	Yr 1/Sem 1
IoT Development	20			Yes	Yr 1/Sem 2
Introduction to Virtualisation Technologies	20			Yes	Yr 1/Sem 2
Mobile Development	20			Yes	Yr 1/Sem 2
Cloud Computing	20			Yes	Yr 2/Sem 1
Cyber Security	20			Yes	Yr 2/Sem 1
Data Analytics	20			Yes	Yr 2/Sem 1
AI Fundamentals	20			Yes	Yr 2/Sem 2
Work Based Learning	40			Yes	Yr 2/ Sem 2

Intended learning outcomes at Level 4 (Certificate in Higher Education) are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate an understanding of essential concepts, principles and practices relating to the Computing Industry.</p> <p>A2 Demonstrate an understanding of essential concepts, principles and practices of computing in the context of well-defined scenarios, showing an ability to select and apply appropriate industry relevant skills and techniques</p> <p>A3 Produce work involving problem identification, analysis, design and development of a system, with appropriate documentation</p> <p>A4 Demonstrate knowledge of the professional, legal, social, moral and ethical issues relevant to the computing industry.</p>	<p>Lectures will provide an overview of core module material, using examples and case studies as appropriate. Students will be encouraged to further investigate aspects of lectures in preparation for Tutorials. Tutorials will provide an opportunity for specific problem solving. Short, weekly exercises, using a variety of mediums will be used to provide frequent, informal formative feedback.</p> <p>Tutorials will provide opportunities for students to present using a range of formats written, oral or electronic. Students will be encouraged to work as individuals or in groups during practical exercises which will enable students to apply their knowledge of basic concepts. Students will be encouraged to research given problems and provide feedback on their findings. Students will be directed and guided to read selected papers and short articles by the Module Coordinators as appropriate.</p> <p>Independent Study Supported by VLE/Course Notes: Students are invited to take part in independent learning through investigating written material or using the internet in the college Learning Resource Centre (LRC). In addition, collaborative learning and consulting with peers is encouraged as this leads to the exchange of ideas and effective problem solving. Teaching materials are developed and provided in electronic form for the</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>course. Southern Regional College facilitates all students with remote login access to the college VLE to access all electronic materials and to take part in online discussions/forums and email.</p> <p>Textbooks/eBooks: A core resource to supplement and support curriculum. Allows extension to learning outside and inside the classroom to assist, give direction, and facilitate research and independence to develop confidence of learning.</p> <p>The experienced teaching team use a range of pedagogical approaches in their teaching to allow students to deepen their understanding of the topic for a range of learning styles.</p> <p>Assessment materials may be marked using tutor or computer marked assignments (multiple choice, short answer, essay), interactive computer marked assignments, labs, formal examinations or progress tests or reports.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Analyse criteria and specifications appropriate to specific problems and plan strategies for their solutions</p> <p>B2 Demonstrate computational thinking relating to everyday life.</p> <p>B3 Deploy theory, practices and tools for the design and implementation of a range of solutions relating to the computing industry.</p> <p>B4 Implement industry-related guidelines in relation to design, deployment and testing of developed solutions.</p>	<p>Digital Literacy and Independent research: Digital Literacy will be evident throughout modules through online reading materials, multimedia presentations, use of online resources and the internet for research, custom made learning materials such as videos\quizzes etc., bespoke software tutorials, use of communication tools, electronic plagiarism software and various types of content creation. Students will complete independent research through case studies to develop critical thinking, reasoning and problem solving to get a better understanding of complex computing issues in its real-life context.</p> <p>Lectures: Lectures are designed to engage the learner’s interest in a topic and provide a framework on which students can build their knowledge and understanding, and they continue to be a vehicle for the instruction of students. Lectures provide summarised information from a range of sources, updating students with new developments and current issues. Lectures to the student group studying a module are used to present theory and to provide relevant worked examples. Lectures will provide students with the key information and knowledge and will form the basis of a learner centred approach.</p> <p>Practicals: These provide an opportunity for students to apply the taught theory and allows for the reinforcement of the material with the lecturer available to provide support and guidance when required. This takes place in the IT rooms and hardware labs and aims to allow students to take control of specialised resources and equipment. Working under guidance and within the constraints of training, risk assessment and health, safety</p>

3B. Cognitive skills	
	<p>and well-being, students have ownership over the intended outcome making learning more motivating and enjoyable.</p> <p>Assessment: Demonstrating knowledge of software applications through assignments; Practicals and associated structured worksheets; Case studies; Class tests; Exams;</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Design and construct usable computer-based systems using professional tools and practices to meet the needs of an industry-based scenario</p> <p>C2 Effectively deploy appropriate tools for documentation of a computer-based system</p> <p>C3 Work effectively as an individual or as part of a team to complete a project to industry standards</p>	<p>Practical activities based on and supported by theory taught through lectures will allow students to design and implement computing solutions, following good practice in IT labs, using the industry relevant software and hardware.</p> <p>Learning and teaching will nurture and enable the development of practical and professional skills, equipping students for life-long learning through the development of critical thinking and problem-solving skills.</p> <p>Individual Work: Students produce independent work using a variety of information sources and practical experience leading to engagement and</p>

3C. Practical and professional skills	
	<p>stimulation of learning. Students learn as an individual to study and develop independent thinking, problem solving, analysing, and evaluation and self-reflection skills.</p> <p>Group Work: students will work as a part of a team, where peer assessment, overseen by the tutor, will reflect each candidate's contribution to the team and effectiveness as a team member while the team is working on the project.</p> <p>Assessment: Demonstrating knowledge of software applications through assignments; Practicals and associated structured worksheets; Case studies; Class tests; Exams;</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Communicate effectively with others in both written and oral forms</p> <p>D2 Develop independent learning skills including time management and organisational skills</p>	<p>Through group work, independent learning and practicals, learners will increase their confidence and develop their skills in research, academic writing and referencing throughout the module, supported by the lecturers.</p> <p>Creative and critical thinking will be developed throughout the programme as students will be given problems to solve individually and/or in groups to improve communication and problem-solving skills.</p>

3D. Key/transferable skills	
<p>D3 Effectively use interpersonal skills to work with others and function effectively as a team member</p> <p>D4 Problem solve in both familiar and unfamiliar situations making effective use of information retrieval skills and learning resources</p>	<p>Assessment: Practicals and associated structured worksheets; Case studies; Class tests; Exams; Evaluation of work.</p>

Intended learning outcomes at Level 5 (FdSc Cloud Computing, Analytics and Security for Industry) are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate an advanced understanding of essential concepts, principles and practices relating to the computing industry.</p> <p>A2 Demonstrate a detailed understanding of essential concepts, principles and practices of computing in the context of well-defined scenarios, showing judgement in the selection and application of appropriate industry relevant skills and techniques.</p> <p>A3 Develop industry standard solutions involving problem identification, analysis, design and development of a system, with appropriate documentation.</p> <p>A4 Demonstrate knowledge of the professional, legal, social, moral and ethical issues relevant to the computing industry.</p>	<p>Lectures will provide an overview of core module material, using examples and case studies as appropriate. Students will be encouraged to further investigate aspects of lectures in preparation for practicals. Practical work will provide an opportunity for specific problem solving. Short, weekly exercises, using a variety of mediums will be used to provide frequent, informal formative feedback.</p> <p>Students will be encouraged to work as individuals or in groups during practical exercises which will enable students to apply their knowledge of basic concepts. Students will be encouraged to research given problems and provide feedback on their findings. Students will be directed and guided to appropriate reading material by the lecturer.</p> <p>Independent Study supported by Virtual Learning Environment (VLE): Students can engage in independent learning through using additional resources in the college Learning Resource Centre (LRC). In addition, collaborative learning and consulting with peers is encouraged as this leads to the exchange of ideas and effective problem solving. Teaching materials are developed and provided in electronic form for the course. Southern Regional College facilitates all students with remote login access</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>to the college VLE to access all electronic materials and to take part in online discussions/forums and email.</p> <p>Textbooks/eBooks: A core resource to supplement and support curriculum. Allows extension to learning outside and inside the classroom to assist, give direction, and facilitate research and independence to develop confidence of learning.</p> <p>The experienced teaching team use a range of pedagogical approaches in their teaching to allow students to deepen their understanding of the topic for a range of learning styles.</p> <p>Assessment materials may be marked by lecturers or by computer marked assignments (multiple choice, short answer, essay), practicals, formal examinations, progress tests and technical reports.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Critically analyse criteria and specifications appropriate to specific problems and develop strategies for their solutions relating to the computing industry.	Digital Literacy and Independent research: Digital Literacy will be evident throughout modules through online reading materials, multimedia presentations, use of online resources and the internet for research, custom made learning materials such as videos/quizzes etc., bespoke software tutorials, use of communication tools, electronic plagiarism

3B. Cognitive skills	
<p>B2 Demonstrate enhanced computational thinking relating to everyday life.</p> <p>B3 Deploy theory, practices and tools for the specification, design and implementation of a range of solutions focusing on modern computing systems.</p> <p>B4 Implement industry-related guidelines in relation to specification, design, deployment and testing of developed solutions.</p>	<p>software and various types of content creation. Students will complete independent research through case studies to develop critical thinking, reasoning and problem solving to get a better understanding of complex computing issues in its real-life context.</p> <p>Lectures: Lectures are designed to engage the student's interest in a topic and provide a framework on which to build their knowledge and understanding. Lectures provide summarised information from a range of sources, updating students with new developments and current issues. Lectures are used to present theory and to provide relevant worked examples. Lectures will provide students with the key information and knowledge and will form the basis of a learner centred approach.</p> <p>Practicals: These provide an opportunity for students to apply the taught theory and allows for the reinforcement of the material with the lecturer available to provide support and guidance when required. This takes place in the IT rooms and hardware labs and aims to allow students to take control of specialised resources and equipment. Working under guidance and within the constraints of training, risk assessment and health, safety and well-being, students have ownership over the intended outcome making learning more motivating and enjoyable.</p> <p>Assessment: Demonstrating knowledge of software applications through assignments; Practical and associated structured worksheets; Case studies; Class tests;</p>

3B. Cognitive skills	
	Exams;
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Specify, design and construct usable computer-based systems using professional tools and practices to meet the needs of an industry-based scenario</p> <p>C2 Demonstrate an ability to recognise risks and safety aspects in the deployment of a computer-based system</p> <p>C3 Effectively deploy appropriate tools for documentation of a computer-based system</p> <p>C4 Work effectively as an individual or as part of a team in a workplace setting</p>	<p>Individual Work: Students produce independent work using a variety of information sources and practical experience leading to engagement and stimulation of learning. Students learn as an individual to study and develop independent thinking, problem solving, analysing, and evaluation and self-reflection skills.</p> <p>Group Work: students will work as a part of a team, where peer assessment, overseen by the tutor, will reflect each candidate's contribution to the team and effectiveness as a team member while the team is working on the project.</p> <p>The Work Based Learning module provides the student with appropriate work in a well-organised computing environment. The student has the opportunity for relevant and structured training, developing professional competence and first-hand experience of the workplace.</p> <p>Assessment: Demonstrating knowledge of software applications through assignments;</p>

3C. Practical and professional skills	
	<p>Practicals and associated structured worksheets; Case studies; Class tests; Exams</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Highly effective communication with others in both written and oral forms</p> <p>D2 Develop independent learning skills, including time management and organisational skills, by taking responsibility for personal and professional development</p> <p>D3 Effectively use interpersonal skills to work with others and function effectively as a team member</p> <p>D4 Problem solve at industry standard, in both familiar and unfamiliar situations making effective use of information retrieval skills and learning resources</p>	<p>Lectures will provide students with the key information and knowledge. Group work will enable students to apply their knowledge in a range of contexts and complete practical exercises.</p> <p>The Work Based Learning module provides the student with appropriate work in a well-organised computing environment. The student has the opportunity for relevant and structured training, developing professional competence and first-hand experience of the workplace. Students will be supported through a workplace mentor and a college-based mentor. Students will be encouraged to become independent in the workplace, equipping them for life-long learning through the development of critical thinking and problem-solving skills.</p> <p>Assessment: Demonstrating knowledge of software applications through assignments; Practicals and associated structured worksheets; Case studies;</p>

3D. Key/transferable skills	
	Class tests; Exams

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The programme is designed to facilitate students either in full-time education or those in employment, using a full time or part time structure. (See section 3 above)

The full-time option is delivered in 4 semesters over 2 academic years with modules to the value of 120 credits being taken per year.

The part-time option extends over 6 semesters across 3 academic years with modules worth 80 credits being taken in each year.

The supervised Work-Based Learning module is a key component of both programmes and will be completed in Semester 2 of the final year of study for the full-time option and in Semester 2 in the final year of study for the part-time option.

Satisfactory completion of each level of the course is normally a pre-requisite for progression to the next level.

Successful completion of this foundation degree will allow for articulation to a number of undergraduate degree programmes through local universities (Ulster University, Queen's University Belfast and Open University) or to the Open University Level 6 BSC (Hons) Degree in Computing for Industry at SRC or to other universities.

Students who are unable, for whatever reason(s), to satisfy the requirements of the Level 5 qualification, but who have passed the first year (120 credits) at level 4 will be eligible for the Certificate of Higher Education exit award.

All modules are mandatory, and the programme has no pathways or routes, with the selection of modules agreed after consultation with local industry around their own needs around Cloud Computing, Analytics and Security.

The designed programme has two exit points, Certificate of Higher Education and FdSc Cloud Computing, Analytics and Security for Industry.

The programme actively engages with employers via the Industry Advisory Board who advise the team on the graduate qualities and skills required to ensure the curriculum is suitable. Employers also offer work-based learning opportunities and assessment and PBL opportunities based on real world scenarios.

There are enhanced learning opportunities as the module content is based around professional industry qualifications desired by employers, including CISCO, Microsoft, CompTia and Amazon AWS.

The College has recognised that additional support is required for students. The College has invested significantly in the development of a blended learning platform. Students avail of additional online support on a weekly basis throughout the duration of the programme. Each module has a weekly schedule of face-to-face taught sessions as well as weekly online sessions.

The course co-ordinator and team have in depth knowledge of the skills, job roles and procedures required in the computing industry

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

The College is committed to supporting all students and their learning. The pre/post enrolment induction process affords all students the opportunity to discuss their learning needs within a supportive interview with both Curriculum and Student Services staff. The primary aim of this interaction is to ensure that all students are on the correct programme of study and have regular and planned support put in place to enable the review of their progress towards their learning goals and their personal and career development.

Student learning is supported in several ways:

- The College provides admissions and pre-enrolment support including student finance advice.
- All new students participate in a comprehensive induction programme prior to and during the commencement of the programme. Students will be issued with Open University and SRC literature pertaining to the programme and support networks available to them.
- Course handbook and module information are provided.
- Each course has a Course Director who deals directly with all students.
- Each student is allocated a Personal Tutor whose function is to provide a measure of pastoral care. Students will have access to support and guidance from a range of specialist personnel e.g., careers officers, finance officers, student counsellors.
- The programme has a course committee which includes all academic staff teaching on the programme. Student/staff consultative meetings will take place twice yearly (once per semester) and will review academic, administrative issues and developments affecting and supporting their learning. Matters arising from the student/staff consultative meetings are addressed and actioned at course committee meetings.
- Placement co-ordinator provides careers advice and the preparation for Work-Based Learning.
- Facilities and assistance offered by the library and computer staff.

- Student Services Department provides advice and services relating to accommodation, health, counselling and guidance, careers, childcare, finance, and special needs.
- Interactive Learning and Teaching (ILT) support is available to all students to ensure access to Moodle, internet, and email facilities.
- The college recognises the vital importance of pastoral care as it seeks to provide a safe and caring environment in which learners can strive for full personal and academic potential. Student services provide help in the field of health, counselling and guidance, careers, finance, and special needs.
- The College aims to provide a safe, supportive, and friendly learning environment for all students with learning difficulties and/or disabilities. Confidentiality is maintained in line with the Data Protection Act (2018) and EU GDPR standards. The team is supported by the Student Services Committee, which has representatives from all Schools within the College and is chaired by the Assistant Director for Student Services. The Committee meet regularly during term time and is responsible for encouraging exclusivity. This support will assist students to realise their full academic and personal potential. If the student has a physical disability, sensory impairment, mental health or learning difficulty, Learning Support Services is available to help them.
- Students with additional learning support requirements will be interviewed and assessed in relation to their needs and an individual Action Plan drawn up and agreed with them. Students on Higher Education programmes may be eligible to apply to their Education and Library Board for the Disabled Students' Allowance (DSA) (www.studentfinancenico.uk for further details). This support can be used for: Technical Support, Non-medical Helpers, General Allowance, and Travel Allowance.
- The Admissions office will offer advice on issues relating to International Students:
 - Eligibility to Study
 - How to get help to improve your English
 - Application
 - Finance
- The College has an active Students' Union. The students' union is an integral part of student life and exists to further the interests of all students at the college and to facilitate the representation of their views. As such there are two class representatives elected by their peers to help raise their issues through the student council. An annual Freshers' Fayre is organised and well supported each year prior to commencement of programmes. This is supported by a calendar of events for the academic year. In addition, there are several clubs and societies that are currently operational. Each campus has its own student union facilities.
- Sport and Recreation facilities are available for all students including a fully equipped Fitness Suite. The Suite boasts a variety of cardiovascular and resistance machines and is currently open to all staff and students and a qualified member of staff is available to undertake relevant fitness tests so that suitable individual training programmes can be devised for all users.

Support available

- Access to Information and Advice
- Classroom Assistants
- Specialist IT Software and Equipment
- Modified Learning Materials

- Referral for Specialist Assessment and Support
- Sign Language Interpreters
- Non-medical Assistants
- Access Arrangements in Examinations
- Note Takers
- Braille Printing Services
- One-to-One Support
- Additional Tuition with a Subject Specialist

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Applicants must:

All applications will be individually considered. Successful applicants must have normally studied at level 3 or above for a minimum of two years. Applicants should possess a minimum of five GCSEs pass grades that should include English and Maths, or other equivalent qualifications, in addition to the following:

- UCAS tariff score of **48** or above is desired for entry to this programme

Entry can also be made by APEL according to the College's APEL policy.

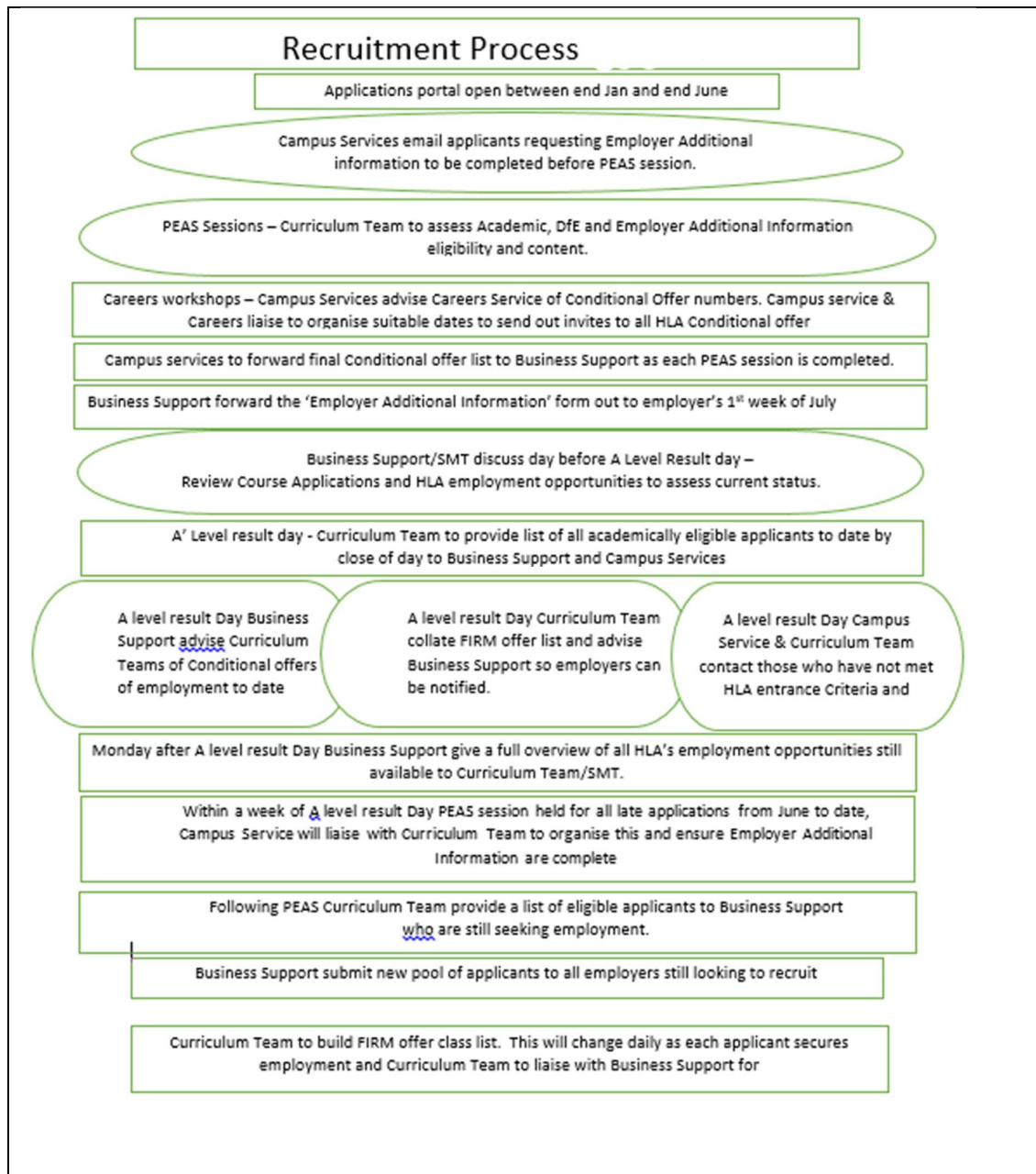
Any applicant claiming APEL must complete the Accreditation of Prior Learning Application. The Course Director will act as the APEL advisor and provides applicants with information on the following:

- the entry requirements for the programme
- the generic outcomes of the programme
- a comprehensive skills required
- the University graduate qualities

Applicants applying for entry onto the programme via the APEL route must present a comprehensive portfolio that clearly demonstrates learning that equates with the programme entry requirements as previously outlined. The OU (Open University) will be involved in this process prior to registration. The APEL route will comprise of transparent, rigorous, clear and concise guidance materials aligned to the UK Quality Code requirements to ensure consistency in the portfolio as evidence of prior learning. All evidence submitted must be authentic, current, reliable, sufficient and valid.

Table Flow Chart Illustrating the College's Recruitment Process for Higher Level Apprenticeship (HLA)

Course (both PT and FT)
Complete online application for the course
Attend Pre-enrolment Advice Session (PEAS) with Course Director (CD): <ul style="list-style-type: none"> • Individual interviews with applicants to provide overview of course structure, course demands and application process • CD confirms if entry criteria are met or if results are pending – conditional offer issued to applicants who meet or will potentially meet entry criteria upon receipt of results.
Upon receipt of evidence of results unconditional offer issue to applicant for the course.



7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

SRC's curriculum delivery at HE assures consistency and rigour in marking through internal and external moderation as appropriate. Consistency and parity are achieved through the definition of the forms of assessment and a requirement for each programme to adopt a range of assessment methods. Assessment is governed by a structure which is rigorous and transparent.

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Evaluation of teaching and learning is assessed through lesson observations, module evaluations, and students' responses to questionnaires, focus groups, students' comments in course meetings. All full-time teaching staff are required to have achieved or be working towards a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are through group and individual staff development.

In addition, all staff must partake in the College Staff Development Programme which focuses on raising standards in teaching and learning as well as individual tutors' Continuing Professional Development. Improvements in teaching and learning are recorded in the College's annual HE Self-Evaluation Report (SER) and any required improvements in the Quality Improvement Plan. The HE SER is validated by the HE Advisory Board and reported to the Governors Quality and Standards Committee.

To support the evidence for the production of this report several mechanisms are employed:

- Student /Staff Committee meetings
- Student Surveys
- National Student Surveys

A staff appraisal process is carried out each year to assess the individual lecturer's performance and identify any staff development required in the incoming year.

Every 2 years, classroom observations are carried out to assess the pedagogic performance of lectures and any development needed.

The college has developed a team of Teaching and Learning Advisors (TLA) to help support staff and teams in improving the quality and standards of teaching and learning.

10. Changes made to the programme since last (re)validation

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
4	Object-Oriented Programming Fundamentals	✓						✓		✓			✓			✓
	Introduction to Networking		✓			✓				✓				✓		
	Database Design and Development for Cloud			✓					✓			✓			✓	
	IoT Development				✓			✓			✓				✓	
	Introduction to Virtualisation Technologies				✓		✓					✓				✓
	Mobile Development	✓							✓	✓						

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	Cloud Computing			✓		✓				✓				✓			
	Cyber Security		✓					✓			✓						✓
	Data Analytics	✓					✓			✓						✓	
	AI Fundamentals				✓		✓					✓					✓
	Work Based Learning		✓						✓				✓		✓	✓	



Annexe 3 - Curriculum mapping against the apprenticeship standard **N/A**

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in **section 3** must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.