Template C4

Kingston University London

Programme Specification

Title of Course: *BSc (Hons) Digital and Technology Solutions*

Date first produced	06/08/2023
Date last revised	11/06/2025
Date of implementation of current version	01/09/2024
Version number	6
Faculty	Faculty of Engineering, Computing and the Environment
Cross-disciplinary	
School	School of Computer Science and Mathematics
Department	Department of Computer Science
Delivery Institution	Corndel Education Ltd (CEL)

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BSc (Hons) Digital and Technology Solutions
Exit Award(s) and Title(s):	BSc (Hons) Digital and Technology Solutions BSc (Hons) Digital and Technology Solutions BSc (Hons) Digital and Technology Solutions
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	n/a

Awarding Institution:	Kingston University
Teaching Institution:	Corndel Education Ltd (CEL)
Location:	Corndel Education Ltd (CEL)
Language of Delivery:	English
Delivery mode:	Mainly online (between 41-99% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 30 months
Maximum period of registration:	Full-time - 45 months
Entry requirements	GCSE Maths and English + normally, a L3 qualification. Applicants required to successfully complete an virtual assessment centre exercise to assess their suitability. (Sova assessment)
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	n/a
Approved Variants:	n/a
Is this Higher or Degree Apprenticeship course?	Yes

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	Digital and Technology Solutions Professional Degree Apprenticeship Standard V1.2 (2023, IfATE)
Recruitment, Selection and Admission process:	Applicants will need to be nominated by an employer or be recruited by an employer having undertaken Corndel's suitability assessment.

	Student must meet standard ESFA eligibility requirements and undertake skills radar (prior learning assessment) prior to enrolment. In most cases prior learning is not expected to lead to RP(E)L and will instead be accounted for in the funding draw down.
End Point Assessment Organisation(s):	Kingston university

SECTION 2: THE COURSE

A. Aims of the Course

The BSc (Hons) Digital & Technology Solutions aims to:
• Provide a dynamic and practical learning environment to enable learners to acquire and apply digital & technical solutions skills to real world contexts and situations
• Provide a foundational understanding of digital & technical solutions and the role of key functions including data analysis, management of digital and technology projects, development of data software solutions and an understanding of systems and infrastructure to achieve strategic organisational aims
• Provide students with knowledge, skills and behaviours to enable engagement with current digital and technology issues and challenges through a lens of ethics, sustainability, and responsibility.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in ‘Sector Recognised Standards in England’ (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A1	Critically reflect upon issues, concepts, theories and perspectives relevant to the subject, developing & evaluating complex arguments	B1	Critically evaluate and employ theories and skills and techniques to achieve practical outcomes in real-world contexts / scenarios	C1	Critically evaluate and employ professional and ethical working practices, acting in the best interest of the organisation
A2	Critique and employ a wide range of discipline-specific theories, concepts and skills	B2	Employ a range of ideas that inform evidence-based decision making within.	C2	Apply collaboration processes to facilitate effective working relationships, share ideas and address complex challenges for mutual benefit
A3	Employ a range of digital tools to solve complex problems and support excellent communication.	B3	Communicate arguments and reasoning effectively, with a good understanding of audience and purpose.	C3	Critically evaluate political, social and environmental issues related to professional contexts.
A4	Create and implement solutions to complex problems, using a range of problem-solving tools and techniques.				

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

Level 4 Data Fundamentals 30 Credits Developing Data Projects 30 Credits Managing Technology Projects 30 Credits Sustainable Technology Solutions 30 Credits
Level 5 Secure Systems and Infrastructure 30 Credits Data Solutions Architecture 30 Credits Data Informed Solutions 30 Credits
Level 6 Collaborative Professional Development 30 Credits Research Ethics 30 Credits Data Analysis Project 30 Credits Project Report 30 Credits 30 Credits Using & Presenting Business Intelligence

Full details of each module will be provided in module descriptors and student module guides. Level 4 (all core) Core modules Module code Credit Value Level Data Fundamentals DT401 30 4 Developing Data Projects DT402 30 4 Managing Technology Projects DT403 30 4 Sustainable Technology Solutions DT404 30 4

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher EducationDigital & Technology Solutions

Level 5 (all core) This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. Core modules Module code Credit Value Level Secure Systems and Infrastructure DT501 30 5 Data Solutions Architecture DT502 30 5 Using and presenting Business Intelligence DT503 30 5 Data Informed Solutions DT504 30 5 This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Digital & Technology Solutions

Level 6 Core modules Module code Credit Value Level Collaborative Professional Development DT601 30 6 Research Ethics DT602 30 6 Data Analysis Project DT603 30 6 Project Report DT604 30 6 Level 6 requires the completion of the modules

BSc (Hons) Digital and Technology Solutions

Level 4							
BSc (Hons) Digital and Technology Solutions							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Data Fundamentals	CI4401 /DT401	30	4	1 & 2		1	
Developing Data Projects	CI4402 /DT402	30	4	1 & 2		1	
Managing Technology Projects	CI4403 /DT403	30	4	1 & 2		1	
Sustainable Technology Solutions	CI4404 /DT404	30	4	1 & 2		1	

Exit Awards at Level 4

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above.

Level 5							
BSc (Hons) Digital and Technology Solutions							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Data Informed Solutions	CI5104/ DT504	30	5	1 & 2		2	
Data Solutions Architecture	CI5102/ DT502	30	5	1 & 2		2	
Secure Systems and Infrastructure	CI5101/ DT501	30	5	1 & 2		2	
Using and presenting Business Intelligence	CI5103/ DT503	30	5	1 & 2		2	

Exit Awards at Level 5

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above.

Level 6							
BSc (Hons) Digital and Technology Solutions							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Collaborative Professional Development	CI6601 /DT601	30	6	1 & 2		3	
Data Analysis Project	CI6603 /DT603	30	6	1 & 2		3	
End Point Assessment (Project Report)	CI6604 /DT604	30	6	1 & 2		3	
Research Ethics	CI6602 /DT602	30	6	1 & 2		3	

Exit Awards at Level 6

Level 6 requires the completion of the modules

E. Teaching, Learning and Assessment

The BSc (Hons) Digital & Technology Solutions programme provides an innovative and dynamic learning environment for students to enable both flexibility through asynchronous activities and facilitated learning support in the synchronous learning activities. It combines academic learning with a level 6 Digital & Technical Solutions Professional degree apprenticeship. The programme is structured over 12 modules each covering a 10 week teaching and assessment block. Principles of teaching, Learning, Assessment and Support is provided below: Asynchronous e-learning materials and lectures Asynchronous learning activities for each module accessed flexibly on-demand: o e-Learning lessons: these weekly activities provide specialist content for each module including theory, models, tools and techniques. It incorporates regular activities and exercises applied to the learner's working environment that help AQSH: Template C4 2022-23 Page 12 of 17 to build practical understanding and provide evidence for the building of the apprenticeship portfolio. o Module Challenge: at the beginning of each module learners will be provided with a 'module challenge' that builds into an assignment submitted at the end of the block. o Lectures: there will be three per module and these provide an opportunity to introduce key features of a module, to deepen knowledge of a particular aspect of the module and to support assessment preparation for the Module Challenge. Synchronous Workshops, Peer Learning Activity and Academic and Professional Skills Synchronous learning activities for each module scheduled in advance for interactive learning: o Facilitated specialist workshops: these support the development of understanding of the specialist content in groups that run three times for each module (1-1.5 hours per session). o Academic and professional skills sessions: these provide specific skills that are tailored to each module to develop

skills for specific activities and for the assessment. For example a session could include an activity such as: Advanced Excel spreadsheet skills, academic writing and referencing, data management dependent on the particular module (1 hour per session). Additionally, all students are provided with frequent one-to-one business coaching throughout the programme. Module Challenges and Authentic Assessment The Course aims for each assessment where possible to reflect an 'authentic' business experience, providing opportunities for learners to build skills and experience that are valuable in the workplace. The initial challenge set at the beginning of each module will lead to an assessment that is submitted at the end of the teaching and learning block for that module. Examples of authentic assessment could include: o An in-depth personal analysis and reflection on practice, identifying key areas for personal development as a digital & technical solutions professional, with the creation of a dynamic Personal Development Plan that will be reviewed throughout the programme AQSH: Template C4 2022-23 Page 13 of 17 o A business presentation on an sustainable technology proposal that is recorded and uploaded, based on a structured preparation process that is supported by a list of references used to ensure content is both informative and accurate o Researching and writing of a journalistic article that provides insight and multiple perspectives on a current and contemporary issue that has relevance to their organisation and/or industry o Assessment portfolio, demonstrating the development of appropriate software artefacts, relevant to the needs of the business.

F. Support for Students and their Learning

Corndel Students are supported by: • Their Professional Development Exepert (PDE). The cornerstone of Corndel's personalised delivery model, each learner is allocated to a PDE who they meet frequently. The PDE supports learners to contextualise their learning within their role, providing formative feedback to support threshold and stretch attainment, and acting as the first port of call for a broad range of student support requirements. Students will develop an individual learning plan with their PDE which is regular updated and progress evaluated against. • Students will have access to Corndel's extensive online line learning materials via the virtual learning environment, including access to e-book versions of texts within module reading lists and access to journal collections. • PDEs also signpost additional learning and support via Corndel's support for skills and Qwell who support student mental health and wellbeing.

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include: • External examiners • Boards of study with student representation • Annual Monitoring and Enhancement • Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+) AQSH: Template C4 2022-23 Page 14 of 17 • Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS) • Moderation policies • Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

Please delete or edit as required, for example if course is not an Apprenticeship then delete 'Apprenticeship standards'.

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		CI4403/D T403	CI4404/D T404	CI4401/D T401	CI4402/D T402	CI5102/D T502	CI5101/D T501	CI5103/D T503	CI5104/D T504	CI6601/D T601	CI6603/D T603	CI6602/D T602	CI6604/D T604
Knowledge & Understanding	A1	S	S	S	S	S	S	S	S	S	S	S	S
	A2	S	S		S	S	S	S			S		S
	A3			S		S		S	S		S	S	S
	A4	S	S		S	S	S	S	S	S	S		
Intellectual Skills	B1	S				S	S	S			S		
	B2		S			S						S	
	B3	S						S	S	S		S	S
	C1							S	S		S		S

Practical Skills	C2								S	S	S	
	C3		S						S		S	

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information