Template C4

Kingston University London

Programme Specification

Title of Course: *Other Foundation Year in Computing*

Date first produced	17/10/2024
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Version number	2
Faculty	Faculty of Engineering, Computing and the Environment
Cross-disciplinary	
School	School of Computer Science and Mathematics
Department	Department of Computer Science
Delivery Institution	

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):	Other Foundation Year in Computing
Exit Award(s) and Title(s):	None
Course Code *For each pathway and mode of delivery*	n/a
UCAS code *For each pathway*	

Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Penrhyn Road
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 1
Maximum period of registration:	Full-time - 2
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements.

	Please see our course pages on the Kingston University website for the most up to date entry requirements.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	The programme will form part of the submission for British Computer Society (BCS) reaccreditation of the suite of computing BSc(Hons) degrees but is not separately accredited and the BCS do not specifically accredit Level 3.
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The Foundation Year in Computing aims to prepare students for direct Level 4 entry to any of the suite of computing BSc(Hons) courses in the School of Computer Science and Mathematics (CSM) in the Faculty of Engineering, Computing and the Environment (ECE).

- To provide an opportunity for students from a wide range of educational backgrounds, and who lack the traditional qualifications, entry onto level 4 of their chosen degree route upon progression from the Foundation year.
- Through the acquisition of subject-specific knowledge, study skills, IT and practical skills, allow students to become confident, independent and resilient learners.
- To encourage self-awareness and a reflective practice to students' learning.
- To develop students as effective communicators in both written and oral form.
- To ensure that students are able to work effectively with others.
- To develop the students' ability to interrelate and apply the knowledge, skills and understanding gained from the Foundation year to the solution of basic problems.
- To provide an early awareness of the careers available to students within the chosen field of study and the skills they will need to develop as a result.

B. Programme Learning Outcomes

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	Demonstrate knowledge and understanding in the core areas of the chosen computing discipline	B1	Apply the theoretical principles of the subject discipline to tackle simulated projects and problems	C1	Carry out practical work in accordance with professional body legal, ethical, social and professional requirements
A2	Demonstrate knowledge of investigational techniques used within computing disciplines and their basis within the profession	B2	Assess and select the tools and methods appropriate to technical concepts in the computing disciplines	C2	Evaluate, interpret and present data generated through requirements analysis and project work
A3	Demonstrate a knowledge of the professional bodies and career opportunities within computing disciplines	B3	Analyse information from primary and secondary sources	C3	Work effectively both independently and as part of a group
		B4	Demonstrate, by application of study skills, the ability to be an independent and reflective learner		

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

This forms the extended degree in the following degree subjects:

- BSc Computer Science with Foundation Year
- BSc Digital Media Technology with Foundation Year
- BSc Cyber Security & Digital Forensics with Foundation Year
- BSc Computer Games Programming with Foundation Year
- BSc Games Development with Foundation Year

This programme is offered in full-time mode, and leads to progression onto level 4 of one of the BSc degree programmes above and is available as a full-field. Entry is at level 3 with A-level or equivalent qualifications but a wide range of qualifications are considered.
Full details of each module will be provided in module descriptors and in the module canvas pages

Other Foundation Year in Computing

Level 3							
Other Foundation Year in Computing							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applied Computing	CI3004	30	3	Year Long		1	2
Foundations of Computing	CI3003	30	3	Year Long		1	1
Project-based Computing	CI3002	30	3	Year Long		1	2

The Computing Profession	CI3001	30	3	Year Long		1	1

E. Teaching, Learning and Assessment

Students on undergraduate courses in the School of CSM come from diverse social, cultural and educational backgrounds and their past learning experiences are varied. The School's broad strategy of aiming for problem-centred teaching and accessible, relevant (authentic) artefact-based assessment (assessment of learning by doing/creating) was created in recognition of this. The course adopts the University's Inclusive Curriculum Design Principles to cater for this diversity and define the approaches to learning, teaching and assessment (LTA), pastoral care and employability with the following broad principles:

1. An inclusive curriculum with the student at the heart of the learning process encouraging choice in their topics for investigation within the prescribed module assignment formats (where practical) and sharing experiences and perspectives within the course through discussion and presentation of results.
    - The Foundation programme is in the main common to the suite of computing courses and allows students to transfer within that suite from their chosen entry point after successfully completing the Foundation
    - Module descriptors adopt problem-centred approaches which in turn facilitate an inclusive learning environment.
    - Curricula and approaches to LTA allow for expression of cohorts' experiences and perspectives, ultimately for sharing and shaping understanding together. Modules and the dissertation challenge students' epistemological and ontological approaches to the study of Artificial Intelligence, including software and its legal, social and ethical aspects and the impact on society to develop approaches to critical evaluation of current and future knowledge.
    - Teaching sessions are problem-centred, predominantly workshop-based, and necessarily interactive to make best use of the intensive weeks of study interspersed with directed study. Workshops and the use of the VLE (or other cohort-inspired networking tools) allow students to investigate and share their understanding of new concepts, techniques and technologies. This approach is also designed to enhance their practical competency and confidence when dealing with a range of requirements.
    - The delivery is research informed, taking advantage of CSM's diverse research portfolio, dynamically updated in accordance with advances in the field.
    - Modules incorporate opportunities to explore current developments in the field, in practice and applied settings incorporating student perspectives, real world situations, problem solving and task based learning. Content includes the opportunity for students to personalise the topics being explored and allow them to adapt summative

assessments towards their personal interests and motivations, where practical in module assignments as well as the dissertation.
    - Teaching teams draw on the academic strengths and research interests of staff and use invited speakers and experts from research and industry to bolster the curriculum. This offers students up-to-date learning experiences from experts in these areas.
2. Assessment for learning (rather than solely of learning) enabling an inclusive student perspective in their design and application, permitting a degree of individual choice and direction for assessed tasks work.
    - All assessments have been designed at level 3, as appropriate for the courses for which this is the Foundation, to be inclusive, accessible, artefact-based and authentic to the field.
    - Students' induction at the start of the course includes an introduction to the language of UK HEI assessment and the tools used to measure the quality of their academic performance.
    - The assessment strategy aims to incorporate an element of choice within a carefully designed framework of assessments that align with the diversity of a computing professional's needs, and thus encourages students to be personally involved in their assessments. For example, students will have opportunities to choose to focus on different industries and contexts reflecting their specialism or areas of interest in coursework assignments.
    - Students have formative tasks and feedback available within the workshops preceding all assessments. Teaching sessions adopt a range of activities (including practical tasks, case studies, group discussion, role play) to enrich the learning experience in a problem-centred, predominantly workshop-based setting, which directly supports the formulation of summative assessments.
    - Feedback on both formative tasks and summative work enables students to learn from assessment experiences, reflect alongside directed study and feed-forward that learning to future assessments, most critically to the final dissertation project.
3. An approach to the personal tutor system appropriate to Computing Foundation, which provides opportunities for students to personalise their experience and track their academic and personal skills development.
    - The Course Leader is the nexus of the Foundation personal tutor system. Personal tutors drawn from across the school take the lead on academic advise and pastoral support. The personal tutor and course leader are the major touchpoints for the investigation of students' current future skills and a point of guidance for their development.
    - The Course Leader and/or Personal Tutor will meet with Foundation students regularly to provide guidance on assessment and personal development choices, discuss progress on the course, career plans, goals, development and recognition of personal and graduate attributes.

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success
- Maths Café and Programming Café support services in Faculty of Engineering, Computing and the Environment

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)

H. External Reference Points

The British Computer Society (The Chartered Institute for IT) https://www.bcs.org
The Institute for Mathematics and its Applications https://ima.org.uk
Quality Assurance Agency Subject Benchmark Statement https://www.qaa.ac.uk/quality-code/subject-benchmarkstatements for Computing and Mathematics at undergraduate level.

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 3			
		CI3001	CI3002	CI3003	CI3004
Knowledge & Understanding	A1			S	S
	A2		S		
	A3	S			
Intellectual Skills	B1		S		
	B2				S
	B3		S		
	B4	S			
Practical Skills	C1			S	
	C2	S			
	C3		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