

This handbook is published for students studying at UCW on the above programme and is available in a range of alternative formats on request.

BSc (Hons) Digital and Technology Solutions Degree Apprenticeships

University Centre Weston

In partnership with

University of the West of England

Programme Handbook

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# Introduction

## Welcome

Welcome to the BSc (Hons) Digital and Technology Solutions Degree Apprenticeship. This course is offered in partnership between the University of the West of England (UWE) and University Centre Weston (UCW). You are a registered student at UWE and at UCW, and you have access to services on both sites.

The Digital & Technology Solutions Degree Apprenticeship provides a comprehensive programme of flexible learning to Honours degree level and was created by a collaboration between the Tech Partnership, employers and the participating Universities. It is centred on an employer defined specification, but can be augmented to meet the needs of individual employers. The apprenticeship aims to grow practical technology skills and occupational competence developed in the employer context together with the project, interpersonal and business skills required to operate successfully as a Digital & Technology Solutions Professional.

Please take full advantage of your learning experience and enjoy the opportunity to further development your understanding of the computing environment.

## Purpose of the Handbook

This handbook gives you background information that will be of help in your studies on the BSc (Hons) Digital and Technology Solutions Degree Apprenticeship. It provides links to the definitive data sources wherever possible. The handbook can be accessed via Microsoft Teams and OneNote.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

# Course content

## Course Distinctiveness

The BSc (Hons) Digital and Technology Solutions Degree Apprenticeship course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the computing industry. The modules have been designed to deliver a balance of theory and practical experience of key aspects of the computing industry.

|  |  |  |
| --- | --- | --- |
| 1 | ALL | Business Organisations (15 credits) |
| 1 | ALL | Business Information Systems (30 credits) |
| 1 | ALL | Fundamentals of Software Development (30 credits) |
| 1 | ALL | Business Security (15 credits) |
| 1 | ALL | Website Development (15 credits) |
| 1 | ALL | Academic and Professional Skills (15 credits) |
|   |   |  |
| 2 | ALL | Object Orientated Programming I (15 credits) |
| 2 | ALL | Networking and Security I (15 credits) |
| 2 | ALL | Data Management (30 credits) |
| 2 | ALL | Introduction to Project Management (30 credits) |
| 2 | CSA | Networking and Security II (15 credits) |
| 2 | SE | Object Orientated Programming II (15 credits) |
| 2 | DA | Data Analysis (15 Credits) |
| 2 | BA | Business Analysis (15 credits) |
| 2 | ALL | Project II (15 credits) |
|   |  |  |
| 3 | ALL | Professional Project Experience (15 credits) |
| 3 | ALL | Technical Writing and Editing (15 credits) |
| 3 | CSA | Practical Security (30 credits) |
| 3 | SE | Collaborative Software Development (30 credits) |
| 3 | DA | Data Analytics and Visualization Understanding Big Data (30 credits) |
| 3 | BA | Business Analysis and Decision-making (30 credits) |
| 3 | CSA/DA | Cloud/Virtualisation (15 credits) |
| 3 | CSA/DA | IoT (15 credits) |
| 3 | SE | Advanced Topics in Web Development I (15 Credits) |
| 3 | SE | Advanced Topics in Web Development II (15 Credits) |
| 3 | BA | Ethics and Professional Issues (15 credits) |
| 3 | BA | Integrated Case Studies (15 credits) |
| 3 | ALL | Synoptic Project Presentation (30 credits) |

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Figure 1: Framework for Higher Education Qualifications

# Course Structure

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Cyber Security Analyst/Network Engineer** | **CSA** | **Module Type** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| 1 | ALL | Business Organisations (15 credits) | 15 | Generic | 15 |   |   |   |
| 1 | ALL | Business Information Systems (30 credits) | 30 | Generic | 30 |   |   |   |
| 1 | ALL | Fundamentals of Software Development (30 credits) | 30 | Generic | 30 |   |   |   |
| 1 | ALL | Business Security (15 credits) | 15 | Generic |   | 15 |   |   |
| 1 | ALL | WebApp Development (15 credits)  | 15 | Generic |   | 15 |   |   |
| 1 | ALL | Academic and Professional Skills (15 credits) | 15 | Specialist | 15 |   |   |   |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
| 2 | ALL | Object Oriented Software Design and Development I (15 credits) | 15 | Generic |   | 15 |   |   |
| 2 | ALL | Networking and Security I (15 credits) | 15 | Generic |   | 15 |   |   |
| 2 | ALL | Data Management (30 credits) | 30 | Generic |   |   | 30 |   |
| 2 | ALL | Introduction to Project Management (30 credits) | 30 | Generic |   |   | 30 |   |
| 2 | CSA | Networking and Security II (15 credits) | 15 | Specialist |   | 15 |   |   |
| 2 | ALL | Work based Experience Project (15 credits) | 15 | Specialist |   | 15 |   |   |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
| 3 | ALL | Professional Project Experience (15 credits) | 15 | Specialist |   |   | 15 |   |
| 3 | ALL | Technical Writing and Editing (15 credits) | 15 | Specialist |   |   | 15 |   |
| 3 | CSA | Practical Security (30 credits) | 30 | Specialist |   |   |   | 30 |
| 3 | CSA/DA | Cloud/Virtualisation (15 credits) | 15 | Specialist |   |   |   | 15 |
| 3 | CSA/DA | IoT (15 credits) | 15 | Specialist |   |   |   | 15 |
| 3 | ALL | Synoptic Project Presentation (30 credits) | 30 | Specialist |   |   |   | 30 |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
|   |   | **Total** | **360** |   | **90** | **90** | **90** | **90** |
|   |   | **Generic** | **195** |   | **75** | **60** | **60** |  |
|   |   | **Specialist** | **165** |   | **15** | **30** | **30** | **90** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Software Engineer** | **SE** | **Module Type** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| 1 | ALL | Business Organisations (15 credits) | 15 | Generic | 15 |   |   |   |
| 1 | ALL | Business Information Systems (30 credits) | 30 | Generic | 30 |   |   |   |
| 1 | ALL | Fundamentals of Software Development (30 credits) | 30 | Generic | 30 |   |   |   |
| 1 | ALL | Business Security (15 credits) | 15 | Generic |   | 15 |   |   |
| 1 | ALL | WebApp Development (15 credits)  | 15 | Generic |   | 15 |   |   |
| 1 | ALL | Academic and Professional Skills (15 credits) | 15 | Specialist | 15 |   |   |   |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
| 2 | ALL | Object Oriented Software Design and Development I (15 credits) | 15 | Generic |   | 15 |   |   |
| 2 | ALL | Networking and Security I (15 credits) | 15 | Generic |   | 15 |   |   |
| 2 | ALL | Data Management (30 credits) | 30 | Generic |   |   | 30 |   |
| 2 | ALL | Introduction to Project Management (30 credits) | 30 | Generic |   |   | 30 |   |
| 2 | SE | Object Oriented Software Design and Development II (15 credits) | 15 | Specialist |   | 15 |   |   |
| 2 | ALL | Work based Experience Project (15 credits) | 15 | Specialist |   | 15 |   |   |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
| 3 | ALL | Professional Project Experience (15 credits) | 15 | Specialist |   |   | 15 |   |
| 3 | ALL | Technical Writing and Editing (15 credits) | 15 | Specialist |   |   | 15 |   |
| 3 | SE | Collaborative Software Development (30 credits) | 30 | Specialist |   |   |   | 30 |
| 3 | SE | Advanced Topics in Web Development I (15 Credits) | 15 | Specialist |   |   |   | 15 |
| 3 | SE | Advanced Topics in Web Development II (15 Credits) | 15 | Specialist |   |   |   | 15 |
| 3 | ALL | Synoptic Project Presentation (30 credits) | 30 | Specialist |   |   |   | 30 |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
|   |   | **Total** | **360** |   | **90** | **90** | **90** | **90** |
|   |   | **Generic** | **195** |   | **75** | **60** | **60** |  |
|   |   | **Specialist** | **165** |   | **15** | **30** | **30** | **90** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Data Analyst** | **DA** | **Module Type** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| 1 | ALL | Business Organisations (15 credits) | 15 | Generic | 15 |   |   |   |
| 1 | ALL | Business Information Systems (30 credits) | 30 | Generic | 30 |   |   |   |
| 1 | ALL | Fundamentals of Software Development (30 credits) | 30 | Generic | 30 |   |   |   |
| 1 | ALL | Business Security (15 credits) | 15 | Generic |   | 15 |   |   |
| 1 | ALL | WebApp Development (15 credits)  | 15 | Generic |   | 15 |   |   |
| 1 | ALL | Academic and Professional Skills (15 credits) | 15 | Specialist | 15 |   |   |   |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
| 2 | ALL | Object Oriented Software Design and Development I (15 credits) | 15 | Generic |   | 15 |   |   |
| 2 | ALL | Networking and Security I (15 credits) | 15 | Generic |   | 15 |   |   |
| 2 | ALL | Data Management (30 credits) | 30 | Generic |   |   | 30 |   |
| 2 | ALL | Introduction to Project Management (30 credits) | 30 | Generic |   |   | 30 |   |
| 2 | DA | Data Analysis (15 Credits) | 15 | Specialist |   | 15 |   |   |
| 2 | ALL | Work based Experience Project (15 credits) | 15 | Specialist |   | 15 |   |   |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
| 3 | ALL | Professional Project Experience (15 credits) | 15 | Specialist |   |   | 15 |   |
| 3 | ALL | Technical Writing and Editing (15 credits) | 15 | Specialist |   |   | 15 |   |
| 3 | DA | Data Analytics and Visualization Understanding Big Data (30 credits) | 30 | Specialist |   |   |   | 30 |
| 3 | CSA/DA | Cloud/Virtualisation (15 credits) | 15 | Specialist |   |   |   | 15 |
| 3 | CSA/DA | IoT (15 credits) | 15 | Specialist |   |   |   | 15 |
| 3 | ALL | Synoptic Project Presentation (30 credits) | 30 | Specialist |   |   |   | 30 |
|   |   | **TOTAL** | **45** |   |   |   |   |   |
|   |   | **Total** | **360** |   | **90** | **90** | **90** | **90** |
|   |   | **Generic** | **195** |   | **75** | **60** | **60** |  |
|   |   | **Specialist** | **165** |   | **15** | **30** | **30** | **90** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Business Analyst** | **BA** | **Module Type** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| 1 | ALL | Business Organisations (15 credits) | 15 | Generic | 15 |   |   |   |
| 1 | ALL | Business Information Systems (30 credits) | 30 | Generic | 30 |   |   |   |
| 1 | ALL | Fundamentals of Software Development (30 credits) | 30 | Generic | 30 |   |   |   |
| 1 | ALL | Business Security (15 credits) | 15 | Generic |   | 15 |   |   |
| 1 | ALL | WebApp Development (15 credits)  | 15 | Generic |   | 15 |   |   |
| 1 | ALL | Academic and Professional Skills (15 credits) | 15 | Specialist | 15 |   |   |   |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
| 2 | ALL | Object Oriented Software Design and Development I (15 credits) | 15 | Generic |   | 15 |   |   |
| 2 | ALL | Networking and Security I (15 credits) | 15 | Generic |   | 15 |   |   |
| 2 | ALL | Data Management (30 credits) | 30 | Generic |   |   | 30 |   |
| 2 | ALL | Introduction to Project Management (30 credits) | 30 | Generic |   |   | 30 |   |
| 2 | BA | Business Analysis (15 credits) | 15 | Specialist |   | 15 |   |   |
| 2 | ALL | Work based Experience Project (15 credits) | 15 | Specialist |   | 15 |   |   |
|   |   | **TOTAL** | **120** |   |   |   |   |   |
| 3 | ALL | Professional Project Experience (15 credits) | 15 | Specialist |   |   | 15 |   |
| 3 | ALL | Technical Writing and Editing (15 credits) | 15 | Specialist |   |   | 15 |   |
| 3 | BA | Business Analysis and Decision-making (30 credits) | 30 | Specialist |   |   |   | 30 |
| 3 | BA | Ethics and Professinal Issues (15 credits) | 15 | Specialist |   |   |   | 15 |
| 3 | BA | Integrated Case Studies (15 credits) | 15 | Specialist |   |   |   | 15 |
| 3 | ALL | Synoptic Project Presentation (30 credits) | 30 | Specialist |   |   |   | 30 |
|   |   | **TOTAL** | **45** |   |   |   |   |   |
|   |   | **Total** | **360** |   | **90** | **90** | **90** | **90** |
|   |   | **Generic** | **195** |   | **75** | **60** | **60** |  |
|   |   | **Specialist** | **165** |   | **15** | **30** | **30** | **90** |

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

Each programme has an identified link tutor from its validating partner University whose role it is to support the Weston team and students. The link tutor for your programme is:

|  |  |  |  |
| --- | --- | --- | --- |
| Kevin Doyle | Link Tutor | +44 (0)117 32 83130 | kevin.doyle@uwe.ac.uk |

# Course Aims

The programme will enable students to:

* Prepare themselves for employment as Computing Practitioners according to the current and stated needs of employers.
* Make use of a broad base of skills to design and implement computer based solutions for a range of business problems.
* Be prepared for progression to a Masters, or other vocational and professional qualifications and be equipped for lifelong learning.

The specific aims of the programme are to:

* Develop an understanding of the subject of applied computing from a multidisciplinary and interdisciplinary perspective.
* Develop problem solving and decision making skills. Demonstrate investigative skills necessary to undertake independent projects within the field of the IT industries.
* Provide the opportunity for the development and practice of employability and professional skills through work based learning.

## Your degree classification

Undergraduate degrees are classified depending on their final percentage:

* First Class: 69.50% and above (≥70%)
* Upper Second Class: 59.5 to 69.49% (60-70%)
* Lower Second Class: 49.50 to 59.49% (50-60%)
* Third Class: 39.50 to 49.49% (40-50%)
* Fail: 39.49% and below (<40%)

Your classification will be calculated using only the module results you achieve during your “top-up” year and a weighted average of all 120 credits will determine your overall mark.

# Learning Environment

## Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

* Lectures
* Seminars
* Experiential learning
* Reflective learning
* Skills practice
* Group work and group discussions
* Workshops
* Case studies
* Student presentations
* Information and communications technology (ICT) based activities
* Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience

# How is Quality Assured?

### Quality monitoring and evaluation

The programme you are studying was approved by UWE and as part of the approval process it was assured that

* the content of the programme met national benchmark requirements;
* the programme met any professional/statutory body requirements; and
* the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

* external examiner reports (considering quality and standards);
* statistical information (considering issues such as the pass rate); and
* student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

* To ensure the standard of the programme; and
* To ensure fairness and equity.

The external examiner for your programme:

|  |  |  |
| --- | --- | --- |
| Name (including prefix e.g. Dr.) | Role in institution | Name of institution |
| Maeve Paris | Head of Partnership/ Computing and Engineering Partnership Manager | University of Ulster |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University’s response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Moodle.

## External references

The following methods are used for gaining the views of other interested parties:

* Feedback from former students;
* Employers;
* LEP meetings

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# Appendices

## Appendix 1 - Marking Criteria

Marks will be allocated using the following qualitative guidelines:

|  |  |
| --- | --- |
| **Grade** | **Descriptions** |
| **90-100%** | Meeting all of the requirements for the 89.9% mark and in addition demonstrating a creative and unique synthesis of ideas and concepts including an evaluation of the methodological approach adopted |
| **83-89.9%** | Comprehensive coverage of all criteria for assessment, all of which have been explicitly interpreted. Extensive interrelating of alternative viewpoints or resources with the development of novel or original ideas and in depth reflection.  Access to, and judicious selection from, a wide range of sources, many of which are original. Analysis and evaluation clearly and appropriately expressed demonstrating a confident integration of appropriate ideas and concepts in a succinct and elegant manner. Opportunities taken to refer to and engage critically with module learning outcomes and their implications as appropriate to the submission. The work  demonstrates the student's ability to engage with appropriate dimensions of genre and discourse |
| **76-82.9%** | Comprehensive coverage of all criteria for assessment, many of which have been explicitly interpreted. Extensive interrelating of alternative viewpoints or resources with the introduction of novel or original ideas and in depth reflection.  Access to, and judicious selection from, a wide range of sources, many of which are original. Analysis and evaluation clearly and appropriately expressed and a confident discussion of ideas and texts is demonstrated. Opportunities taken to refer to and engage critically with module learning outcomes.  |
| **70-75.9%** | Comprehensive coverage of all criteria for assessment, many of which have been explicitly interpreted. Extensive interrelating of alternative viewpoints or resources with abundant evidence of reflection.  Access to, and judicious selection from, a wide range of sources, many of which are original. Analysis and evaluation clearly and appropriately expressed. Opportunities taken to refer to and engage critically with module learning outcomes. |
| **67-69.9%** | Extensive coverage of all criteria for assessment with sound interpretation apparent. Main issues or principles are clearly elaborated in clear, cogent and reflective argument. A good range of sources utilised and the use of primary sources is prioritised. Good analysis and evaluation, coherently and fluently expressed demonstrating a scholarly presentation of ideas and an astute sense of audience. Opportunities taken to refer to module learning outcomes. |
| **63-66.9%** | Extensive coverage of all criteria for assessment with some interpretation apparent. Main issues or principles clearly elaborated and with creditable degree of reflection. A good range of sources utilised, with some being original. Good analysis and evaluation, coherently and fluently expressed. Opportunities taken to refer to module learning outcomes. |
| **60-62.9%** | Coverage of all criteria for assessment with some interpretation apparent. Main issues or principles clearly elaborated and with creditable degree of reflection. A good range of sources utilised, with some being original. Good analysis and evaluation, coherently and fluently expressed. Opportunities taken to refer to module learning outcomes. |
| **57-59.9%** | Largely relevant coverage of the criteria for assessment with the main issues or principles identified explicitly. A satisfactory level of reflectivity upon a range of sources, all relevant but mostly secondary. Analysis and/or evaluation attempted with success. Module learning outcomes acknowledged with some implications reviewed. |
| **54-56.9%** | Largely relevant coverage of the criteria for assessment with the main issues or principles identified explicitly. A satisfactory level of reflectivity upon a range of sources, all relevant but mostly secondary. Analysis and/or evaluation attempted with moderate success. Module learning outcomes acknowledged with some implications reviewed. |
| **50-53.9%** | Largely relevant coverage of the main criteria for assessment and a satisfactory level of reflectivity upon a range of sources that are largely relevant but mostly secondary.  Some attempt at analysis with moderate success.  Module learning outcomes acknowledged and some implications reviewed. |
| **47-49.9%** | Adequate relevant coverage of the criteria for assessment with some development of the criteria but little interpretation apparent. Some irrelevance and/or inaccuracies in the selection of content. Reflection apparent with beginning of development but erratic analysis and evaluation. Level of study insular. |
| **44-46.9%** | Adequate relevant coverage of the main criteria for assessment.  Some irrelevance and/or inaccuracies in the selection of content. Reflection apparent but minimal analysis and evaluation. Module learning outcomes referred to appropriately. Level of study insular. |
| **40-43.9%** | Barely satisfactory coverage of the criteria for assessment with a substantial degree of irrelevance and inaccuracy apparent. Reflectivity acknowledged but lacking substance. Little analysis and evaluation.  Use of secondary sources only and little more than acknowledgment of the module learning outcomes. |
| **Fail** |
| **35-39.9%** | Unsatisfactory coverage of the criteria for assessment with a substantial degree of irrelevance and inaccuracy apparent. Reflectivity acknowledged but lacking in substance. A marked absence of analysis and evaluation. Use of secondary sources only and little acknowledgement of the module learning outcomes. |
| **28-34.9%** | Failure to meet most of the stated criteria with the work largely irrelevant to the assignment set. Inappropriate reference to the literature and/or relevant experience. |
| **1-27.9%** | Failure to meet most of the stated criteria with the work largely irrelevant to the assignment set. Inappropriate reference to the literature and/or relevant experience. |
| **0%** | Failure through non-submission. |

UWE Degree classification - <http://www1.uwe.ac.uk/students/academicadvice/degreeclassification.aspx>

# Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on Microsoft Teams

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