

# **University of Plymouth**

Academic Partnerships  
City College Plymouth

## **Operational Specification**

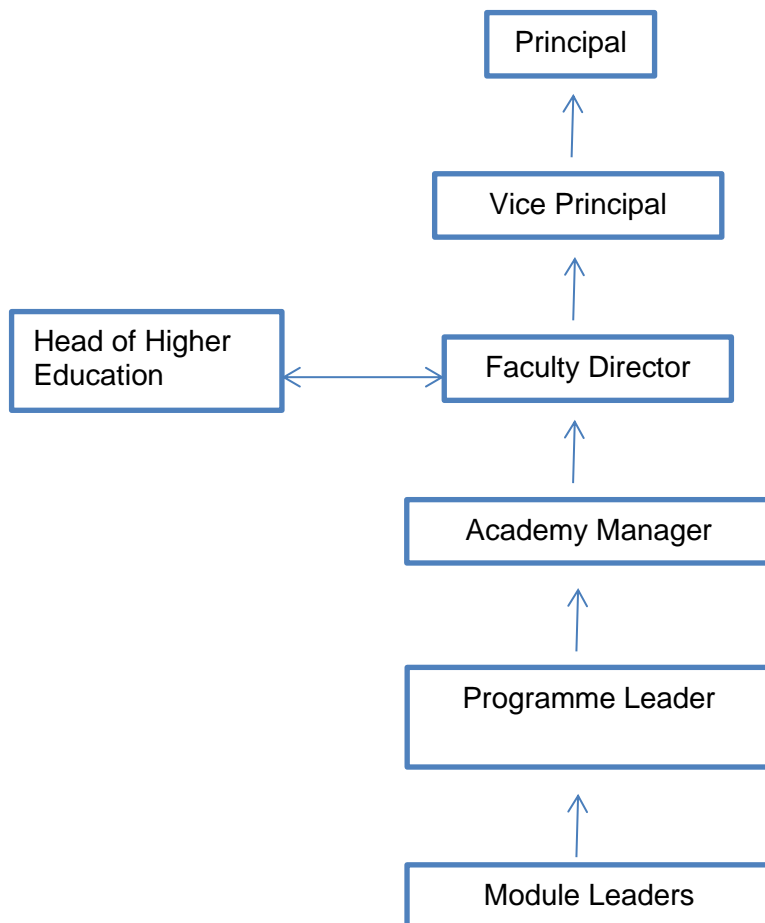
**FdSc Business Computing**  
**FdSc Computer Systems Development**  
**FdSc Software Development**

Date of Approval 9 March 2018  
Date of First Award June 2020

## 1. Programme management

### 1.1. Structure

As a delivering partner of this course, City College Plymouth has the remit for managing staffing and resources to deliver the programme, and for ensuring that due diligence is followed at the programme committee level. The relationship between institutional level and programme level management to ensure a clear line of communication is defined as follows:



The Academy Manager and Faculty Director have responsibility for managing the student experience for the programme of study. The programme leader provides operational support for this through:

- Representing the interests of the programme within the College and with external bodies as appropriate
- Completing annual programme monitoring and chairing/ organising the programme committee meeting
- Co-ordinating any minor changes
- Liaison with external examiners
- Updating and maintaining programme documentation
- Nominating student representatives and ensuring appropriate student voice at programme committee meetings

- Attendance at the HE Forum to represent the interests of the programme
- Acting as a first point of contact for students
- Considering and making decision on applications for the programme, where appropriate and conducting interviews when required

Each module will have an allocated module leader who will support the programme leader and faculty management team through assuming responsibility for the day to day administration, management and delivery of the module. This includes liaising with the learning resources team to ensure the module is appropriately resourced and ensuring that the module is appropriately resourced on the Virtual Learning Environment (VLE).

## **1.2. Committees**

### **Programme Committee Meeting (PCM)**

Membership of the PCM consists of the programme leader/manager as the Chair, module leaders and student representatives. Where relevant, members of the College Management Team and support services will also be invited.

PCMs exist to enable the core programme team and student representative members of the programme committee to meet formally, to strict agendas, twice per annum. These meetings are in addition to hosting the ALP's and the EE's visits, should the occurrences not align.

Guidance and templates regarding the Programme Committee Meetings are updated on an annual basis by Academic Partnerships who circulate to the HE Department (and are made available on the Plymouth University portal). The HE Officer will then circulate to all Programme Leaders.

### **Subject Assessment Panels (SAP)**

SAPs require marks to be confirmed at module level, as well as offering the opportunity to consider the health of assessment regimes within modules.

Guidance may be found on the Academic Partnerships' process and templates pages using the following link: <https://staff.plymouth.ac.uk/upcfacul/procandtemps/intranet.htm>

Each Module Leader is responsible for assuring that the marks presented at the SAP meeting are accurate and correct. All SAP paperwork is submitted to the programme team by the HE Department prior to presentation at the meeting to allow for these checks to take place. Where possible, a practice SAP meeting should be held to further support in ensuring that all of the appropriate documentation is present and correct at the meeting.

University of Plymouth regulations apply to the running of the SAP meetings, and it is essential for Module Leaders to be in attendance. In exceptional situations, a module

review report can be submitted to the programme leader to read on their behalf, in line with University of Plymouth requirements and guidance.

## **2. Modes of Delivery and Assessment**

### **2.1 Modes of Delivery**

A range of scheduled teaching and learning will be employed within the programme, i.e. lectures, seminars, tutorials, guided personal study, guest speakers and external visits, as detailed within the QAA (2011) explanation of contact hours. Lectures will identify the key aspects of enquiry, and will be accompanied by resources available through the VLE. Resources will be available with sufficient time to allow for students to prepare for sessions in advance, supporting in embedding inclusive practice. Lectures are developed to be fully accessible for all students and their individual learning needs.

Seminars provide students with space to develop their understanding of key concepts and practice through discussion, defined tasks and or/ presentations.

The following details how these are scheduled, timetabled, operationalised and resourced.

A curriculum plan for the provision is developed on an annual basis, between the Faculty Director, Academy Manager and Programme Team. This identifies the programme content and the hours required for delivery. This curriculum plan is used to inform the timetabling process, which is managed between the Academy Manager and central timetabling team.

Students are provided with a copy of their timetable, and notified of amendments throughout the year via their Programme Leader.

Additional activities outside of the formal timetable, for example visiting speakers, are communicated to students via Google Classroom and by the Programme Leader.

External visits are organised by the relevant module leader, who will first submit a risk assessment which is approved by the relevant Faculty Manager before the external visit can take place, to support in identifying and resolving any health and safety risks prior to the visit.

### **2.2 Modes of assessment**

A range of assessment types will be employed within the programme, i.e. assignments, reports, portfolios, project outputs, oral assessments and presentations, practical skills assessment, set exercises, as also detailed within the QAA (2011) explanation of contact hours.

Assessment of key/ transferable skills occurs formatively through tutor contact, seminar discussion and formative feedback.

The following details how assessment is scheduled, timetabled, operationalised and resourced.

The programme team meet for a planning day during June/ July each academic year to agree the assessments and timings for the following academic year. An indicative assessment schedule is collated by the Programme Leader following this process, which is issued to students during induction and provided on Google Classroom. Each module leader produces a scheme of work which supports in the planning of formative assessment as well as highlighting the timing of summative assessments.

Internal Verification takes place both pre and post issue of assignments. The pre issue IV process aims to ensure standardisation of assignments and that they are at the appropriate level, meeting the necessary learning outcomes. The post issue IV process verifies that marking schemes have been applied consistently and fairly, and that the feedback provided to students is appropriately detailed and supportive.

The Programme Leader for this programme will make contact with the External Examiner at agreed points throughout the academic year for the provision of assignments pre and post issue, supporting standardisation and quality process.

### **2.3 Alternative and Inclusive Assessment Strategies**

The College is committed to continually developing the inclusivity of its HE provision and delivers staff development sessions for HE programme teams regarding the importance of inclusive design in teaching, learning and assessment. The College aligns its practices to the Plymouth University Assessment Policy 2014-2020 and aims to ensure that 'all students will have an equitable, supported assessment experience'.

Inclusive assessment will:

- Fairly evaluate students' ability to meet module and programme learning outcomes and academic standards
- Be accessible for all students
- Provide every student with an equal opportunity to demonstrate their achievement
- Support student engagement, learning, progression, retention and address the needs of our diverse student population
- Be authentic and offer students contextualised meaningful tasks that replicate real world challenges through effective programme design.

The college will adopt inclusive practices to minimise the need for individual adjustments. However, modified assessments/ reasonable adjustments will be made for particular students in accordance with equal opportunity policies.

## **3. Feedback Processes/Policies**

This programme will align with the University of Plymouth policy of ensuring that feedback is provided to students within 20 working days.

In addition to any written feedback provided in hardcopy/ through the VLE, students are able to access both module leaders and their personal tutors to gain further feedback and to help identify improvements that the student can make for future assignments.

The timeliness of assessment feedback will be tracked centrally through the HE Department, with a reporting system being implemented should any concerns arise to ensure a timely approach to addressing any issues.

## **4. Specific Issues**

### **4.1. Fieldwork**

No fieldwork will be directly related to summative assessment. However, in order to continually enhance the student experience, external field visits to relevant organisations will be organised as appropriate.

### **4.2. Placements**

There will be no formally arranged placements within the programme structure. However, students will be actively encouraged to undertake appropriate voluntary work to further enhance their understanding and application of skills.

### **4.3. Work Based Learning**

Although no formal placements are included within the programme structure, students will be actively encouraged to engage with all employer engagement opportunities, including guest speakers and external visits, and the assessment strategy for the programme will ensure that assessments are authentic and work related. Students will be undertaking project work, which is employer led and focussed, and will be undertaking learning and project work within a realistic work environment, using the College's facilities, to support in the development of employability skills.

The College has a number of opportunities for students to work on employer led projects and we will make these opportunities available to students on all programmes, including the FD programmes, where it is likely that the students are better equipped with skills and confidence to tackle these projects.

The students will be undertaking an industry set problem as part of the stage 2 module Computing Team Project, and as well as presenting the group project to the industry specialist, there will be an individual reflective part of the assessment directly related to WBL and the skills gained from undertaking a real world problem.

### **4.4. Partnership**

Progression/Articulation Arrangements

Liaison

'The fundamental principle underpinning all arrangements for delivering learning opportunities with others is that the degree-awarding body, University of Plymouth, has ultimate responsibility for academic standards and the quality of learning opportunities, regardless of where these opportunities are delivered and who provided them' (QAA, 2012: B10, p6).

Meeting this responsibility is in the best interest of all involved and is enacted through due diligence policies, processes and procedures defined and followed by both Plymouth University as the degree-awarding body and City College Plymouth as the delivery institution. The partnership between the organisations is confirmed through the Academic Partnership Agreement.

## **5. Management of Student Choice**

Details of pathways will be communicated to students with their joining instructions.

The HE Department will be responsible for enrolling students on the appropriate programmes and modules at University of Plymouth through liaison with the students and the Programme Leader.

Students are supported in making choices by the following:

- Personal Tutor meetings
- Academic guidance from Programme Leader/ Module Leader through email, telephone, appointment
- Centrally organised communications through the HE Department

## **6. Student Support**

### **6.1. Academic Support**

The Programme Leader will arrange inductions into the Learning Resources, IT system and virtual learning environment during the first week of study.

The HE Link Librarian will work closely with the Programme Leader to ensure that a series of learning resource sessions are delivered to every student focussing on a general introduction, introduction to the learning resources at the College and introduction to the learning resources at University of Plymouth for students new to study at the College. This focuses on how to use both the physical resources and electronic resources. Refresher sessions will be made available for all returning students.

To ensure that relevant resources are available to students within the College's learning resources all Module Leaders and Programme Leaders should liaise with the College Librarian throughout the year. This is formalised within the Programme Committee Meetings.

Prior to the commencement of each academic year the Module Leader should liaise with the library team to ensure that reading lists are updated and new resources purchased where appropriate.

Students will be asked to evaluate the learning resources and IT support available to them through student focus groups, programme committee meetings and the Joint Board of Studies, as well as within the e-SPQ and NSS.

Centrally co-ordinated Study Skills sessions are available to all students on a weekly basis throughout term time, with the focus of each session communicated via Moodle, Google Classroom and through the Programme Leader/ tutor. If a particular study need is identified for an individual student or a cohort a bespoke session will be organised.

Students are referred to the Study Skills Guides available at University of Plymouth, as well as collated resources on the College Learning Resources Moodle site.

## **6.2. Pastoral Support**

Pastoral care is primarily operationalised through the Personal Tutor role. Every student studying within this provision will be allocated a personal tutor during their induction week, and have tutor time allocated to them. Personal tutorials are provided both in person and remotely via email (particularly in the case of part time students) and via the electronic individual learning plans (eILPs).

It is a requirement that all students on this programme have an on-going eILP, and it is the responsibility of the tutor to support and develop this plan.

The Personal Tutor will ensure that all students are provided with the opportunity to access an individual tutorial, and to signpost students to relevant pastoral support if needed.

In addition, students have access to receive support from the following departments within the College:

- Counselling service
- The Info space
- The Workspace
- HE Department
- The Admin Hub

The support available to students is communicated in joining instructions, during induction, within the HE Centre and on an on-going basis by all staff.

The effectiveness of pastoral support is monitored through tutorials, student focus groups organised by the HE Manager (with one group themed around support) and through the e-SPQ and NSS student surveys.

For information, the University Personal Tutoring pages include key resources and the personal tutoring policy.



### 6.3. Equality and Diversity

The programme committee engages with its institution's disability, equality and diversity policies and procedures to ensure that each and every student is considered equitably, as follows:

City College Plymouth has a long standing and wide ranging commitment to equality and diversity. It has a comprehensive Equality and Diversity Policy, Equality Objectives and an Equality and Diversity action plan, details of which can be found on the Equality and Diversity Moodle page:

<https://femoodle.cityplym.ac.uk/course/view.php?id=3421>

All members of staff involved in this provision also have access to the Plymouth University Equality and Diversity community: <https://intranet.plymouth.ac.uk/equality/intranet.htm>)

Guidance and updates regarding policies and procedures are circulated by the Director of Student Journey and all members of the programme team will be informed of updates and changes to procedures. The Equality and Diversity action plan is developed on an annual basis between the Faculty teams and the Director of Student Journey. Programme teams will be notified of any relevant actions and these will be incorporated into Programme Action Plans where relevant.

Mandatory training is delivered to all staff within the College on 'Equality and Diversity' and in addition a mandatory session on 'Embedding Equality and Diversity in the Curriculum' will be attended by all members of the teaching team. These sessions should be refreshed at a minimum of every three years and attendance will be monitored by the Staff Development team and Line Manager.

All new HE students are required to undertake a dyslexia I-Screener test, to be organised between the tutor and Dyslexia Co-ordinator. Any students whose results indicate that they may have dyslexia are signposted to the next steps by the Dyslexia Co-ordinator in order to ensure that they are aware of how to access support if needed.

A Personal Emergency Evacuation Plan is to be put in place for any students who are unable to escape unaided in an emergency (due to temporary or permanent reasons) and this is the responsibility of the tutor and the learning support team.

Any students who indicate at the point of application/ enrolment that they may require additional support during their studies are referred to the Learning Support Manager at

City College Plymouth who will provide advice and support regarding the steps to take regarding applying for Disabled Student's Allowance and accessing support.

Students are provided with information regarding the support available within joining instructions once their place on a course is confirmed, and further support and guidance is available on the College website here: <http://www.cityplym.ac.uk/university-level-courses/student-support>.

A DSA notification of entitlement report will be provided to the tutor via the Learning Support Manager and HE Department for any students who undergo an assessment. If the report contains recommendations regarding learning/ assessment are to be discussed and agreed between the tutor and student, with a case meeting to be arranged between the tutor, academy manager, HE Manager and student if considered appropriate, to ensure that appropriate and reasonable adjustments are made. The effectiveness of any adjustments is to be monitored through tutorials, with support from the academy manager/ HE Manager where appropriate.

The College is committed to continually developing the inclusivity of its HE provision and delivers staff development sessions for HE programme teams regarding the importance of inclusive design in teaching, learning and assessment.

## **7. Student Liaison, Representation and the Student Voice**

Engaging with the collective student experience comprises of involving, listening and responding to what is often referred to as 'the student voice'. A useful reference is Plymouth University's Student Voice web page:

<http://www1.plymouth.ac.uk/studentvoice/Pages/default.aspx>). The following subsections outline how this is operationalised through the responsibilities of the programme committee:

### **Student representation and enhancement**

Course representatives will receive training and support from both UPSU and the City College Plymouth HE Officer.

As well as the programme committee meeting course reps are requested to attend a minimum of three course rep meetings each academic year, and a student away day. Participation at these events should be encouraged and supported by the Programme Leader.

### **Student perception surveys**

The National Student Survey (NSS) and Plymouth University's Student Perception Questionnaire (SPQ) offer the opportunity for the Student Voice to be gathered from students individually. There are limitations in terms of which students are required to complete these surveys as well as restrictions on the level of feedback from NSS

dependent on the number of students on the course; however, both response rates and the results are important whether they reflect the programme or the institution.

The following details how these surveys are operationalised by the programme committee and included with the programme actions plans:

The results of the surveys are disseminated to the programme committee and used to inform the annual programme monitoring process, with actions arising from the feedback being incorporated into the programme action plan and College HE Action Plan, presented by the Head of Higher Education at the Joint Board of Studies.

Students will also be asked to complete Module Evaluation Forms at the end of each semester of study, which are to be distributed by the Course representative to students, and completed anonymously. The forms are then passed to the Module Leader to inform of any issues/ amendments needed. Results of these evaluations should inform any permitted changes and can be requested by the Academy Manager in response to any student complaints or issues raised.

### **Closing the feedback loop**

The concept “you said – we did” in response to listening to the Student Voice is important for Plymouth University and City College Plymouth. At programme level student representatives are members of the programme committee, both bringing the student voice to the committee and closing that feedback loop by responding to the student body, in essence extending the concept to include “you said – we responded”.

The following details how the programme committee engages to maximise the effectiveness of this feedback loop:

- Reporting on actions taken in response to feedback at Programme Committee Meetings with Course representatives present
- Reporting on actions taken at course rep meetings, with an action plan created following each meeting which is monitored by the HE Student Engagement Officer, and is available as a ‘live’ document for all students, ensuring it is continuously updated with actions
- ‘You said we did’ posters displayed in the HE Student Centre
- Newsletter updates issued to all Course Reps for dissemination to their cohorts including developments and updates in response to student feedback

All Complaints and Concerns in the College are investigated by the Talkback co-ordinator in accordance with the Talkback Policy, which has been aligned to the University complaints procedure. All Complaints and Concerns are recorded. The Talkback Policy is available on the HE Student Handbook Moodle site.

## **8. Student Transfer and Progression Opportunities and Arrangements**

Transfer out of the programme should be discussed by the student and programme leader. The HE Department will support with the Study Funding amendments for any students ceasing study on this programme.

External transfer onto the programme will be managed by the HE Department, in collaboration with the Programme Leader.

Postgraduate progression opportunities for students, all well as employment opportunities will be actively promoted through tutorial and Cross-College communications.

Appendix 1 PCM membership

### **FdSc Computing Suite**

**Start Date:** September 2018

**First Award Date:** July 2019

## Operational Specification: mapping of Programme Learning Outcomes.

## FdSc Computer Systems Development

Module Code	Level	Credits	E - elective C - core	Programme Learning Outcomes (for more information see Section 8 of the Programme Specification) Please map where a module does one or more of the following:  I – PLO is introduced A – PLO is assessed																			
				8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills			
				1	2	3		1	2			1	2	3		1	2	3		1	2	3	
CITY1101 Object Oriented Programming	4	20	C	A				I	A			I	A	A		A	A	A		A	A		
CITY1102 Computer Systems	4	20	C	A	A	I		I	A					A		A				A			
CITY1103 Mathematics for Computing	4	20	C	A		I		I	A			I	I	A		A		A		I		I	
CITY1104 Computer Networks	4	20	C	A	A	A		I	A				A	A		A					A	A	
CITY1105 Web Development	4	20	C	A		I		I	A			I	A	A		A	A	A		A	A	I	
CITY1106 Database Development	4	20	C	A	A			I	A			I	A	A		A	A	A		A	A	I	

CITY2105 Computing Team Project	5	20	C	A				A	A			A	A	A		A	A	A		A	A			
CITY2110 Digital Forensics	5	20	C	A	A	A		A	A			I	I	A		A	A	A			A	A		
CITY2111 Organisational Systems Security	5	20	C	A	A	A		A	A			I	I	A		A		A			A	A		
CITY2112 Advanced Computer Networks	5	20	C	A	A	A		A	A			I	A	A		A		A			A		A	
CITY2113 Embedded Systems & Robotics	5	20	C	A	A	I		A	A			I	A	A		A		A			A	A		
CITY2114 Computer Systems Architecture	5	20	C	A	A	I		A	A				I	A		A	I	A			A	A		

## FdSc Software Development

Module Code	Level	Credits	C - core E - elective	<b>Programme Learning Outcomes</b> (for more information see Section 8 of the Programme Specification) Please map where a module does one or more of the following:  <b>I – PLO is introduced</b> <b>A –PLO is assessed</b>																			
				8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills			
				1	2	3		1	2			1	2	3		1	2	3		1	2	3	
CITY1101 Object Oriented Programming	4	20	C	A				I	A			I	A	A		A	A	A		A	A		
CITY1102 Computer Systems	4	20	C	A	A	I		I	A					A		A				A			
CITY1103 Mathematics for Computing	4	20	C	A		I		I	A			I	I	A		A		A		I		I	
CITY1104 Computer Networks	4	20	C	A	A	A		I	A				A	A		A					A	A	
CITY1105 Web Development	4	20	C	A		I		I	A			I	A	A		A	A	A		A	A	I	
CITY1106 Database Development	4	20	C	A	A			I	A			I	A	A		A	A	A		A	A	I	

CITY2105 Computing Team Project	5	20	C	A				A	A			A	A	A		A	A	A		A	A				
CITY2106 Web And Mobile Application Development	5	20	C	A	A			A	A			A	A	A		A	A	A		A	A	A			
CITY2108 Software Development	5	20	C		A	A		A	A			A	A	A		A		A		A	A	A			
CITY2109 Human Computer Interaction	5	20	C	A	A	A		A	A			A	A	A		A	A	A		A	A	A			
CITY2117 Data Structures and Algorithms	5	20	C					A	A							A					A	A	A		
CITY2118 Systems Analysis	5	20	C	A	A			A	A					A		A		A				A			



## FdSc Business Computing

Module Code	Level	Credits	C - core E - elective	<b>Programme Learning Outcomes</b> (for more information see Section 8 of the Programme Specification) Please map where a module does one or more of the following:  <b>I – PLO is introduced</b> <b>A –PLO is assessed</b>																			
				8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills			
				1	2	3		1	2			1	2	3		1	2	3		1	2	3	
CITY1101 Object Oriented Programming	4	20	C	A				I	A			I	A	A		A	A	A		A	A		
CITY1102 Computer Systems	4	20	C	A	A	I		I	A					A		A				A			
CITY1103 Mathematics for Computing	4	20	C	A		I		I	A			I	I	A		A		A		I		I	
CITY1104 Computer Networks	4	20	C	A	A	A		I	A				A	A		A					A	A	
CITY1105 Web Development	4	20	C	A		I		I	A			I	A	A		A	A	A		A	A	I	
CITY1106 Database Development	4	20	C	A	A			I	A			I	A	A		A	A	A		A	A	I	

CITY2105 Computing Team Project	5	20	C	A				A	A			A	A	A		A	A	A		A	A			
CITY2109 Human Computer Interaction	5	20	C	A	A	A		A	A			A	A	A		A	A	A		A	A	A		
CITY2111 Organisational Systems Security	5	20	C	A	A	A		A	A			I		A		A		A			A	A		
CITY2115 Digital Business Strategy	5	20	C		A	A		A	A			I	A	A		A		A			A	I		
CITY2116 E-Business	5	20	C	A	A	A		A	A			I	A	A		A	I	A			A	A	A	
CITY2118 Systems Analysis	5	20	C	A	A	I		A	A			I	I	A		A	I	A			I	A	I	