QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

– **Programme Code**	CRS (Course Code): SCFSCOM001S ROU (Route Code): SCFSCOS					
– **Programme Title**	FdSc Computing and Digital Futures					
– **Target Award Title**	Foundation Degree (FdSc)					
– **Exit Award Title(s)**	– FdSc Computing and Digital Futures (240 credits) – Certificate of Higher Education (CertHE) in Computing and Digital Futures (120 credits at Level 4)					
– **Subject area**	Foundation Degree Computing					
School	Centre: Centre for Academic Persistence Department: Foundation Degrees					
– **Programme Team Leader(s)**	TBD					
– **Programme Type**	Blended Learning					
– **Delivery Model**	DL F/T		BL F/T	x	Apprenticeship	
	DL P/T		BL P/T		Other	
Where delivery model identified as 'Other' please provide details						
– **Location of delivery**	All UK Campuses					
– **Proposed Start date**	September 2025					
– **Reference points**	This programme is aligned with: QAA Qualifications Characteristics Statement for Foundation Degrees (2020) QAA Subject Benchmark for Computing (2022) QAA Subject Benchmark for Business and Management (2023) FHEQ (Framework for Higher Education Qualifications) Level 4 FHEQ (Framework for Higher Education Qualifications) Level 5 Arden University Inclusive Curriculum Framework					
1. Professional, Statutory & Regulatory Bodies (PSRB)						

2. Programme aims

The Foundation Degree programme will draw on the educational values in the Arden University Education strategy (Confidence, Compassion, Connectedness, Curiosity, Creativity) to apply the Arden Educational Gains Framework (confident, citizen, connected and creative). Delivering these educational gains is critical to the Foundation Degree Computing and Digital Futures because it is aimed at students who do not meet standard HE entry requirements but have relevant and current work experience.

There will be a focus on collaborating with employers to ensure that programme content remains relevant to the workplace and that students can apply their knowledge and skills. It is critical to the

programme that the principles of work-based learning are a central feature, and that students are assessed directly on how they have applied their learning within their chosen sector.

Upon completion, the programme aims to provide students with the knowledge and skills base to expand their career opportunities in the health or social care sectors, or to continue studying at FHEQ Level 6, with the aim of them being well-positioned to progress to a leadership position post-graduation, or senior leader with postgraduate study.

The Foundation Degree will be organised into eight, 30 credit modules. In Level 4, there will be a long and thin module, taught across semesters 1, 2 and 3 that develops students' academic and professional skills, encouraging the development of academic persistence characteristics, as well as skills such as critical thinking, academic writing, digital literacy, and presentation skills.

To facilitate the explicit linkage between academic theory and its application in the workplace, in Level 5 students will undertake a long and thin work-based learning module, taught across semesters 1 to 3.

The remaining modules will develop students' subject-specific knowledge, behaviours and skills, as outlined in the programme and module learning outcomes.

This Foundation degree programme will draw on the educational values in the Arden University Education strategy (Confidence, Compassion, Connectedness, Curiosity, Creativity) in order to apply the Arden Educational Gains Framework (confident, citizen, connected and creative). Delivering these educational gains is critical to the Foundation Degree in Computing and Digital Futures because it is aimed at students who do not meet standard, HE entry requirements but have relevant and current work experience.

Through a supportive teaching and learning framework, developed to ensure students are equipped for studying in HE, it provides knowledge and skills designed to support careers across a range of key Computing areas. The two-year full-time programme maps onto FHEQ Level 4 and Level 5, the QAA Characteristics statement for Foundation Degrees and the QAA Subject Benchmark for Computing and Business Management (for the Digital Business Transformation and Business Intelligence modules).

At Level 4 the programme will combine academic study skills with introduction to core computing concepts and skills needed to be part of a digital workforce. At Level 5 students will study modules that focus on the development of computing skills and their application in the workplace.
In addition, students will complete a work-based learning module that will offer them the opportunity to evidence how they have applied their knowledge and skills in a work context. Upon completion the programme aims to provide students with the knowledge and skills base to either continue studying at FHEQ Level 6 or expand their career opportunities in a business role.

In particular the programme aims to provide students with:

- An understanding of the foundations of effective study skills at Higher Education
- The knowledge and critical understanding of the established principles of computing and the new digital world and artificial intelligence
- The development of technical computing skills and knowledge such as programming and web and database technologies

- The ability to critically analyse information and identify innovative solutions to core computing problems
- The capability to apply their knowledge in the workplace and to reflect on how their skills can support their career development
- A series of core graduate attributes equipping students to be digitally literate, inclusive, knowledgeable and innovative in a range of contexts
- The knowledge requirements for entry into study at FHEQ Level 6 or to enhance their career options in the short and long-term.

In line with the core principles of Foundation Degrees the programme will focus on working with employers to ensure that programme content remains relevant to the workplace and that students have the opportunity to apply their knowledge and skills. It is critical to the programme that the principles of work-based learning is a central feature and that students are assessed directly on how they have applied their learning within their chosen sector. This forms a central thread running through the programme but is a specific requirement at L5 where students undertake a work-based learning module across all teaching semesters.

Programme Structure

<table>
<tr><th colspan="14">Foundation Degree (FdSc) Computing and Digital Futures</th></tr>
<tr><td colspan="14">Level 4: 12 months</td></tr>
<tr><td rowspan="3">Level 4</td><td>Month 1</td><td>Month 2</td><td>Month 3</td><td>Month 4</td><td>Month 5</td><td>Month 6</td><td>Month 7</td><td>Month 8</td><td>Month 9</td><td>Month 10</td><td>Month 11</td><td>Month 12</td><td rowspan="3">120 credits</td></tr>
<tr><td colspan="9">FCOM4002 Learning for Life: Skills for Study and Work (Computing) (long and thin, 30 credits)</td><td colspan="3" rowspan="2">On Track – personalised academic support and guidance</td></tr>
<tr><td colspan="3">FCOM4001 Digital Skills for the Modern Workplace (30 credits)</td><td colspan="3">FCOM4003 Principles of Problem Solving and Programming OR FCOM4004 Web and Database Technologies (30 credits)</td><td colspan="3">FCOM4004 Web and Database Technologies OR FCOM4003 Principles of Problem Solving and Programming (30 credits)</td></tr>
<tr><td colspan="14">Level 5: 12 months</td></tr>
<tr><td rowspan="3">Level 5</td><td>Month 1</td><td>Month 2</td><td>Month 3</td><td>Month 4</td><td>Month 5</td><td>Month 6</td><td>Month 7</td><td>Month 8</td><td>Month 9</td><td>Month 10</td><td>Month 11</td><td>Month 12</td><td rowspan="3">120 credits</td></tr>
<tr><td colspan="9">FCOM5004 Workplace Impact Project - Applied Work-Based Learning for Computing and Design (long and thin, 30 credits)</td><td colspan="3" rowspan="2">On Track – personalised academic support and guidance</td></tr>
<tr><td colspan="3">FCOM5002 Digital Business Transformation (30 credits)</td><td colspan="3">FCOM5001 Business Intelligence OR FCOM5003 User Centred Design (30 credits)</td><td colspan="3">FCOM5003 User Centred Design a OR FCOM5001 Business Intelligence (30 credits)</td></tr>
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The Foundation Degree will be organised into eight, 30 credit modules.

There will be pinned modules for semester 1 in for level 4 (Digital Skills for the Modern Workplace) and level 5 (Digital Business Transformation). The pinning of modules will ensure that basic principles for that level can be acquired and then build on in subsequent modules.

Level 4 and level 5 both include one long and thin module that is taught across semesters 1, 2 and 3. The Level 4 module (Learning for Life: Skills for Study and Work (Computing)) develops students' academic, personal effectiveness and professional skills. The Level 5 work-based learning module (Workplace Impact Project – Applied Work-Based Learning for Computing and Design) requires students to apply academic theory to the workplace.

The remaining modules will develop students' subject-specific knowledge, behaviours and skills, as outlined in the programme and module learning outcomes. The programme design prepares students for further study at level 6.

3. Programme Entry Requirements

Please adapt standard/typical entry requirements as necessary.

Standard entry requirements (all required):

1. Minimum 60 credits from Level 2/3 qualification (e.g., GCSE, A-Levels, BTECs, Access to HE, or equivalent) with a minimum of 15 credits at level 3)
2. Current professional C.V.
3. English proficiency - IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent)

Non-standard entry requirements:

1. 2 years' work experience in a relevant role (industry specific work experience / professional certificates) of which some must have been completed in the last 12 months.
2. English proficiency - IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent)

All non-standard entry applications are subject to academic review/interview

4. Learning, teaching and assessment methods and strategies

As part of Arden Universities commitment to widening participation and delivering educational gains learning and teaching on the Foundation Degree will be designed to reflect the non-standard entry requirements for students on the programme. This means ensuring that teaching and learning is accessible and adaptable to the needs of all students, particularly those with limited recent experience of education. Learning activities will emphasise the application of knowledge in order to solve authentic problems, reinforcing the vocational nature of Foundation Degrees. Industry-relevant case studies and client briefs will be utilised so that students apply theoretical knowledge and skills to real-world contexts.

The programme will be designed around active learning, student-centred principles. Classroom-based teaching will use innovative and engaging activities that will place emphasise on discussion of core technical skills as a means of enhancing learning and creating insight.

Each session will be required to follow a scheme of work which sets out the learning outcomes and potential learning gains based around identified knowledge, skills and behaviours. Schemes of work will also be used to support an adaptive teaching approach so that activities are tailored to meet the needs of each student. A consistent approach to assessment for learning will be adopted so that students become familiar with the importance of tracking their learning and reflecting on how it might be applied to module assessment and, where appropriate, the workplace.

The supportive environment within the classroom will be extended by ensuring all students have access to 1:1 academic and non-academic support. Programme resources will be allocated to creating a comprehensive approach to such things as personal tutoring and academic skills coaching which will be available for students, so they can re-visit and reinforce key topics and enhance their understanding in a way on an individualised basis.

In addition to the opportunities for in-person directed learning, students will have access to a range of curated online material designed to enhance their understanding.

A range of digital tools will be employed to both directly support classroom learning and allow students to enhance their experience of independent learning. Such things as simulations, discussion

fora, social media channels, webinars and presentation software will give students a varied and engaging set of learning tools that they can utilise and re-visit throughout the programme.

This presents a teaching strategy for the Foundation Degree that creates a holistic learning experience which offers in-depth collective and personalised support at all points in the student's journey through the programme.

Sample synchronous and asynchronous learning activities

Synchronous

- Activities to develop assessment literacy
- Informal presentations to develop oracy skills
- Mini-lectures
- Peer assessments
- Problem-based learning
- Reflection and tutorials
- Seminars
- Simulations
- Team-based learning
- Workshops and practical activities targeted at the development of core technical skills

Asynchronous/independent learning (utilising the Virtual Learning Environment)

- Activities to develop assessment literacy
- Activities integrating use of Arden University learning resources (e.g., Library and Careers Portal)
- Comprehensive online weekly sessions
- Discussion forum activities
- Mini lecture videos
- Online-self assessment and reflective activities
- Pre and post face-to face-session activities (including mini quizzes, learning check points)
- Use of key module reading lists

Assessment Strategy

A central feature of this holistic learning journey is an assessment strategy that (a) meets required standards of knowledge at FHEQ L4 and L5, (b) does so in a way that recognises the level of educational experience students bring with them into a Foundation Degree and (c) is consistent with wider Arden University assessment policy. As a result, assessment across the programme will meet the following requirements:

- Offer a variety of assessment including the opportunity for students to choose the format they wish to use to meet the learning outcomes
- Provide students with the opportunity to complete authentic tasks relevant to Health and Care Management
- Require students to show evidence of their engagement with a wide range of sources and to show how these have helped them to develop their knowledge and insight
- Be consistent with Arden University policy on assessment equivalencies
- Be designed so that students are required to produce authentic and original work

- Make use of an assessment matrix which should be incorporated into the marking process as per Arden University assessment and feedback policy
- Prepare students for assessment requirements at L6 upon completion of the programme

The Assessment strategy also takes account of assessment volumes required within 30 credit modules delivered across a 9-week teaching block. To ensure students have sufficient support, assessment will be closely aligned with teaching content and there will be a structured approach to enable students to make progress throughout the module. This will include opportunities for formative assessment and feedback as well as other 1:1 support through a range of synchronous and asynchronous methods.

In order to encourage high submission rates, this structured approach will allow students to take advantage of campus resources to complete assessment tasks in-person. This will support submission levels by ensuring students have access to technology to allow them to make use of appropriate resources, complete tasks in a supported and focused environment and work with other students in a collaborative context. For example, in week 10 (end-of-module assessment week) Foundation Degree students will be encouraged to attend in-person assessment support sessions led by academic staff.

Module assessment will also be integrated with tasks for modules that run across teaching semesters linking to learning taught in subject-specific modules. For example, assessment for 10 credits worth of Learning for Life: Skills for Study and Work (Computing) will target the skills required for the 30-credit module being completed at the same time, in addition to developing a broader set of skills needed for work and study.

Module assessment for 30 credit modules will be formed of a minimum of two components, so that student outcomes are not dependent upon a single task. However, as per Arden University regulations students will not need to achieve a pass rate for each individual component in order to pass the module.

Assessment Types

The following assessment types have been designed into the programme:

	Module	Component 1	Component 2	Component 3
4	**FCOM4002 Learning for Life: Skills for Study and Work (Computing)**	Portfolio 15%	Portfolio 35%	Portfolio 50%
4	**FCOM4001 Digital Skills for the Modern Workplace**	Portfolio 100%		
4	**FCOM4003 Principles of Problem Solving and Programming**	Practical 100%		
4	**FCOM4004 Web and Database Technologies**	Project 100%		
5	**FCOM5004 Workplace Impact Project - Applied Work-Based Learning for Computing and Design**	Portfolio 50%	Report 30%	Presentation 20%
5	**FCOM5002 Digital Business Transformation**	Project 100%		

5	**FCOM5001 Business Intelligence**	Portfolio 100%	[redacted]
5	**FCOM5003 User Centred Design**	Project 100%	

5. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
At the end of this course you, the student, will be able to: *(No more than 10 programme learning outcomes are permitted per programme.)*		
1. Demonstrate a range of core academic skills to support study at undergraduate level.	This LO is achieved primarily through the Learning for Life: Skills for Study and Work (Computing), and Workplace Impact Project - Applied Work-Based Learning for Computing and Design modules delivered across level 4 and 5 but will be reinforced throughout the whole programme. Students will learn such things as research skills, critical thinking, using academic resources, academic integrity, and interpersonal and communication skills. Project-based skills will allow the demonstration of these skills in an applied context.	Students will be assessed in the acquisition and consolidation of new academic skills such through summative assessment tasks that require them to demonstrate their ability to write for academic purposes, reflect, and work with others (e.g. Workplace Impact Project).
2. Apply computational thinking techniques and fundamental programming constructs to design and test software to solve problems relating to a variety of practical contexts.	Modules Principles of Problem Solving and Programming and Web and Database Technologies will introduce and consolidate to computational thinking skills and a range of fundament al technical computing skills.	Assessments will focus on students demonstrating the acquisition of practical skills and computational thinking.
3. Demonstrate a systematic understanding of the ethical, sustainability, and legal implications presented by digital innovations, including Artificial Intelligence tools.	The programme will have a golden thread of the ethical, legal and sustainability implications of digital technologies. Modules such as Business Intelligence and Digital Skills for the Modern Workplace will discuss cybersecurity and the need to handle data in line with legal frameworks.	Assessments will require students to analyse the impact of digital technologies on both business operations and wider society.
4. Evaluate the usage and impact of digital technologies in enhancing business operations, including their role in business decision-making.	The programme is strongly aligned with developing the skills and competencies that are needed in computing professionals in industry. Modules such as Business Intelligence foreground the role of computing in enhancing business operations and User Centred Design.	Students will be assessed by methods that require them to show an insight into the wider business context computing sits within.
5. Apply a range of technical computing skills - including programming, data analysis, web and database development, and the use of digital tools and technologies - to design, implement, and evaluate solutions to real-world problems.	Modules will develop a range of technical skills so that students are well positioned to progress to Level 6 and manage the technical demands of the Level 6 modules. Modules such as Principles of Problem Solving and Programming and Web and Database Technologies will introduce students to the fundamentals in these areas.	Assessments will focus on students demonstrating the acquisition of practical skills.

6. Analyse user requirements and apply user-centred design principles to develop and evaluate computing solutions that address usability, accessibility, and user experience considerations.	The role and importance of the user when designing and implementing digital solutions will be foregrounded in the module User Centred Design but will also be addressed in the modules Business Intelligence and Digital Skills for the Modern Workplace. Where the wider role of computing in the workplace is considered.	Students will complete assessment tasks that require them to take into account user needs.
7. Demonstrate effective professional and interpersonal skills that are required in the workplace	Professional and interpersonal skills will be developed via the two long and thin modules, which will ensure that students have a sustained focus on these key elements of employability throughout the programme.	Reflective and practical examples of their skills in these areas (for example reflective logs) will give students the opportunity to record their progress in these key areas.

6. Graduate Attributes and the means by which they are achieved and demonstrated

Attributes must be covered and assessed in every level of study on a programme.

Graduate Attribute	The means by which these attributes are achieved	The means by which these attributes are assessed
1. Digitally literate	The Foundation Degree will develop students' digital literacies to an advanced standard compared with the average non-Computing degree.	Assessment tasks will require students to demonstrate a wide range of technical competencies.
2. Contextually innovative	The Foundation Degree is highly applied. Students will apply their developing technical skills to a range of work-based situations. For example, the modules Digital Skills for a Modern Workforce, Business Intelligence and Digital Business Transformation contextualise technical skills in terms of their real-life application and place in a range of industries. Students will have a greater understanding of the role computing plays in wider society.	Assessment tasks will require students to show they can apply abstract technical skills to solve a wide range of problems.
3. Socially intelligent and proactively inclusive	Learning for Life: Skills for Study and Work (Computing) will support the development of a wide range of academic, personal and professional skills, including teamwork and collaboration, communicating to a wide range of audience. The requirement for students to access a workplace for the Workplace Impact Project - Applied Work-Based Learning for Computing and Design will provide the opportunity for students to strengthen their skills of inclusion and emotional and social intelligence as they work with others and are taught how to reflect on their interactions with others.	Assessment tasks for Academic and Professional Development and Workplace Impact Project will require students to reflect on how their actions impact others, the social aspects of being in the workplace and will require them to communicate and work with others in an appropriate way. Activities in the classroom will also be

		designed to strengthen students' social intelligence using group work and emphasising the development of healthy group dynamics, encouraging a mutually supportive environment.
4. Professional knowledgeable in their subject area	The programme as a whole promotes foundational computing knowledge through core modules such as Principles of Problem Solving and Programming and Web and Database Technologies at Level 4. At Level 5, students will study user centred design and business intelligence, focusing on the application of knowledge to a range of business contexts.	Assessment tasks will require students to demonstrate their professional knowledge both on a technical level but also reinforces how those skills are used in the workplace.

19. Summary of modules and mapped programme learning outcomes

(List modules in order of delivery)

Level	Module Code and Module Title	Module type *Compulsory (C) or Optional (O)*	Pinned / Paired Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4
4	FCOM4002 Learning for Life: Skills for Study and Work (Computing)	C	Pinned	X						X				X		X	
4	FCOM4001 Digital Skills for the Modern Workplace	C	Pinned			X	X	X	X	X				X	X		
4	FCOM4003 Principles of Problem Solving and Programming	C			X			X						X			X
4	FCOM4004 Web and Database Technologies	C			X			X						X			X
5	FCOM5004 Workplace Impact Project - Applied Work-Based Learning for Computing and Design	C	Pinned	X				X		X				X	X	X	
5	FCOM5001 Business Intelligence	C				X	X	X	X					X	X		
5	FCOM5002 Digital Business Transformation	C	Pinned			X	X		X					X	X		X

5	FCOM5003 User Centred Design	C							**X**					**X**			**X**
Certificate in Higher Education (CertHE) To be awarded the CertHE, students must complete a total of 120 credits at Level 4.																	