University of Brighton

PROGRAMME SPECIFICATION

Final

PART 1: COURSE SUMMARY INFORMATION

Course summary		
Final award	BSc (Hons) Computer Science	
Intermediate award	BSc Computing DipHE Computing CertHE Computing	
Course status	Validated	
Awarding body	University of Brighton	
School	Computing, Engineering and Mathematics	
Location of study/ campus	Moulsecoomb	
Partner institution(s)		
Name of institution	***Host department***	***Course status***
1.		SELECT
2.		
3.		

Admissions	
Admissions agency	UCAS
Entry requirements *Include any progression opportunities into the course.*	*Check the University's website for current entry requirements*. A-levels or BTEC Entry requirements are in the range of A-level BBC–CCC (112–96 UCAS Tariff points), or BTEC Extended Diploma DMM–MMM. Conditional offers typically fall within this range. Applicants are generally made an offer if their predicted grades are at the top of this range. If their predicted grades are towards the lower end of this range an offer may still be made if the applicant has a good GCSE (or equivalent) profile or relevant non-academic achievements. International Baccalaureate 28 points, with three subjects at Higher level. Access to HE Diploma Pass with 60 credits overall. Level 3 units in computing required. At least 45 credits at level 3, with 24 credits at merit or above. GCSE (minimum grade C or grade 4) Must include English language, maths and a physical science. Foundation degree/HND May enable applicants to start the course in year 2 or 3. Applicants who have studied before or have relevant experience: A qualification, HE credits or relevant experience may count towards the course, and could mean that the applicant does not have to take some elements of the course or can start in year 2 or 3. For non-native speakers of English IELTS 6.0 overall, with 6.0 in writing and a minimum of 5.5 in the other elements.

	International students may also gain entry via completing pathway courses at The University of Brighton International College. For more information see: http://www.kic.org.uk/brighton/		
Start date (mmm-yy) *Normally September*	Sept-18		
Mode of study			
Mode of study	***Duration of study (standard)***	***Maximum registration period***	
Full-time	3 years	8 years	
Part-time	Other: 6 years	8 years	
Sandwich	4 years	10 years	
Distance	Select n/a	Select n/a	
Course codes/categories			
UCAS code	G400		
Contacts			
Course Leader (or Course Development Leader)	Dr Goran Soldar		
Admissions Tutor	Dr Ali Hamie		
Examination and Assessment			
External Examiner(s)	**Name**	**Place of work**	**Date tenure expires**
	Dr Cain Evans **Dr Renato Cordeiro de Amorim**	**Birmingham City University** **University of Hertfordshire**	**30/09/19** **30/09/19**
Examination Board(s) (AEB/CEB)	**Computing AEB/CEB**		
Approval and review			
	Approval date	**Review date**	
Validation	May 2003[1]	April 2015[2]	
Programme Specification	24/04/18[3]	31/01/19[4]	
Professional, Statutory and Regulatory Body 1 (if applicable): British Computer Society	May 2015	May2020[5]	
Professional, Statutory and Regulatory Body 2 (if applicable):	N/A		
Professional, Statutory and Regulatory Body 3 (if applicable):	N/A		

[1] Date of original validation.

[2] Date of most recent periodic review (normally academic year of validation + 5 years).

[3] Month and year this version of the programme specification was approved (normally September).

[4] Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

[5] Date of most recent review by accrediting/ approving external body.

PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims

The aims of the course are:

- To develop computer science professionals who have a broad range of knowledge from a range of computer science specialisms.
- To enable students to develop the abilities expected of any graduate, including being able to:
    - Think logically and imaginatively
    - Carry out research effectively using a range of methods and sources
    - Communicate clearly in both spoken and written English through different media, including digital communication technologies.
- To instil a professionalism characterized by:
    - the competent practice of appropriate professional skills
    - an understanding of the theories and models that underpin the application of those skills
    - the identification of appropriate technologies and methods necessary to design, develop and deliver products and services, related to the current Computer Science technologies that satisfy client needs.
    - an understanding of the context, including the ethical and legal imperatives, in which professional activities are undertaken.
- To address the growing number of specialism resulting from the increasing pervasiveness of Information and Communication Technologies (ICT).
- To produce graduates with:
    - Knowledge and expertise in computer science technologies with in-depth understanding of the underlying principles which enables them to adapt their skills to future demands.

Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate[6].

Knowledge and theory	**On successful completion of the course the graduate will be able to:** 1. Demonstrate understanding of the main components of a computer system and their functionality 2. Demonstrate knowledge and understanding of programming concepts, paradigms and programming languages, 3. Apply mathematical foundations, algorithmic principles, and computer science theory in the modelling and design of computer-based systems 4. Deploy appropriate practices and tools to the research, specification, design, and implementation of software solutions 5. Test and evaluate the extent to which the developed solutions meet the criteria defined for their current use and future development 6. Understand how creativity, innovation and technology drive the commercial development of software products 7. Recognise the professional, economic, social, environmental and ethical issues involved in the sustainable application of computing technology and be guided by the adoption of appropriate professional ethical and legal practices.
Skills Includes intellectual skills (i.e. generic skills relating to	**Intellectual and practical skills** 8. Specify, design and build robust applications for a range of computer system platforms.

[6] Please refer to *Course Development and Review Handbook* or QAA website for details.

academic study, problem solving, evaluation, research etc.) and professional/ practical skills.	9. Research and analyse problems; model the requirements of possible solutions using appropriate techniques 10. Select appropriate techniques to test and evaluate whether applications meet client, user and technical requirements 11. Plan and manage projects to deliver solutions within the constraints of requirements, time and budget **Professional skills for employability** 12. Think critically, make a well-argued case for a solution, present work in well-structured and accurately referenced technical documents 13. Work effectively in a team, recognise the skills and abilities of team members, plan projects and manage time 14. Understand the role of a leader in setting goals and taking responsibility for actions and decisions 15. Self-manage, set personal goals and demonstrate the ability to reflect on and critically evaluate their own performance 16. Communicate effectively to a range of audiences (orally, visually, electronically and in writing)
QAA subject benchmark statement (where applicable)[7]	QAA Subject Benchmark Statement for Computing QAA1427 - February 2016

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)
Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.
Accredited by BCS, the Chartered Institute for IT for the purposes of fully meeting the academic requirement for registration as a Chartered IT Professional. Accredited by BCS, the Chartered Institute for IT on behalf of the Engineering Council for the purposes of partially meeting the academic requirement for registration as a Chartered Engineer Accredited by BCS, the Chartered Institute for IT for the award of Euro-Inf Bachelor Quality label on behalf of EQANIE (European Quality Assurance Network for Informatics Education e.V) as satisfying the outcomes of First Cycle Programmes specified by the Euro-Inf Framework Standards and Accreditation Criteria for Informatics Degree Programmes.

LEARNING AND TEACHING
Learning and teaching methods This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.
The information included in this section complements that found in the Key Information Set (KIS), with the programme specification providing further information about the learning and teaching methods used on the course. Computing is a discipline that underpins the development of robust, innovative and usable systems that support organisational and user goals. Within the field of computer science, the rapid development of technology, the pervasiveness of applications and the growth in user expectations present exciting challenges. The learning and teaching methods adopted on this course ground the design and development of digital games in up-to-date technical knowledge and a practical, hands-on approach. The course is informed by the University of Brighton's 2016-2021 strategy and the concept of 'practical wisdom'. The ethos of the course is to produce graduates who can apply knowledge and creativity to solve complex software problems. The course is predominantly practical; students learn mainly through projects and exercises done in lab

[7] Please refer to the QAA website for details.

classes and independent study time. A range of methods is employed to support this method of learning and teaching: these include lectures, practical workshops, tutorials, computer lab classes, and group and individual projects undertaken with the support of a supervisor.

In the first year, students study modules that provide a foundation in key areas of knowledge and academic study skills. Students are supported to achieve their learning potential and develop confidence. In the first semester they study CI453 Working in the computing Industry in small group tutorials, led by their personal tutor, in order to gain a sense of belonging to the course. As they progress through the levels, they undertake progressively more challenging practical coursework assignments, including live briefs, that require an increasing level of self-management. This equips students to work on complex problems, requiring the selection and application of appropriate methods and techniques from their body of knowledge. In the final year, optional modules are available for students to explore subjects that may position them for specialised career paths.

Key features of our approach to learning and teaching are:

Enquiry and research led learning

Enquiry and research led pedagogies are at the heart of student learning throughout the course, for example:

- CI453 Working in the computing Industry (level 4) – students investigate an industry relevant to their course, and, in addition, they undertake an integrative group development project to an agreed brief.
- At level 5 several modules are project-based, where students learn methods, tools and technologies through practical experience. In CI536 they carry out a project in teams where they are required to select appropriate techniques drawn from different modules to solve a problem.
- At level 6 students undertake a 40 credit individual project of their choice where they are responsible for managing the complete project life-cycle, from research to evaluation. They can choose to study CI639 New Horizons in Computing, where they research a novel area of computing technology and communicate the results in a research paper and conference presentation.

Research informed teaching

This course is delivered by research-active academic staff; specialist modules reflect their research interests. Many final year module options are taught by staff who are actively engaged in research and publication, and who may be undertaking external consultancy. This level of integration is particularly true for final year projects, where students spend an extended period of time undertaking research with a supervisor, who is linked into a network of international scholars with shared interests. Throughout the course, students develop competencies enabling them to become independent researchers, with specialist skills sessions scheduled to support their development.

Teaching, learning and student experience enhancement are supported by staff who are active in pedagogic research, working with the University's Centre for Learning and Teaching.

Formative assessment and feedback

Every module includes formative assessment to guide students' learning, provide timely, constructive feedback on their progress and prepare them for the summative assessment task. Formative assessment is designed to be complementary to the type of summative assessment – for example, preparation for an examination could be through a quiz, test or mock examination; formative assessment for a practical project could be through presentation of work in progress for feedback from the tutor and other students.

Formative feedback is often given directly in class, by the tutor and peer learners. Alternative methods are to provide written feedback online, through studentcentral (the University's Virtual Learning Environment or VLE) and 'My Grades', which is how students can view all their marks online.

The majority of student work is submitted online, in digital format; marks and feedback are also provided online. Feedback, whether formative or summative, is intended to be constructive and to help students improve work in order to achieve their potential.

Staff and students working in partnership

Throughout the course, staff and students work together to develop learning activities to suit the diverse need of students. Students' feedback on the course is obtained through module and course evaluation

surveys that inform curriculum development and enhancement. This information also helps to plan and design learning activities suitable for the cohort needs.

Inclusivity

We are committed to a curriculum that is accessible to all learners and which embeds inclusive practice through a variety of learning methods and choice of assessment types where possible.

The Brighton & Hove digital sector is open to students and encourages participation, providing opportunities to network with professional developers. For example, Codebar runs weekly workshops that aim to make programming more accessible to under-represented groups in the tech industries, such as women and the LBGTQ community. We raise students' awareness of these extra-curricular activities and encourage them to take part.

Employability

The city of Brighton & Hove has a vibrant regional digital cluster supported by Wired Sussex. Students benefit from our contacts with computing developers professionals with an international reputation, who are invited to give guest lectures and advise on course development. Students can participate in several local groups and benefit from a programme of events and talks related to the computing industry. This gives computer science students at Brighton unique opportunities for professional development to enhance their employability.

The development of employability skills is embedded in the course, for example in the first year module CI453 Working in the computing Industry, where students prepare for to apply for placements in the following year. Students are encouraged to do a placement year wherever possible and the course benefits from their experience and our contacts with the employers who provide placements, helping to keep what we teach current and relevant to future careers.

Blended learning

Blended learning – the support of learning and teaching by digital technologies – is integral to the course. All study materials are provided online through studentcentral, helping to make this content accessible to learners. Students are provided with hosted space on the School's web server; web-based work can be published, tested and marked online, on devices such as mobiles and tablets. Digital technologies are used in the classroom, such as the use of mobile devices to encourage students' interactive engagement in face-to-face teaching.

Education for Sustainable Development

The University is committed to the principles of sustainable development, recognising its critical importance for the future. Sustainability is integral to many of the topics covered on this course and our approach to design and development, centred as it is in a user-centred approach. Open technologies and standards are used where appropriate; the principles of universal and accessible design are built into the design and development of web and mobile applications. The capabilities described in these principles are developed in students *i.e.*

- critical thinking and problem solving
- a participatory, value-driven and inter-disciplinary approach
- understanding local situations and global implications
- action-orientation

These are all required attributes for working as a reflective, ethical computing professional.

Further information on total learning hours and proportions of the course delivered by each method is available on Unistats

ASSESSMENT

Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

Assessment is integral to the learning and teaching methods of the course and the modules through which subjects are studied and credits amassed (see *Section 3, Course Structure*). In each module the

course learning outcomes are assessed by one or two summative assessment tasks, which are designed to be compliant with the University's Curriculum Design Framework. The aim of assessment is to direct students' independent learning, to foster, develop and test knowledge, skill, understanding and personal qualities in the context of a specialised computing degree.

A variety of forms of assessment are used across the three levels of the degree programme to demonstrate ability in a range of skills. Inclusivity and diversity is embedded within the assessment strategy. Students are given choice on the type of assessment by different but equivalent assessment task types at least once during each level of study, for example in modules CI453 Working in the computing Industry and CI536 Integrated Group Project.

The following types of summative assessment are found in the compulsory and optional modules of the course, however there is a strong bias towards practical coursework rather than examination:

Examination/Test (including open book, seen and unseen examinations): a demonstration of knowledge, understanding, analytical skill and ability to apply knowledge.

Project (including individual, group and Level 6 project): a demonstration of independent research and communication skills.

Report: a demonstration of written communication skills, applied to technical report-writing and software design and development documentation.

Presentations: a demonstration of knowledge, understanding, and written, digital and visual communication skills.

A typical assessment on this course is for students to be set a design or development project brief, which they work on in taught lab classes and guided independent study. The final outcome of the project could be assessed through a written report or a presentation.

Assessment tasks are marked according to the University of Brighton standard undergraduate marking/grading descriptors.

Learning Outcome	Assessment method	Module	Number of credits
1. Demonstrate understanding of the main components of a computer system and their functionality	Report, Project	**CI400,** CI514, **CI583,** CI646	80
2. Demonstrate knowledge and understanding of programming concepts, paradigms and programming languages,	Exam, Report, Project	**CI401, CI435, CI553, CI583,** CI646	100
3. Apply mathematical foundations, algorithmic principles, and computer science theory in the modelling and design of computer-based systems	Exam, Report	**CI401, CI406, CI512, CI553, CI583,** CI646	120
4. Deploy appropriate practices and tools to the research, specification, design, and implementation of software solutions	Exam, Report, Presentation, Project	**CI402,** CI511, **CI536, CI553, CI601,** CI611	140
5. Test and evaluate the extent to which the developed solutions meet the criteria defined for their current use and future development	Report, Presentation, Project	**CI453, CI553, CI536, CI583, CI601**, CI602	140
6. Understand how creativity, innovation and technology drive the commercial	Exam, Report, Project, Presentation	**CI400, CI435,** CI501, **CI601,** CI630	120

development of software products			
7. Recognize the professional, economic, social, environmental and ethical issues involved in the sustainable application of computing technology and be guided by the adoption of appropriate professional ethical and legal practices	Exam, Report, Presentation, Project	**CI402, CI453,** CI511, **CI601,** CI604, CI630	160
8. Specify, design and build robust applications for a range of computer system platforms.	Exam, Report, Project, Presentation	**CI401, CI435,** CI501, CI511, **CI553, CI601,** CI611, CI646	180
9. Research and analyse problems; model the requirements of possible solutions using appropriate techniques	Exam, Report, Presentation, Project	**CI402, CI453,** CI511, **CI536 CI601**, CI646	160
10. Select appropriate techniques to test and evaluate whether applications meet client, user and technical requirements	Exam, Report, Presentation, Project	**CI400, CI401, CI536, CI553,** CI511, **CI601,** CI604	160
11. Plan and manage projects to deliver solutions within the constraints of requirements, time and budget	Report, Presentation, Project	**CI453, CI536,** CI504, **CI601,** CI630	120
12. Think critically, make a well-argued case for a solution, present work in well-structured and accurately referenced technical documents	Exam, Report, Presentation, Project	**CI402, CI453, CI536**, CI501, CI504, **CI553, CI601**, CI646	180
13. Work effectively in a team, recognise the skills and abilities of team members, plan projects and manage time	Report, Presentation, Project	**CI453, CI536**	40
14. Understand the role of a leader in setting goals and taking responsibility for actions and decisions	Report, Presentation, Project	**CI453**, **CI536**	40
15. Self-manage, set personal goals and demonstrate the ability to reflect on and critically evaluate their own performance	Exam, Report, Project	**CI401, CI453, CI553, CI601,** CI630, CI646	140
16. Communicate effectively to a range of audiences (orally, visually, electronically and in writing)	Report, Presentation, Project	**CI453,** CI501, CI504, **CI536,** CI601	120

SUPPORT AND INFORMATION	
Institutional/ University	**All students benefit from:** University induction week Student Contract Course Handbook Extensive library facilities Computer pool rooms E-mail address Welfare service Personal tutor for advice and guidance
Course-specific	**In addition, students on this course benefit from:** Please refer to information held in StudentCentral.

PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

The main aim of the course is to produce graduates who are equipped become computer scientists. The ethos of the course is to combine a sound technical foundation in computer science with the practical skills demanded by employers.

The Honours award course is studied over 3 years (levels 4, 5 and 6), with the opportunity to do an optional placement year of industry experience between levels 5 and 6 for a Sandwich Honours award. Study is undertaken at Levels 4, 5 and 6 of the national qualifications framework, and is divided into modules. The standard value of a module is 20 credits (equivalent to 200 hours learning), with a 40 credit project in the final year of study. The academic year is divided into 2 semesters; each 20 credit module is either studied in one semester, or across both semesters, depending on the mode of study that is appropriate to the subject.

To graduate with an Honours degree students complete 360 credits; for full-time students this means studying 6 modules *i.e.* 120 credits each year. Intermediate exit awards are possible at the end of each year of study.

LEVEL 4 - students study a broad foundation of computing subjects covering the following areas –

- fundamentals of computer systems
- programming and scripting languages
- Artificial Intelligence
- production of web pages
  digital and games industry
- professional, legal and ethical issues
- academic and professional skills
-

LEVEL 5 – students apply their foundation knowledge to more specialised areas of computer science, including –

- object oriented programming
- data structures and operating systems
- options in databases, functional programming, embedded system, machine learning and logic and formal specification.

They also study methods for planning and managing computer science projects.

LEVEL 6 – students progress direct from level 5, or may choose to spend a year on placement in industry (see below). The curriculum in the final year consolidates and deepens computer science development focus of the course with a compulsory module in programming languages, concurrency and client server computing. Students work independently to plan, research and carry out a major project, which strengthens and extends their knowledge and skill in a chosen area. Students also study a further 60 CATS points of elective modules that explore more specialised areas relevant to a career as computer science developers.

Students who successfully complete the three years of study combine specialist computer science knowledge with a broad competency in relevant cutting edge technologies and methods, equipping them to start a career in the computing industry as a developer.

Optional industry placement

Students are encouraged to spend a year working in industry between levels 5 and 6. The School Placement Unit supports the process of finding a placement starting in level 4. A Placement Conference is held during Induction Week for students progressing to level 5 and direct entrants. The Placement Unit supports students throughout the year, helping them to prepare a CV, to find and apply for jobs.

Students undertaking the placement year study CI582 or CI535, through which they can gain 20 CATS points of credit for successfully completing the placement. This is assessed through coursework in which interns reflect on and document their experiences and professional development.

Each student is visited at their workplace by an academic supervisor at least once during the year.

<table>
<tr><th>LEVEL</th><th>SEMESTER 1</th><th>SEMESTER 2</th></tr>
<tr><td rowspan="5">4</td><td colspan="2">Introduction to programming</td></tr>
<tr><td colspan="2">Introduction to web development</td></tr>
<tr><td colspan="2">Working in the computing industry</td></tr>
<tr><td colspan="2">Introduction to databases</td></tr>
<tr><td>Fundamentals of computer systems</td><td>Introduction to artificial intelligence</td></tr>
<tr><td rowspan="4">5</td><td colspan="2">Object-oriented development and testing</td></tr>
<tr><td colspan="2">Options, 1 of Mobile application development; Database management systems; User experience design; Logic and formal specification</td></tr>
<tr><td>Intelligent systems 1</td><td>Introduction to functional programming
OR Embedded systems</td></tr>
<tr><td>Data structures and operating systems</td><td>Integrated group project</td></tr>
<tr><td>5</td><td colspan="2">Optional placement year: Placement Learning
OR Professional Experience and Learning</td></tr>
<tr><td rowspan="3">6</td><td colspan="2">The Computing Project</td></tr>
<tr><td>Specification and refinement
OR
Object-oriented design and architecture</td><td rowspan="2">Options, 2 of:
Data mining
New horizons in computing
Usability evaluation
Intellectual property law & IT</td></tr>
<tr><td>Options, 1 of:
Programming languages, concurrency and client-server computing
Advanced mobile application development
Enterprise data management</td></tr>
</table>

Modules

Status:

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability

Level[8]	Code	Status	Module title	Credit
4	CI400	C	Fundamentals of computer systems	20
4	CI401	C	Introduction to programming	20
4	CI406	C	Introduction to artificial intelligence	20
4	CI402	C	Introduction to databases	20
4	CI435	C	Introduction to web development	20

[8] All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

4	CI453	C	Working in the computing industry	20
5	CI504	O	Database management systems	20
5	CI505	O	Introduction to Functional Programming	20
5	CI511	O	User Experience Design	20
5	CI512	C	Intelligent systems	20
5	CI514	O	Embedded Systems	20
5	CI531	O	Logic and Formal Specification	20
5	CI536	C	Integrated group project	20
5	CI553	C	Object-oriented development and testing	20
5	CI560	O	Mobile application development	20
5	CI583	C	Data structure and operating systems	20
5	CI535	O	Professional development and learning	20
5	CI582	O	Placement learning	20
6	CI601	M	The Computing project	40
6	CI603	O	Data mining	20
6	CI604	O	Usability evaluation	20
6	CI611	O	Specification and Refinement	20
6	CI615	O	Object-Oriented Design and Architecture	20
6	CI620	O	Intellectual property law and IT	20
6	CI630	O	Enterprise Data Management	20
6	CI639	O	New horizons in computing	20
6	CI646	O	Programming languages, concurrency and client server computing	20
6	CI660	O	Advanced mobile application development	20

AWARD AND CLASSIFICATION							
Award type	***Award****	***Title***	***Level***	***Eligibility for award***		***Classification of award***	
				Total credits[9]	Minimum credits[10]	Ratio of marks[11]:	Class of award
Final	BSc (Hons)	Computer Science	6	Total credit 360	Minimum credit at level of award 90	Levels 5 and 6 (25:75)	Honours degree
Intermediate	BSc	Computing	6	Total credit 300	Minimum credit at level of award 60	Level 6 marks	Not applicable
Intermediate	DipHE	Computing	5	Total credit 240	Minimum credit at level of award 90	Level 5 marks	Not applicable
Intermediate	CertHE	Computing	4	Total credit 120	Minimum credit at level of award 90	Level 4 marks	Not applicable
Select			Select	Total credit Select	Minimum credit at level of award Select	Select	Select

Foundation degrees only
Progression routes from award:

Award classifications

Mark/ band %	Foundation degree	Honours degree	Postgraduate[12] degree (*excludes PGCE and BM BS)*
70% - 100%	Distinction	First (1)	Distinction
60% - 69.99%	Merit	Upper second (2:1)	Merit
50% - 59.99%	Pass	Lower second (2:2)	Pass
40% - 49.99%		Third (3)	

[9] Total number of credits required to be eligible for the award.

[10] Minimum number of credits required, at level of award, to be eligible for the award.

[11] Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g, dissertation) must be in the corresponding class of award.

[12] Refers to taught provision: PG Cert, PG Dip, Masters.

EXAMINATION AND ASSESSMENT REGULATIONS	
Please refer to the *Course Approval and Review Handbook* when completing this section. **The examination and assessment regulations for the course should be in accordance with the *University's General Examination and Assessment Regulations for Taught Courses* (available from staffcentral or studentcentral).**	
Specific regulations which **materially** affect assessment, progression and award on the course e.g. Where referrals or repeat of modules are not permitted in line with the University's *General Examination and Assessment Regulations for Taught Courses.*	N/A
Exceptions required by PSRB These require the approval of the Chair of the Academic Board	N/A