

Programme Specification

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[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details				
1.1	Awarding body	Wrexham University		
1.2	Teaching institution	Wrexham University Capital College Londontec City Campus		
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Cyfrifiadura (Atodol) BSc (Hons) Computing (Top Up)		
1.4	Exit awards and titles	N/A		
1.5	Credit requirements	BSc (Hons) 120 credits at level 6		
1.6	Intake points	Wrexham University	September	
		Capital College	September and February	
		Londontec City Campus	September and February	
1.7	Mode of study	Wrexham University	Full time	
		Capital College	Full time	
		Londontec City Campus	Full time and part-time	
1.8	Length of delivery	Full time – 1 year Part time – 2 years		
1.9	Location of delivery	Wrexham University: Plas Coch Campus Capital College: 14th / F Tabarak Tower Sharjah City of Humanitarian Services Al Mamzar, United Arab Emirates Londontec City Campus: No 6/1A, Pepiliyana Road, Gamsabha Junction, Nugegoda WP10250, Sri Lanka		
1.10	Mode of delivery	Wrexham University	Full time	In person
		Capital College	Full time	In person
		Capital College	Full time	Online
		Londontec City Campus	Full time and part time	In person
1.11	Language of delivery	English		
1.12	Faculty	Faculty of Arts, Computing and Engineering (FACE)		
1.13	Subject area	Cyber and Computing		
1.14	HECoS Code	100367		
1.15	Suitable for applicants requiring a Student Visa? (Home programmes only)	Full time	In person	Yes

Section 1 – regulatory details		
1.16	Is DBS check required on entry?	No
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	This programme has been designed to align with the requirements of the British Computer Society (BCS) and accreditation will be sought in the next accreditation visit. This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.19	External reference points	QAA Subject Benchmark Statement: Computing March (2022) https://www.qaa.ac.uk/the-quality-code/subjectbenchmark-statements/computing The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies https://www.qaa.ac.uk/quality-code/qualificationsand-credit-frameworks
1.20	Derogation to Academic Regulations	N/A
1.21	Foundation Year route	N/A
1.22	Placement / Work based learning	N/A – no placement
1.23	Length and level of the placement	N/A
1.24	Collaborative arrangement	Capital College Londontec City Campus

Section 2 – programme details	
2.1 Aims of the programme	
The primary aim of the top-up programme is to provide students who have completed relevant Level 5 qualifications (such as diplomas or foundation degrees) with an opportunity to complete the final year of a bachelor's degree in computing. This allows students to enhance their academic qualifications and graduate with an honours degree. The programme is designed to equip students with advanced technical knowledge and professional skills that are aligned with industry demands. It aims to deepen their understanding of core computing concepts, such as design, analysis, and problem-solving, preparing them for leadership roles in their respective fields. By offering a UK qualification, the top-up programme aims to enhance students' employability on an international level. The curriculum focuses on developing the skills necessary to succeed in a global job market, particularly in sectors where computing professionals are in high demand. The programme seeks to develop students' ability to critically analyse and solve complex problems using innovative approaches. By emphasising emerging technologies and modern computing practices, students are encouraged to be creative thinkers and effective problem solvers in real-world applications	

2.2 Programme structure and diagram, including delivery schedule					
Wrexham University: Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
6	COM644	IT Project Management	20	Core	1
6	COM640	Advanced Mobile Development	20	Core	1
6	COM641	Distributed Data and Data Analytics	20	Core	1
6	COM643	Future Technologies	20	Core	2
6	COM646	Project	40	Core	1 & 2

Capital College: Full-time Programme Structure – September intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
6	COM644	IT Project Management	20	Core	1
6	COM640	Advanced Mobile Development	20	Core	1
6	COM641	Distributed Data and Data Analytics	20	Core	2
6	COM643	Future Technologies	20	Core	2
6	COM646	Project	40	Core	1 & 2

Capital College: Full-time Programme Structure – February intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
6	COM644	IT Project Management	20	Core	2
6	COM643	Future Technologies	20	Core	2
6	COM640	Advanced Mobile Development	20	Core	3
6	COM641	Distributed Data and Data Analytics	20	Core	3
6	COM646	Project	40	Core	2 & 3

Londontec City Campus: Full-time Programme Structure – September intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
6	COM644	IT Project Management	20	Core	1
6	COM640	Advanced Mobile Development	20	Core	1
6	COM641	Distributed Data and Data Analytics	20	Core	2
6	COM643	Future Technologies	20	Core	2
6	COM646	Project	40	Core	1 & 2

Londontec City Campus: Full-time Programme Structure – February intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
6	COM644	IT Project Management	20	Core	3
6	COM640	Advanced Mobile Development	20	Core	3
6	COM641	Distributed Data and Data Analytics	20	Core	2
6	COM643	Future Technologies	20	Core	2
6	COM646	Project	40	Core	2 & 3

Londontec City Campus: Part-time Programme Structure – September intake						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
6	COM644	IT Project Management	20	Core	1 & 2	1
6	COM640	Advanced Mobile Development	20	Core	1 & 2	1
6	COM646	Project	40	Core	1 & 2	1 & 2
6	COM641	Distributed Data and Data Analytics	20	Core	1 & 2	2
6	COM643	Future Technologies	20	Core	1 & 2	2

Londontec City Campus: Part-time Programme Structure – February intake						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
6	COM641	Distributed Data and Data Analytics	20	Core	2 & 3	1
6	COM643	Future Technologies	20	Core	2 & 3	1
6	COM646	Project	40	Core	2 & 3	1 & 2
6	COM640	Advanced Mobile Development	20	Core	2 & 3	2
6	COM644	IT Project Management	20	Core	2 & 3	2

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Honours (L6)	Optional Ref (PSRB standards)
1	Demonstrates confidence and reveals a clear understanding of the boundaries of existing and emerging technology and the limits of its application, and of the range of conventional design methods and the types of judgement employed by computing professionals.	☒	☐	☐	☐	☒	
2	Confidence and flexibility in applying a range of programming tools for the creation of applications for selected business problems, and in the application of knowledge and skills appropriate to their solution.	☒	☐	☐	☐	☒	
3	Critical and reflective about the use of software testing, design and evaluation methodologies and tools, with full understanding of the associated risks, controls and potential impact.	☒	☐	☐	☐	☒	
4	Reflect upon own practices and conduct in carrying out a substantive project and discuss the social, legal, ethical, moral, economic and sustainability issues that are relevant to the project.	☒	☐	☐	☐	☒	
5	Consistently show confidence and independence in understanding and modelling efficient data structures and algorithms to address real world problems.	☒	☐	☐	☐	☒	
6	Integrates learned theory and techniques with practical experience to analyse problems, identify requirements and propose and critically evaluate alternative solutions for computer software systems with informed understanding.	☐	☒	☐	☐	☒	
7	Confidently applies a range of specialist numerical/mathematical and literacy skills as appropriate to the specialist subject area.	☐	☒	☐	☐	☒	
8	Carries out confident and accurate selection and application of principles and procedures to the solution of a range of computing situations and problems, working autonomously.	☐	☒	☐	☐	☒	
9	Effective self- management in terms of time; ability to conduct research independently or as a team, into legal, professional, moral, social and ethical issues. Able to inform and adapt their work to satisfy these issues Demonstrates an ability to carry out research and critical thinking	☐	☒	☐	☐	☒	
10	The ability to apply appropriate research methods to collate facts/ ideas/ elements in support of a well- structured argument; design solutions to problems and evolve new concepts, working autonomously.	☐	☐	☒	☐	☒	

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Honours (L6)	Optional Ref (PSRB standards)
11	Select and evaluate own use of IT project management methods and tools in a self-led and managed project.	☐	☐	☒	☐	☒	
12	Specify and write computer programs or software in response to loosely defined problem scenarios and evaluate the quality of the solution.	☐	☐	☒	☐	☒	
13	Independently integrate big data sets and analytics into specific projects and/or consider their appropriateness in emerging technology scenarios.	☐	☐	☒	☐	☒	
14	Provide professional levels of information through a variety of verbal and non-verbal communication mediums and reflect upon own interaction and ability to support own opinions and arguments for a variety of audiences.	☐	☐	☐	☒	☒	
15	Interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group support skills to an advanced level.	☐	☐	☐	☒	☒	
16	Uses and accesses a limited selection of more specialist IT skills related to subject specific software for analysing business data. Conducts effective searches for information to identify potential computing resources for a specific purpose and critically evaluate their merit.	☐	☐	☐	☒	☒	
17	With minimal guidance, manages own learning using a wide range of resources appropriate to the IT profession; seeks and makes effective use of feedback. Self- reflection and criticality including self - awareness, openness and sensitivity to diversity in terms of people, cultures, business, management and marketing issues.	☐	☐	☐	☒	☒	
18	Demonstrate the ability to take the perspective of others; articulate the strengths and weaknesses of the suggestions of arguments posed; recognize the underlying agendas and motivations of individuals and groups involved in a given situation.	☐	☐	☐	☒	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The BSc provisions have shared and subject specific modules, respectively, allowing students to collaborate, engage, and explore their respective chosen programme. The philosophy of the programme reflects and develops the University's strategic mission and aims. The learning and teaching strategy for the programmes accords fully with Wrexham University's Active Learning Framework (ALF) and Strategy for Supporting Student Learning and Achievement (SSSLA) and has been informed by the QAA Subject Benchmark statement for Computing (2022).

The modules are taught through a combination of lectures, seminars, and workshops. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF). The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both on campus learning and digital resources and mechanisms as a learning blend, as appropriate. This may include synchronous and asynchronous learning.

The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

The approach taken towards teaching and learning is based on ALF of learning designed to enable and maximise the abilities of the students to work in a wide variety of fields and disciplines within computing. Thus, they are enabled to become independent, autonomous, and reflective whilst also developing collaborative, strategic and professional capacities. They will develop and demonstrate critical analytical skills and problem-solving capabilities and the ability to be creative, proactive, and innovative. To this end, a variety of teaching and learning methods will be provided.

Capital College - Online Learning and Teaching Strategy

Online delivery combines synchronous (real-time) and asynchronous learning opportunities, enabling a flexible experience that can adapt if on-campus access is restricted. Learning activities are designed to support active and creative student engagement and foster a strong sense of belonging within the online cohort. Synchronous live sessions include group projects, discussion boards and peer review. Learning activities are accessible to all students, including those with specific learning needs.

2.5 Assessment strategy

The programme team are committed to delivering an assessment strategy which is in line with SSSLA and ALF and reflects the requirements of the QAA Subject Benchmark Statement respectively.

A wide range of assessment methods have been adopted in the programmes to meet diverse learning styles and enable the students to meet modular and programme requirements, through either individual or group assessment, and students will be informed as to whether assessment is of a diagnostic, formative, or summative nature. The assessment methods used reflect the needs of the student group and allows for the knowledge and learning outcomes of the programme to be tested as well as allowing for the development and assessment of practical and transferable skills.

There is a commitment to enable students to focus on their own learning needs and to use assessment as a means for evaluating their own practice. Professional body requirements have been integrated into module assessment to foster developmental progression on the programmes, with cognisance paid to how these assessments may impact upon the student's final grade achievement. Where assessed group work is undertaken, students will be expected, through the production of meeting notes and action plans, to demonstrate that they have contributed equally to the task. This element of personal contribution will determine the individual's overall module assessment. i.e., not all students within a group should expect the same mark.

2.5 Assessment strategy

Assessment Methods

Formative assessment is essential to learning in its aim is to give appropriate and timely feedback to students on their learning, and to help them to improve their future work.

Assessment methods will be appropriate for the outcome being assessed. In addition to formal examination, some other forms of the assessments are used.

In-Class Tests

In-class tests will comprise distinct types of 'unseen' assessment, such as an 'unseen' paper, or Moodle quiz/questions sat in a controlled environment. An exception to the unseen element is when a case study is required for reference. In-class tests will take place in an appropriate time after the corresponding module contents have been delivered.

Indicative feedback of results will be provided to students within three weeks of the submission date. Official results will be provided in the form of a transcript after assessment boards have been convened.

Assignment

This is a single task given to the student in the form of a 'brief' defining the assignment requirements at or near the beginning of the module. This may require the student to carry out investigations and literature searches in their own time and under their own initiative or it may require independent problem solving based on work covered in the lectures/tutorials.

The work is normally required in the form of a formal report submitted by a given deadline. Sometimes a presentation, either individually or as a group forms part of the assessment.

Portfolio

This is a term referring to a collection of small, and diverse, exercises whose individual marks are brought together in a single folder to form a single in-course mark. Examples are where a series of laboratory exercises form part of the module. Feedback is given after each exercise (called formative assessment) so that a student is aware of progress made on an on-going basis.

Course work

For some modules, a course work for case study might be the most appropriate form of assessment whereby the student would investigate a particular scenario, software programme or an instrumentation system. They would analyse the 'subject' and convey their critical opinions; this could be verbally (oral presentation) or a short report. Frequently the student is given three or four scenarios to consider simultaneously, thereby enabling comparison of advantages and disadvantages.

Practical Skills

Assessment of practical skills is covered entirely within practical exercises and the associated reporting, particularly project-based modules. In these modules, practical demonstrations are required as part of a presentation.

Grading

Assessment will be graded using the suggested criteria grid detailed in line with SSSLA, the criteria will be contextualised for each assessment. All work will be assessed by tutors at Wrexham University. Students will receive written feedback within the target times set out by Wrexham University.

Plagiarism

Where practicable, Turnitin will be used a tool to support students to develop their academic writing style as well as to detect plagiarism or collaboration.

2.5 Assessment strategy

Double Marking and Moderation

All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with Wrexham University's Regulatory Requirements.

Extenuating Circumstances and Deadlines for Submission

Students will be informed of the penalties which apply for non-submission. Students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

Feedback to Students

Feedback, both formal and informal is given to students throughout the programme. Feedback may be verbal, given during tutorials or lab exercises, where both student and lecturer can identify problems and steps can be taken to improve future work. Feedback is presented as part of a continuous assessment plan, such as the development of a portfolio; this may be verbal or written feedback, or it may be formal written feedback, as in the case of assignment marking with comments.

It should be noted that much of the feedback, not only identifies problems along with suitable guidance, but also highlights the student's achievements. This approach usually works better than simply "must try harder."

In some cases, 'progressive feedback' is the most suitable approach, particularly when there are many problems with an individual student's work. i.e., do not try to mend everything all at once, as this can lead to the student becoming demoralised, but rather work on the most important aspects first, whilst introducing other improvements later.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME068_SEP / FRAME018_SEP / FRAME018_FEB
3.2	Cost centre	GACP
3.3	Course type (HESA)	N/A
3.4	Fee model	UG: Standard FT/PT (Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.6	Student funding model	SLC/Self-Financed
3.7	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Bindu Jose

Section 3 – Programme set up (office use only)		
3.10	Date of Approval	30 th August 2018
3.11	Date and type of Revision	30/10/2018 - Amended to include Level 6 top up 03/04/19 APSC approved module replacements as follows: Fundamentals of Network and security replaced with COM454 Game Asset Development Group project implementation replaced with COM556 User Experience Design (UXD), Group Project design replaced with COM553 Group Project 04/04/19 APSC approved additional intake (May 19) for the part-time Apprenticeship route 10/08/21 APSC approval of change of assessment for Computer Systems. Module code change from COM434 to COM465 27/09/2021 addition of partner provider appendix for level 6 top up at Londontec 10/11/2021 addition of partner provider appendix for level 6 top up at Capital College 27/10/2023 APSC approval to replace COM439 Problem Solving with Programming with COM474 Programming Fundamental 13/05/2025 AM0 to replace COM438 with COM480 for teach out 04.06.2026: CMAP approval to formalise online delivery for Capital College within the approved mode of attendance (AM2 modification).