Pathway Type	International Foundation Year
Pathway Areas	Computing & Technology
Pathways/s	One, Two and Three Semester
Pathway Provision	College: NQF Level/s: 3
Title	University Foundation in Computing & Technology
NQF (FHEQ)	Level 3
Credit Points	One (1) Semester = 60 Two (2) Semester =120 Three (3) Semester = 160
Duration of Study	One, Two and three semesters
Weeks of Study	One (1) Semester = Thirteen (13) weeks Two (2) Semester =Twenty-Six (26) weeks Three (3) Semester =Thirty-Nine (39) weeks
Mode of Study	Full-time
Mode of Delivery	Face to Face
Notional Hours	One (1) Semester Programme = 600 Two (2) Semester Programme = 1,200 Three (3) Semester Programme = 1,600
Contact Hours	One (1) Semester Programme = 206 Two (2) Semester Programme = 416 Three (3) Semester Programme = 624
Self-directed Study Hours	One (1) Semester Programme = 392 Two (2) Semester Programme = 784 Three (3) Semester Programme = 976
Delivery Model	Standard Delivery Model (SDM)
Teaching Institution	Birmingham City University International College
Awarding Institution	Birmingham City University
School	School of Computing
Teaching Location (Campus)	4 Cardigan Street, Birmingham
1-semester intakes	September and May
2-semester intakes	September and January
3-semester intakes	September and May
Subject Benchmarks Statements	• **QAA Quality Codes** - https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements • https://www.qaa.ac.uk/docs/qaa/sbs/sbs-engineering-23.pdf?sfvrsn=7c71a881_4 • /https://www.qaa.ac.uk/docs/qaa/sbs/sbs-land-construction-real-estate-and-surveying-24.pdf?sfvrsn=bc02b481_4

Articulation Programmes

DEGREE PATHWAYS	DEGREE AWARDS	NQF AWARD LEVEL
Computing	BSc (Hons) Computer Networks and Security	6
	BSc (Hons) Computing and Information Technology	6
	BSc (Hons) Computer Science	6
	BSc (Hons) Sound Engineering and Production	6
	BSc (Hons) Digital Film Production	6
	BSc (Hons) Visual Effects	6
	BSc (Hons) Music Technology	6
	BSc (Hons) Business Information Technology	6
	BSc (Hons) Cyber Security	6
	BSc (Hons) Computer Science with Artificial Intelligence	6
	BSc (Hons) Game Design	6
	BSc (Hons) Game Programming	6
	BSc (Hons) Game Technical Art	6
	BSc (Hons) Game Technology	6

EDUCATIONAL AIMS

The International Foundation Year programme in Computing, has been devised to preparing international students for a successful entry and progression into undergraduate programmes in the School of Computing. The educational aims of the programme are to:

1. Prepare student with knowledge, that bridges the gap between the different educational systems to ensure a smooth transition into First Year degree (NQF Level 4) in Computing and Technology.
2. To endow students with an educational pathway that augments opportunities for professional employment and development in the sector at both a national and international level.
3. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making.
4. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages at the minimum pass mark of 40% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.
5. Empower students with confidence to work independently and in a team in an academic setting
6. Support students to acclimatise helping them to integrate, enhancing their academic awareness and ethical practices including academic integrity.

PROGRAMME LEARNING OUTCOMES

On successful completion of this programme, students should be able to:

A: Knowledge and Understanding:

A1. Demonstrate an understanding of the relationship between the field of computing and technology development in a contemporary society.

A2. Recognise the principles underlying the use of materials in computing, and technology sectors.

A3. Recall and describe the fundamentals of programming and how it is used and contributes to disciplines and solves problems.
A4. Identify key concepts, techniques and the use a range of media

B: Cognitive/Intellectual Skills

B1. Apply basic research techniques to sourcing and selecting appropriate academic data and literature.
B2. Ability to analyse and evaluate data from various information sources using appropriate techniques
B3. Breaking materials into different parts and be able determine their relationships as and identify gaps for creativity
B4. Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.

C: Practical Skills

C1. Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.
C2. Employ analytical skills and methodologies as a basis to further study.
C3. Ability to begin to engage critically with regard to the underlying challenges computing and technology

D: Transferable skills

D1. Select, read and summarise information from a variety of sources and present findings in an appropriate manner
D2. Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language
D3. Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
D4. Engage in independent study and be able to make meaningful contributions to a team.

Learning, Teaching and Assessment Strategy

Teaching and teaching are primarily standard with 16 hours contact times per week across various modules. Teaching sessions will take place in small class sizes using a range of student centric teaching approaches to deliver the learning outcomes in a way that aims to provide focused support and address specific learning needs. Students will be exposed to practical and hand-on projects and activities through project-based learnings that will provoke their creative abilities. The practical sessions will take place in workshops using traditional and digital facilities in a well-supported environment. Teaching methods such as lectures, seminars, project based, workshop and technical will be used to facilitate learning across the modules. To inspire the students, they will have opportunity to visit galleries, field trips and culture exposure for social integration.
Teaching materials supported by appropriate videos and other useful learning resource will be available to students on the VLE, and their engagement will be tracked on weekly basis.

Assessment Principles

- Constructive alignment with learning outcomes and teaching activities
- Assessment methods and criteria are clearly published and assessable
- Reliable and consistent
- Fair and inclusive
- Fit for purpose and timely
- Feeback is purpose driven and supports learning
- Transparent, efficient and manageable
- Assessment literacy encouraging academic integrity
- Marking and moderation process are consistently applied
- Efficiency of assessment boards
- Systemic enhancement through feedback from stakeholders

The College adopts a wide variety of assessment methods that aligns with the knowledge and skills that students on the programme are expected to acquire. The assessment strategy employs formative and summative assessment methods; formative assessments will be used to check for learning and identify students at risks for appropriate intervention as. Formative assessment will also be used to scaffold learning, facilitate reflective learning and offers the opportunity to provide students with feedback that can feedforward into their summative assessment. Summative assessments are as described in the module guides; students will receive detailed assessment briefs and exposed to the provisions of the assessment regulations to help students avoid academic impropriety.

Teaching staff are encouraged to pay particular attention to specifying clear assessment criteria and providing timely, regular, and constructive feedback that helps to clarify opportunities to improve performance. Summative assessments are moderated by internal and externally for quality assurance. A subject specialist within the College moderates a ten percent sample of each assessment. Link tutors from Birmingham City University and appointed external examiners are invited to review these samples. All summative works follow the governance processes before final outcomes are published to the students.

The following is representative of the variety of assessment methods used on the programme:

Types of Assessment

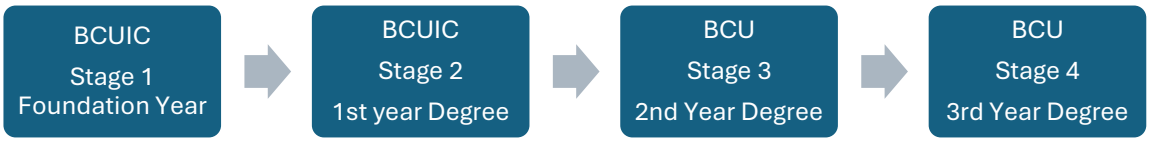
- Essay
- Presentation
- Portfolio reviews
- Self- Reflective journal
- Essay writing and reports

Student Engagement strategy

Theme	Engagement strategy
Academic Engagement	Encourage peer learning, guest lectures and exposure to industry practice; tutorial support
Pastoral Support	Detailed orientation to event that will cover wellbeing and counselling support
Career and Employability	Insights on career paths, engagement with Graduate+ and encourage students to volunteer and promote student mentorship programme
Digital	Encourage entrepreneurial skills and innovation; use the VLE to share updates on events and facilitate community of practice
Smooth transition and social integration	Pair IFY students with current university students; promote involvement in university societies; encourage events that promote cultural diversity
Continuous Improvement	Incorporate student voice through regular feedback and active participation in governance processes.

Summative assessments are moderated by internal and externally for quality assurance. A subject specialist within the College moderates a ten percent sample of each assessment. Link tutors from Birmingham City University and appointed external examiners are invited to review these samples.
All summative works follow the governance processes before final outcomes are published to the students

Stage(s) of Study



Curriculum Structure

One Semester Rotation

1 Semester Foundation - Computing and Technology			
Interactive Learning Skills and Communication 1 15 Credits	Introduction To Web Application Development 15 Credits	Numerical Techniques 2 15 Credits	Programming Techniques 15 Credits

Two Semester Rotation

2 Semester Foundation - Computing and Technology				
Semester 2	Numerical Techniques 2 15 Credits	Design Concepts 15 Credits	Introduction To Web Application Development 15 Credits	Critical Thinking 15 Credits
Semester 1	Interactive Learning Skills and Communication 1 15 Credits	Numerical Techniques 1 15 Credits	Programming Techniques 15 Credit	ICT Skills 15 Credits

Three Semester Rotation

3 Semester Foundation - Computing and Technology				
Semester 3	Numerical Techniques 2 15 Credits	Design Concepts 15 Credits	Introduction To Web Application Development 15 Credits	Critical Thinking 15 Credits
Semester 2	Interactive Learning Skills and Communication 1 15 Credits	Numerical Techniques 1 15 Credits	Programming Techniques 15 Credit	ICT Skills 15 Credits

Semester 1	Academic English 15 credits	Numeracy Skills 15 Credits	Study Skills 15 Credits	Seminar Sessions- Employability

Curriculum

One Semester Rotation

University International Foundation Year in Computing and Technology						
Core Modules						
Contact Hrs/Week	***College Module Code***	***Module Name***	***Credit Points***	***Pass Mark %***	***Exam %***	***Coursework %***
Semester 1						
4	ILS001	Interactive Learning Skills and Communication 1	15	60	30	70
4	TEE104	Numerical Techniques 2	15	40	100	-
4	TEE102	Programming Techniques	15	40	100	-
4	TEE108	Introduction To Web Application Development	15	40	-	100
Undergraduate Stage 1: Computing & Technology			**60 Credit Points**			

Two Semester Rotation

University International Foundation Year in Computing and Technology						
Core Modules						
Contact Hrs/Week	***College Module Code***	***Module Name***	***Credit Points***	***Pass Mark %***	***Exam %***	***Coursework %***
Semester 1						
4	ILS001	Interactive Learning Skills and Communication 1	15	60	30	70
4	TEE101	Numerical Techniques 1	15	40	100	-
4	TEE102	Programming Techniques	15	40	100	-
4	TEE103	ICT Skills	15	40	60	40
Semester 2						
4	TEE104	Numerical Techniques 2	15	40	100	-
4	TEE105	Design Concepts	15	40	20	80
	TEE108	Introduction To Web Application Development	15	40	-	100
4	HUM102	Critical Thinking	15	40	50	50
Undergraduate Stage 1 : Computing & Technology			**120 credit points**			

Three Semester Rotation

University International Foundation Year in Computing and Technology						
Core Modules						
Contact Hrs/Week	***College Module Code***	***Module Name***	***Credit Points***	***Pass Mark %***	***Exam %***	***Coursework %***
Semester 3						
4	TEE104	Numerical Techniques 2	15	40	100	-
4	TEE105	Design Concepts	15	40	20	80
4	TEE108	Introduction To Web Application Development	15	40	-	100
4	HUM102	Critical Thinking	15	40	50	50
Semester 2						
4	ILS001	Interactive Learning Skills and Communication 1	15	60	30	70
4	TEE101	Numerical Techniques 1	15	40	100	-
4	TEE102	Programming Techniques	15	40	100	-
4	TEE103	ICT Skills	15	40	60	40
Semester 1						
4	HUM120	Academic English	15	40	-	100
4	TEE120	Numeracy Skills	15	40	-	100
4	HUM121	Study Skills	15	40	-	100
4	HUM122	Seminar Sessions (Employability)	15	40	-	100
Undergraduate Stage 1: Computing & Technology			**160 Credit Points**			

Progression and Award Requirements
Each module offered on the programme has a minimum overall pass mark. Please refer to Module Guide (MD). The College's Policy and Regulation (CPR9) explains all our assessment regulations for further details on the assessment regulations and failing to progress. - https://bcuic.bcu.ac.uk/about/policies/

Final and intermediate awards
Students that successfully complete the programme with the minimum 120 credits in a two semester will be eligible to progress to their chosen BCU degree programme as per offer letter and CAS and receive a transcript.

Course Structure, Moderation, Progression and Award Requirements
This programme is delivered across one and two semester full-time. Both the delivery and assessment of the programme is in English. The mode of delivery is standard delivery mode.

A subject specialist within the College moderates a ten percent sample of each assessment. Link tutors from Birmingham City University and appointed external examiners are invited to review these samples.

Each module offered on the programme has a minimum overall pass mark. Please refer to Module Guide (MD). The College's Policy and Regulation (CPR9) explains all our assessment regulations for further details on the assessment regulations and failing to progress. - https://bcuic.bcu.ac.uk/about/policies/

Final and intermediate awards
Students that successfully complete the programme with the minimum 120 credits in a two semester will be eligible to progress to their chosen BCU degree programme as per offer letter and CAS and receive a transcript.

Categories of Performance
A (High Distinction, 70 - 100%) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B (Distinction, 60 - 69%) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the candidate's application and result can be commended.

C (Merit, 50 - 59%) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the candidate can make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

D (Pass, 40 - 49%) – Evidence of basic competence to meet requirements of the assessment task and event. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

F (Fail 0- 39%) – The candidate's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.

Progression Criteria:

*** ILSC module 'Interactive Learning Skills and Communication' requires a minimum pass mark of 60% achieved in all assessment events for progression.**

*** Minimum pass mark of 40% achieved for all other modules listed.**

NB: See individual module Guides for details marks classification

BIRMINGHAM CITY University International College

Appendix 1- Assessment Map

Modules	Group/Individual Presentation	Individual Project/Reflective Journal	Essay/Report	Exam	Course Work
Interactive Learning Skills and Communication 1			70%	30%	
Numerical Techniques 1				100%	
Programming Techniques 1 & 2				50%	50%
ICT Skills				100%	
Numerical Techniques 2				100%	
Design Concepts	50%	50%			
Critical Thinking	50%			50%	
Introduction To Web Application Development					100%
Numeracy Skills					100%
Academic English					100%
Study Skills					100%

Appendix 2 - Constructive Alignment

Learning Outcomes	Teaching and Learning Methods	Assessment Methods and Strategies
A1. Demonstrate an understanding of the relationship between the field of computing and technology development in a contemporary society. A2. Recognise the principles underlying the use of materials in computing, and technology sectors. A3. Recall and describe the fundamentals of programming and how it is used and contributes to disciplines and solves problems. A4. Identify key concepts, techniques and the use a range of media	Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by college academic management. The opportunity to interface regularly with noted platforms in College, Birmingham City University library	A combination of summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports and presentations

	and independent environments to develop an understanding of the implications of the use of different e-learning for research. The Programme Specification, DMDs, Module Content Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.	

Refer to Individual Module Guides for Detailed Module Learning Outcomes