



**UNIVERSITY  
OF LONDON**

# Programme Specification 2020–2021

Computer Science  
Computer Science (Data Science)  
Computer Science (Machine Learning and Artificial Intelligence)  
Computer Science (Web and Mobile Development)  
Computer Science (User Experience)  
Computer Science (Physical Computing and Internet of Things)  
Computer Science (Games Development)  
Computer Science (Virtual Reality)

BSc

**Important document – please read**



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## Important information regarding the Programme Specification

### About this document

**Last revised:** 10 June 2020

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided registered students should use the *ask a question* tab in the [student portal](#) otherwise the *Contact Us* button on each webpage should be used.

### For the BSc Computer Science programmes, you should note the following terminology:

**Module:** Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

**Core module:** Core modules are central to the teaching and learning of a programme and may introduce concepts and ideas that appear in the compulsory and optional modules. Core modules must be passed. There is one core module on the BSc Computer Science programme. Where specialist modules are offered they will also be deemed core.

**Compulsory module:** A module which must be taken as part of a degree programme.

**Optional module:** A Level 6 module chosen from a list.

#### Are you affected by US-imposed restrictions?

Our suite of BSc Computer Science degrees use creative interactive approaches delivered through Coursera, the world's largest online learning platform, to provide immersive learning experiences.

United States export control regulations prevent Coursera from offering services and content to users in certain countries or regions. More information about which countries or regions are affected can be found [here](#). Coursera must enforce this restriction in order to remain in compliance with US law and, for that reason, we advise that all learners check this information before applying to the programme.

### Key revisions made

Programme specifications are revised annually. The quality committee of Goldsmiths, University of London, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support.

### Significant changes made to the programme specification 2020-2021:

No significant changes.



## Title and name of awards

Undergraduate degrees of the University of London are awarded with Honours. The award certificate will indicate the level of the academic performance (Honours) achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.

The standard classification system for Bachelor's degrees with Honours is:

First-Class; Upper Second-Class; Lower Second-Class; Third-Class.

A Pass Degree or Ordinary Degree is a degree without Honours.

Specific rules for the classification of awards are given in the [Programme Regulations](#), under Scheme of Award.

## Programme name

Computer Science and specialisms

## Award titles

- Bachelor of Science in Computer Science
- Bachelor of Science in Computer Science (Data Science)
- Bachelor of Science in Computer Science (Machine Learning and Artificial Intelligence)
- Bachelor of Science in Computer Science (Web and Mobile Development)
- Bachelor of Science in Computer Science (User Experience)
- Bachelor of Science in Computer Science (Physical Computing and Internet of Things)
- Bachelor of Science in Computer Science (Games Development)
- Bachelor of Science in Computer Science (Virtual Reality)
- Bachelor of Science in Computer Science (unclassified)
- Diploma of Higher Education in Computer Science (Intermediate/Exit Award Only)
- Certificate of Higher Education in Computer Science (Intermediate/Exit Award Only)

## Intermediate qualifications

The intermediate qualifications for this programme are the Certificates of Higher Education and Diploma of Higher Education as listed above.

An intermediate award or awards may be granted to a student registered on the BSc as they progress through their degree studies. The specific rules are given in the [Programme Regulations under Section 1](#).

### Exit qualifications

The exit qualifications for these programmes are:

- Diploma of Higher Education in Computer Science
- Certificate of Higher Education in Computing Science

An exit qualification is an intermediate qualification, as noted above, for which the student may not have registered at the outset but which may be awarded on completion of specific modules/courses (or credit accumulated) in a longer programme of study, or if the student leaves the programme. Students who for academic or personal reasons are unable to complete the BSc may exit with the successful completion of 240 or 120 credits and be awarded a Diploma of Higher Education in Computer Science or a Certificate of Higher Education in Computer Science respectively.

Exit qualifications are awarded at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not normally be permitted to resume their study of the same award with the University of London.

### Individual Modules

There is no provision for individual modules of the programme to be studied on a standalone basis.

### Award titles may be abbreviated as follows:

Bachelor of Science – BSc

Diploma of Higher Education – DipHE

Certificate of Higher Education – CertHE

### Level of the programmes

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The awards are placed at the following Levels of the Framework for Higher Education Qualifications (FHEQ):

- BSc – Level 6
- DipHE – Level 5
- CertHE – Level 4

### Relevant QAA subject benchmarks group

The subject benchmarks for Computing can be found [here](#).

### Awarding body

University of London

### Registering body

University of London

### Academic direction

Goldsmiths, University of London

### Accreditation by professional or statutory body

Not applicable

### Language of study and assessment

English

### Mode of study

Web supported learning with an online tutor or institution supported learning from a local institution, where this is available. Institutions which support this programme will be listed on the [Institutions Directory](#).

### Programme structures

The programme will have **two** registration points in the year corresponding with start dates for modules.

The BSc Computer Science programme is a 360 UK credit degree.

For the award of a BSc Computer Science a student must complete:

- one 15 credit **core** module and seven 15 credit **compulsory** modules at FHEQ Level 4 (120 credits), plus
- eight 15 credit **compulsory** modules at FHEQ Level 5 (120 credits), plus
- six 15 credit **optional** modules at FHEQ Level 6 and
- a 30 credit project (totalling 120 credits at Level 6)

For the award of a BSc Computer Science with a named specialism a student must complete:

- one 15 credit **core** module and seven 15 credit **compulsory** modules at FHEQ Level 4 (120 credits), plus
- eight 15 credit **compulsory** modules at FHEQ Level 5 (120 credits), plus
- five specialist 15 credit **core** modules and one 15 credit **optional** module at FHEQ Level 6 and
- a 30 credit project (totalling 120 credits at Level 6)

### Maximum and minimum periods of registration

The BSc, via the Direct Entry Route, can be completed in a minimum of **three years**, subject to module availability. However, students may take up to **six years**.

Students entering via Performance Based Admissions will have a maximum of **three years** to complete the two modules required for admission to the full programme. The six year registration period will begin from the point at which they register on the full BSc.

This is a flexible programme which allows students to study at their own pace (either part-time or full-time), adjusting the intensity of the learning to suit their needs.

### Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified Framework for Higher Education Qualifications in England (FHEQ) credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For each BSc in Computer Science:

- modules are 15 UK credits each.
- the final project is worth 30 UK credits

A student awarded the BSc with honours will have accumulated 360 UK credits (180 ECTS credits).

### Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place elsewhere, before entry onto this programme of study.

Where the prior learning covered a similar syllabus to a module/course studied elsewhere, credit will be awarded as if you had taken the University of London module/course.

See the [General Regulations](#) (Section 3) and the [Programme Regulations](#) for more rules relating to prior learning.

This programme allows for accreditation of prior learning. A student studying a degree through the Direct Entry Route may apply for recognition and accreditation of prior learning for up to **120 credits** at FHEQ Level 4.

To be eligible to apply for recognition of prior learning a student must provide evidence to the University that they have already passed examinations that both satisfy the required learning outcomes and equate in level, content and standard to the modules(s) that form part of the programme.

The qualification must have been awarded within the five years preceding the application. If a student's prior learning is recognised they will not have to take the corresponding module as part of their degree.

Details on [how to apply for recognition of prior learning can](#) be found on our website. See the [General Regulations \(Section 3\)](#) and [Programme Regulations \(Section 3\)](#) for more rules relating to recognition and accreditation of prior learning.

## Entrance requirements

There are two application points each year corresponding to the two study sessions. Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

### Entry route 1 – Direct entry route

To be eligible to register, applicants must:

- normally be aged 17 or above by the registration deadline of the session in which they will be entering
- satisfy the University of [London General Entrance Requirements](#) for an undergraduate programme
- have a qualification equivalent to a pass at UK GCE 'AS' level in a mathematical subject or a UK GCSE/GCE 'O' level in Mathematics at no less than grade B (equivalents can be found on our [website](#)).
- satisfy the [University of London English Language Requirements](#)

### Entry route 2 – Performance based admission

If applicants do not meet the academic requirements for direct entry, they can apply for the programme via the performance based admission route.

To be eligible to register, applicants must:

- have passed at least four separate subjects at GCSE or GCE O level, with grades A to C, or the equivalent; and
- satisfy the [University of London English Language Requirements](#)

To be admitted onto the full BSc programme, applicants must:

- pass both Introduction to Programming I and either Computational OR Discrete Mathematics with a weighted average of 40% or above;

Where students achieve a mark of 50% or higher in the coursework element for both modules, they will be admitted onto the full BSc programme and permitted to register for further modules in the next study session, subject to any relevant progression rules.

Where students achieve a mark of 49% or below in the coursework element for one or both modules, they may continue to the final assessment. If students achieve a pass in both modules overall, they will be admitted onto the full BSc programme and permitted to register for further modules in the next available session, subject to any relevant progression rules.

Students on the performance based admission route will have three attempts to pass each module. This route helps students to develop the necessary skills to complete the full BSc Computer Science programme successfully.

Full details of entrance requirements are also given on the [programme page](#).



## English language requirements

All applicants must satisfy the English language requirements for the programmes. These are set out in detail on the [English requirements page](#). Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

## Computer specification and internet access

### All students

All students must have regular access to a computer (or mobile device\*) with an internet connection to use the University of London website and the VLE. These are where the programme's study resources are located.

The VLE provides electronic learning materials, networking opportunities, and other resources. Students will also have access to the University of London Online Library.

\* Full mobile access is not available for all programmes.

Whether studying on their own or at a Teaching Centre, student should have the minimum computer configuration as follows:

- Processor: 2GHz
- Hard drive: 50GB free
- Minimum screen resolution: 1024 x 768 colour
- Networking: reliable network connection
- RAM: 4GB
- Audio output Soundcard: stereo
- Sound card and speakers (or headphones) are also recommended for playing audio materials
- Sufficient bandwidth to access video content

If using a PC, students will need Windows 7 or later software. If using a Mac, Mac OS 10.11 or above is recommended.

Students will also need the following applications installed:

- an up-to-date web browser, such as Chrome, Firefox, Safari or Edge. This must accept cookies and have JavaScript enabled. Refer [here](#) for the latest information.
- a word processor that accepts Microsoft Word formats (.doc and .docx);
- a PDF reader (e.g. Adobe).
- video and audio recording capability, for example web cam or other device;
- a microphone

## Module specific requirements

Note: The published fees associated with this programme of study do not include the cost of any additional hardware or software purchased. Students are responsible for budgeting for this requirement.

Certain modules may have additional software requirements and students should have the necessary admin rights in order to be able to install new software on their computer. Any software required will always be freely available and compatible with Windows and Mac. Wherever possible, it will also be compatible with GNU/Linux. Further information will be provided via the VLE upon module registration.

Certain modules may also have additional hardware requirements as set out in the table below.

Module	Requirements
Computational Mathematics	<ul style="list-style-type: none"> <li>A scientific calculator or equivalent</li> </ul>
Mobile Development	<ul style="list-style-type: none"> <li>Access to an Android or Apple smart phone that can be connected to a computer using a USB cable</li> </ul>
Games Development	<ul style="list-style-type: none"> <li>Students will need a computer that matches the specifications for Unity 3D (<a href="https://unity3d.com/">https://unity3d.com/</a>).</li> </ul>
3D Graphics and Animation	<ul style="list-style-type: none"> <li>Students will need a computer that matches the specifications for Unity 3D (<a href="https://unity3d.com/">https://unity3d.com/</a>).</li> </ul>
Virtual Reality	<ul style="list-style-type: none"> <li>Students will need a computer that matches the specifications for Unity 3D (<a href="https://unity3d.com/">https://unity3d.com/</a>).</li> <li>VR Head Mounted Display with the ability to be used in developer mode.</li> </ul>
Physical Computing and Internet of Things	<ul style="list-style-type: none"> <li>An Arduino Starter Kit or similar: <a href="https://store.arduino.cc/genuino-starter-kit">https://store.arduino.cc/genuino-starter-kit</a></li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>A small kit to make electronics at home (tweezers, cutters, cutting mat, protective glasses)</li> <li>A multimeter</li> </ul>

Note: Students should ensure they have access to the listed hardware (i.e. an Arduino kit or similar) and have the ability to install the listed software on their computer before registering for these modules.

In the institution-supported model the institution will install all necessary software on lab machines where appropriate.

With specific reference to the Arduino kit (or similar), we suggest that the following website be used as a starting point, though the components may be sourced individually:

<https://store.arduino.cc/distributors>. Students should use the components with due care and attention as well as in accordance with any instructions provided in the kit. The University of London cannot accept any responsibility for loss or injury sustained in their use.

### Students with specific access requirements

The University of London welcomes applications from disabled students and/or those who have specific access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or specific access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. The Admissions team encourages those students with a disability, or others who may need special arrangements to assist in taking examinations (such as separate room or special aids), to complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see the [Inclusive Practice Policy](#).

### Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the programme web pages.

For further information see the [website](#).

## Educational aims and learning outcomes

The BSc Computer Science, its specialisms and related awards are designed to be innovative online programmes and provide students with support through virtual and local learning environments, and the flexibility to study at any time and from anywhere around the globe.

### **Certificate of Higher Education in Computer Science learning outcomes:**

Students who successfully complete the Certificate of Higher Education in Computer Science will be able to:

- Demonstrate knowledge of the main areas of computer science and the ability to apply this within the context of computing applications;
- Select and apply essential concepts, principles and practices of computer science in the context of well defined, limited scenarios, using structured arguments to justify the selection and use of tools and techniques;
- Develop a simple system to a specification, with documentation;
- Show problem solving and evaluation skills, drawing upon supporting evidence;
- Demonstrate the ability to produce organised work given appropriate guidance.

### **Diploma of Higher Education in Computer Science learning outcomes:**

Students who successfully complete the Diploma of Higher Education in Computer Science will be able to:

- Demonstrate knowledge and critical understanding of the main areas of computer science and also demonstrate the ability to apply this to the evaluation of computing applications;
- Apply a critical understanding of essential concepts, principles and practices of computer science in the context of well-defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;
- Analyse, design and develop a system, with appropriate documentation;
- Show problem solving and evaluation skills, draw upon supporting evidence and demonstrate a general understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work (both as an individual and as part of a team) given appropriate guidance.

### **BSc Computer Science learning outcomes**

Students who successfully complete the BSc Computer Science will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of computer science and also demonstrate the ability to exercise critical judgement in the evaluation of computing applications;
- Apply a critical understanding of essential concepts, principles and practices of computer science, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;



- Produce work involving problem identification and the analysis, design or the development of a system, with appropriate documentation, recognising the important relationships between these;
- Show problem solving and critical evaluation skills, draw upon supporting evidence and demonstrate a deep understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of work from problem inception to implementation and documentation.

### **BSc Computer Science (Data Science) learning outcomes**

Students who successfully complete the BSc Computer Science (Data Science) will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of data science and also demonstrate the ability to exercise critical judgement to the evaluation of data science applications;
- Apply a critical understanding of essential concepts, principles and practices of data science, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;
- Produce work involving problem identification and the analysis, design or the development of a system, with appropriate documentation, recognising the important relationships between these;
- Show problem solving and critical evaluation skills, draw upon supporting evidence and demonstrate a deep understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of work from problem inception to implementation and documentation.

### **BSc Computer Science (Machine Learning and Artificial Intelligence) learning outcomes**

Students who successfully complete the BSc Computer Science (Machine Learning and Artificial Intelligence) will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of Machine Learning and AI and also demonstrate the ability to exercise critical judgement in the evaluation of Machine Learning and AI applications;
- Apply a critical understanding of essential concepts, principles and practices of Machine Learning and AI, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;

- Produce work involving problem identification and the analysis, design or the development of a system, with appropriate documentation, recognising the important relationships between these;
- Show problem solving and critical evaluation skills, draw upon supporting evidence and demonstrate a deep understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of work from problem inception to implementation and documentation.

### **BSc Computer Science (Web and Mobile Development learning outcomes**

Students who successfully complete the BSc Computer Science (Web and Mobile Development) will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of web development and the main areas of user experience analysis, design and development with the ability to exercise critical judgement to the evaluation of web-based applications;
- Apply a critical understanding of essential concepts, principles and practices of web and mobile development, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;
- Produce work involving problem identification and the analysis, design or the development of a system, with appropriate documentation, recognising the important relationships between these;
- Show problem solving and critical evaluation skills, draw upon supporting evidence and demonstrate a deep understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of work from problem inception to implementation and documentation.

### **BSc Computer Science (User Experience) learning outcomes**

Students who successfully complete the BSc Computer Science (User Experience) will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of user experience analysis, design and development and with the ability to exercise critical judgement to the evaluation of user focussed applications;
- Apply a critical understanding of essential concepts, principles and practices of user experience design, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;
- Produce work involving problem identification and the analysis, design or the development of a system, with appropriate documentation, recognising the important relationships between these;

- Show problem solving and critical evaluation skills, draw upon supporting evidence and demonstrate a deep understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of work from problem inception to implementation and documentation.

### **BSc Computer Science (Physical Computing and Internet of Things) learning outcomes**

Students who successfully complete the BSc Computer Science (Physical Computing and Internet of Things) will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of physical computing and internet of things and with the ability to exercise critical judgement to the evaluation of physical computing development applications and their place in the internet of things;
- Apply a critical understanding of essential concepts, principles and practices of physical computing and internet of things, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;
- Produce work involving problem identification and the analysis, design or the development of a system, with appropriate documentation, recognising the important relationships between these;
- Show problem solving and critical evaluation skills, draw upon supporting evidence and demonstrate a deep understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of work from problem inception to implementation and documentation.

### **BSc Computer Science (Games Development) learning outcomes**

Students who successfully complete the BSc Computer Science (Games Development) will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of games development and with the ability to exercise critical judgement to the evaluation of games development applications;
- Apply a critical understanding of essential concepts, principles and practices of games development, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;
- Produce work involving problem identification and the analysis, design or the development of a system, with appropriate documentation, recognising the important relationships between these;

- Show problem solving and critical evaluation skills, draw upon supporting evidence and demonstrate a deep understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of work from problem inception to implementation and documentation.

### **BSc Computer Science (Virtual Reality) learning outcomes**

Students who successfully complete the BSc Computer Science (Virtual Reality) will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of virtual reality and with the ability to exercise critical judgement to the evaluation of virtual reality applications;
- Apply a critical understanding of essential concepts, principles and practices of virtual reality, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based on subject knowledge to justify the selection and use of tools and techniques;
- Produce work involving problem identification and the analysis, design or the development of a system, with appropriate documentation, recognising the important relationships between these;
- Show problem solving and critical evaluation skills, draw upon supporting evidence and demonstrate a deep understanding of the need for a high quality solution;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of work from problem inception to implementation and documentation.

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## **Learning, teaching and assessment strategies**

The core principles of the learning, teaching and assessment strategy for this programme are outlined below.

### **Principle 1: Ensuring students are prepared for study**

Students will be provided with opportunities to sample the learning content of the Computer Science programmes. An online induction will ensure that they are prepared for study and are familiar with the learning environment and sources of support during their student journey.

### **Principle 2: An engaging and vibrant learning environment**

All students will have access to the VLE, with learning support and tools enabling them to monitor their progress, assessing fulfilment of learning outcomes and development of skills-based outcomes throughout the curriculum. The learning environment will provide a framework for the level of support selected by students, which involves local and online tuition services.



### **Principle 3: Learning content**

The learning content will be designed to provide students with opportunities to engage, and encourage reflective and deep learning, with accessibility a key feature to enable all students to study across a range of mobile and media channels.

### **Principle 4: Student support**

All students will have access to the Virtual learning environment, learning content, tools and activities related to their chosen programme of study. Students will be able to select from two modes of study: web supported learning or institution supported learning.

### **Principle 5: Flexibility**

To facilitate the requirements of a diverse global community of learners, a core feature of this programme is flexibility in the design of the curriculum at Level 6, where students can specialise in a particular area of Computer Science. Students progress at a pace suitable to their circumstances.

### **Principle 6: Assessment**

A core feature of this programme will be a varied range of learning activities embedded within the learning content for each module, designed to provide feedback to students on their progress towards learning outcomes. Summative assessment methods will be designed to promote retention of knowledge, providing encouragement through tutor feedback, with as wide a range of methods as possible to most effectively assess learning outcomes, within the context of the need for secure and reliable techniques appropriate to flexible learning.

### **Principle 7: Staff Development**

The design, development and delivery of this programme will be supported with training for:

- Academic teams involved in the development of the materials and assessment;
- Module Leaders;
- Tutors and Administrators at teaching institutions.

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## **Assessment methods**

Each core and optional module, excluding the final project, has two elements of summative assessment. These will be EITHER a combination of coursework and a written examination, weighted in the ratio 50:50 OR two coursework elements weighted 50:50 or 30:70.

The coursework element(s) may consist of multiple items, online quizzes, one or more writing assignments and/or one or more programming assignments. The written examination is unseen and is two hours in length.

The final project is summatively assessed by a series of coursework submissions and an unseen, final examination lasting two hours. Coursework accounts for 80% of the final mark and the examination for 20% of the final mark. The coursework submission constitutes multiple, staged deliverables including, but not limited to: a project proposal, a preliminary report, weekly progress logs, a final report and a presentation. The project assessment and the feedback received by the student, is designed to encourage consistent, well-structured activity and progress throughout the project. The exam component consists of general

questions about academic best practice, as well as specific questions about the candidate's own project work.

The grade awarded for each module is based on all the elements of assessment and is subject to the rules for marginal compensation. In order to pass a module a student must achieve at least 35% in each element of assessment and an overall weighted average of 40% for the module.

If students fail a compulsory or optional module with a mark of between 35% and 39%, they may be compensated, and have credit awarded in the same way as for passed modules providing the mean average mark for the Level is 45% or above. Compensation may be applied by the Board of Examiners at the point of classification only.

Details on compensation can be found in the [Programme Regulations \(Section 4\)](#) for more rules relating to recognition and accreditation of prior learning.

Written examinations take place in September and March.

Examinations are held at [Examination centres](#) throughout the world.

Coursework must be submitted to the VLE by the prescribed deadlines.

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## Student support and guidance

Key features of the support for students include:

- Student induction resources;
- The VLE containing: self-assessment and student planner tools; comprehensive learning materials; e-resources/e-library; student forums and progress monitoring tools;
- Local institution tutor (for institution supported learners);
- Online student relationship manager and online tutor (for web supported learners);
- [Programme Regulations](#);
- [The Online Library](#): This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.;
- University of London library: Registered students may use the resources located within the Senate House library.

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## Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institution. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the [Quality Assurance Schedules](#), [Guidelines for Examinations](#), [General Regulations](#) and, for each programme, [programme specific regulations](#).

### Awards standards

All University of London qualifications have to align with the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) to assure appropriate standards for each qualification. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution(s) concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

### Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London;
- Periodic programme reviews: carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

### Student feedback and engagement

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, it collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

## After graduation

### Further study

Successful completion of a BSc programme may serve as preparation for students who wish to go on to take further study in the subject area. Enquiries about further study opportunities should be directed to the University of London Student Advice Centre using this

[link](#). **Graduate employment routes**

### BSc Computer Science

The BSc Computer Science will allow you to develop a widely applicable skill set in computing with strong programming and mathematics skills, as well as softer skills in project management, presentation skills and teamwork. You will also have a portfolio of work that you can present to potential employers. Depending on the electives you choose in the final stage of the degree, you can orient your learning towards particular areas of interest such as machine learning, web development, data science and video games.

With the BSc Computer Science, you will be able to apply for a range of computational and mathematical jobs in the creative industries, business, finance, education, medicine engineering and science. Typical job titles include application programmer, software engineer, creative coder, video game developer and systems analyst.

### BSc Computer Science (Data Science)

Data science is a significant subfield in computer science which has seen rapid growth in recent years as companies and institutions have begun to gather data at scale across many sectors. Data science has many application areas ranging from medicine to climate science and business analytics.

With the BSc Computer Science (Data Science), you will be able to apply for a range of data-intensive technical jobs in sectors such as business, finance, medicine, education, engineering and science and the creative industries. Typical job titles include data scientist, data visualisation engineer, business data analyst, data manager and data engineer.

### BSc Computer Science (Machine Learning and Artificial Intelligence)

Machine learning provides a means for computer systems to extract useful information out of data. These techniques are widely used in the technology industry for a variety of applications, for example, recommending music and other products to people, identifying faces in photos and predicting trends in financial markets.

With the BSc Computer Science (Machine Learning and Artificial Intelligence), you will be able to apply for a range of technical, problem-solving jobs in a rapidly growing area. Companies and institutions are applying ML and AI to a wide range of problems in business, finance, medicine, education, video games, engineering and science as well as new application areas such as music and other creative work. A typical job title is machine learning engineer.

### BSc Computer Science (Web and Mobile Development)

Web and mobile development are critical application areas for computer science. Many of the largest technology companies maintain large scale web applications, providing services such as social media, search, advertising and video and audio streaming. Mobile application



development has become a major part of the software industry over the last decade, with established as well as new companies developing thousands of mobile games and utilities.

With the BSc Computer Science (Web and Mobile Development), you will be able to apply for jobs involving the development of web and mobile technology such as web sites and applications for smart phones and tablets. Typical job titles include mobile application developer, mobile software engineer, front-end engineer, full stack developer and back-end developer.

### **BSc Computer Science (User Experience)**

User experience design or UX has grown out of the field of Human-Computer Interaction (HCI), which is about how to design computer systems for use by humans. HCI is a major subfield of computer science, and it has informed the visual design and workflow of computer systems we use every day. HCI draws on a range of hard and soft skills and is a naturally cross-disciplinary subject.

With the BSc Computer Science (User Experience), you will be able to apply for jobs which involve a flair for design, and engagement with end users in a range of sectors, wherever there is a need for effective user interface design. Typical job titles include UX engineer, user experience designer and UI designer.

### **BSc Computer Science (Physical Computing and Internet of Things)**

Physical computing involves the creation of hardware devices that can sense and act in the real world. Physical computing techniques underpin a wide range of contemporary technology trends such as the Internet of Things, the quantified self and smart homes. There are many applications of physical computing, for example in creative arts, museums, ubiquitous and embedded computing, scientific sensing, robotics, engineering control systems and robotics.

With the BSc Computer Science (Physical Computing and Internet of Things), you will be able to apply for jobs in a rapidly growing and exciting area which is finding applications across different sectors. Typical job titles include Internet of Things (IoT) engineer, creative technologist and embedded software engineer.

### **BSc Computer Science (Games Development)**

Video games are a critical application area for computer science, and the games industry forms a significant part of the creative economy. It is a complicated subject, drawing on other areas such as computer graphics, interaction design and artificial intelligence.

With the BSc Computer Science (Games Development), you will be able to apply for a range of jobs in the creative industries, especially in the video games industry. Typical job titles include game designer, video game tester and video game programmer.

### **BSc Computer Science (Virtual Reality)**

Virtual Reality (VR) involves the creation of immersive, simulated environments using computer systems. Recent technology advances have made it possible to create high fidelity, high immersion virtual realities which people can access with consumer hardware. VR has many application areas, including entertainment, education and military.

With the BSc Computer Science (Virtual Reality), you will be able to apply for exciting jobs in an emerging area which spans sectors such as the creative industries, video games and

education and training. Typical job titles are virtual reality developer, environment artist, VR architect and augmented reality engineer.

### **The Alumni Community**

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#)