

# *BSc (Hons) Digital & Technology Solutions*

*Programme and module specifications submitted for the validation of  
BSc (Hons) Digital & Technology Solutions to be offered by Corndel Ltd as  
part of the Digital & Technology Solutions Professional Degree  
Apprenticeship.*

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*Corndel Ltd*

# Template C4

## Programme Specification

**Title of Course: BSc (Hons) Digital & Technology Solutions**

Date first produced	14 March 2023
Date last revised	N/A
Date of implementation of current version	June 2023
Version number	1
Faculty	Engineering, Computing and the Environment
School	N/A
Department	N/A
Delivery Institution	Corndel Limited

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BSc (Hons) Digital & Technology Solutions
Intermediate Awards(s) and Title(s):	BSc Digital & Technology Solutions Dip HE Digital & Technology Solutions Cert HE Digital & Technology Solutions
FHEQ Level for the Final Award:	FHEQ 6
Awarding Institution:	Kingston University
Teaching Institution:	Corndel Limited
Location:	Online
Language of Delivery:	English
Modes of Delivery:	Full time
Available as:	Full field
Minimum period of registration:	30 Months
Maximum period of registration:	45 Months
Entry Requirements:	GCSE English and Maths grade 4 – 9 (or equivalent)

	Successfully Pass Corndel's Sova suitability assessment / be nominated by an employer.  Relevant employment
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Computing (2022, QAA)
Approved Variants:	N/A
UCAS Code:	N/A

For Higher or Degree Apprenticeship proposals only (delete if not applicable)

Higher or Degree Apprenticeship standard:	Digital and Technology Solutions Professional Degree Apprenticeship Standard V1.2 (2023, IfATE)
Recruitment, Selection and Admission process:	Applicants will need to be nominated by an employer or be recruited by an employer having undertaken Corndel's suitability assessment. Student must meet standard ESFA eligibility requirements and undertake skills radar (prior learning assessment) prior to enrolment. In most cases prior learning is not expected to lead to

	RP(E)L and will instead be accounted for in the funding draw down.
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## **SECTION 2: THE COURSE**

### **Aims of the Course**

The BSc (Hons) Digital & Technology Solutions aims to:

- Provide a dynamic and practical learning environment to enable learners to acquire and apply digital & technical solutions skills to real world contexts and situations
- Provide a foundational understanding of digital & technical solutions and the role of key functions including data analysis, management of digital and technology projects, development of data software solutions and an understanding of systems and infrastructure to achieve strategic organisational aims
- Provide students with knowledge, skills and behaviours to enable engagement with current digital and technology issues and challenges through a lens of ethics, sustainability, and responsibility.

### **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated, the digital technology solutions professional degree apprenticeship standard and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) And relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

## Programme Learning Outcomes

	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Critically reflect upon issues, concepts, theories and perspectives relevant to the subject, developing & evaluating complex arguments	B1	Critically evaluate and employ theories and skills and techniques to achieve practical outcomes in real-world contexts / scenarios	C1	Critically evaluate and employ professional and ethical working practices, acting in the best interest of the organisation
A2	Critique and employ a wide range of discipline-specific theories, concepts and skills.	B2	Employ a range of ideas that inform evidence-based decision making within.	C2	Apply collaboration processes to facilitate effective working relationships, share ideas and address complex challenges for mutual benefit

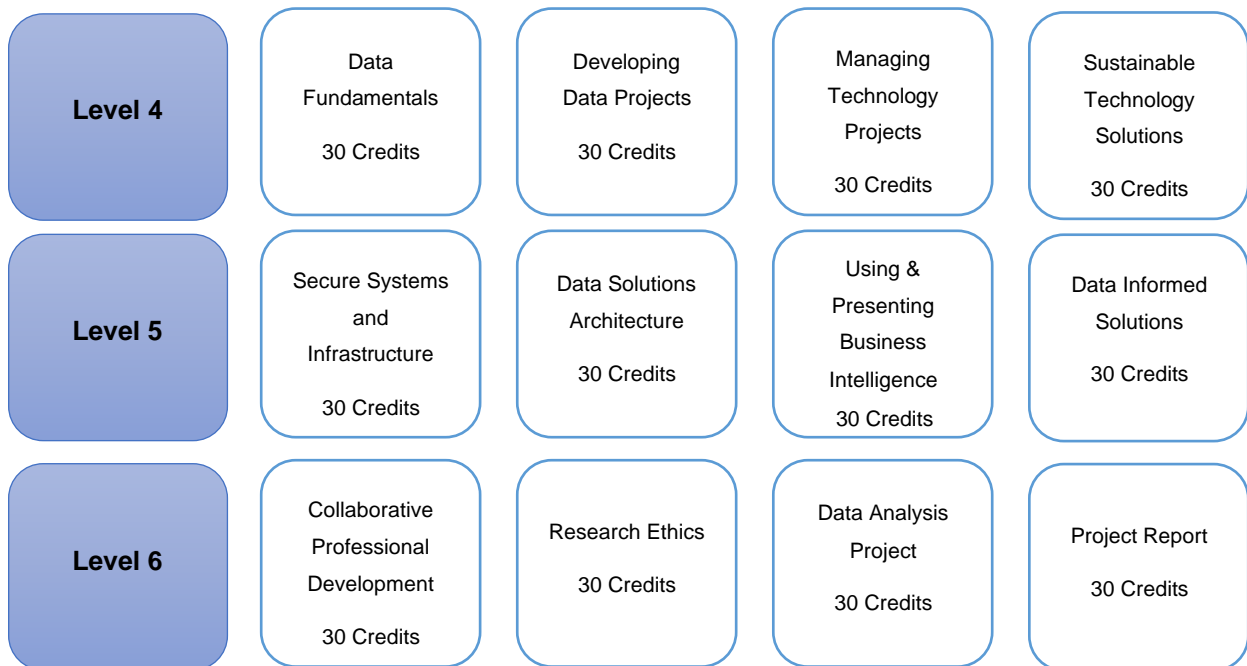
A3	Employ a range of digital tools to solve complex problems and support excellent communication.	B3	Communicate arguments and reasoning effectively, with a good understanding of audience and purpose.	C3	Critically evaluate political, social and environmental issues related to professional contexts.
A4	Create and implement solutions to complex problems, using a range of problem-solving tools and techniques.	B4		C4	



In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

## Outline Programme Structure



Full details of each module will be provided in module descriptors and student module guides.

### Level 4 (all core)

Core modules	Module code	Credit Value	Level
Data Fundamentals	DT401	30	4
Developing Data Projects	DT402	30	4
Managing Technology Projects	DT403	30	4
Sustainable Technology Solutions	DT404	30	4

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education Digital & Technology Solutions

### Level 5 (all core)

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above.

Core modules	Module code	Credit Value	Level
Secure Systems and Infrastructure	DT501	30	5
Data Solutions Architecture	DT502	30	5
Using and presenting Business Intelligence	DT503	30	5
Data Informed Solutions	DT504	30	5

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Digital & Technology Solutions.

## Level 6

Core modules	Module code	Credit Value	Level
Collaborative Professional Development	DT601	30	6
Research Ethics	DT602	30	6
Data Analysis Project	DT603	30	6
Project Report	DT604	30	6

Level 6 requires the completion of the modules.

## Principles of Teaching, Learning and Assessment

The BSc (Hons) Digital & Technology Solutions programme provides an innovative and dynamic learning environment for students to enable both flexibility through asynchronous activities and facilitated learning support in the synchronous learning activities. It combines academic learning with a level 6 Digital & Technical Solutions Professional degree apprenticeship.

The programme is structured over 12 modules each covering a 10 week teaching and assessment block. Principles of teaching, Learning, Assessment and Support is provided below:

### Asynchronous e-learning materials and lectures

Asynchronous learning activities for each module accessed flexibly on-demand:

- e-Learning lessons: these weekly activities provide specialist content for each module including theory, models, tools and techniques. It incorporates regular activities and exercises applied to the learner's working environment that help

to build practical understanding and provide evidence for the building of the apprenticeship portfolio.

- Module Challenge: at the beginning of each module learners will be provided with a 'module challenge' that builds into an assignment submitted at the end of the block.
- Lectures: there will be three per module and these provide an opportunity to introduce key features of a module, to deepen knowledge of a particular aspect of the module and to support assessment preparation for the Module Challenge.

### **Synchronous Workshops, Peer Learning Activity and Academic and Professional Skills**

Synchronous learning activities for each module scheduled in advance for interactive learning:

- Facilitated specialist workshops: these support the development of understanding of the specialist content in groups that run three times for each module (1-1.5 hours per session).
- Academic and professional skills sessions: these provide specific skills that are tailored to each module to develop skills for specific activities and for the assessment. For example a session could include an activity such as: Advanced Excel spreadsheet skills, academic writing and referencing, data management dependent on the particular module (1 hour per session).

Additionally, all students are provided with frequent one-to-one business coaching throughout the programme.

### **Module Challenges and Authentic Assessment**

The Course aims for each assessment where possible to reflect an 'authentic' business experience, providing opportunities for learners to build skills and experience that are valuable in the workplace.

The initial challenge set at the beginning of each module will lead to an assessment that is submitted at the end of the teaching and learning block for that module.

Examples of authentic assessment could include:

- An in-depth personal analysis and reflection on practice, identifying key areas for personal development as a digital & technical solutions professional, with the creation of a dynamic Personal Development Plan that will be reviewed throughout the programme

- A business presentation on an sustainable technology proposal that is recorded and uploaded, based on a structured preparation process that is supported by a list of references used to ensure content is both informative and accurate
- Researching and writing of a journalistic article that provides insight and multiple perspectives on a current and contemporary issue that has relevance to their organisation and/or industry
- Assessment portfolio, demonstrating the development of appropriate software artefacts, relevant to the needs of the business.

## **Support for Students and their Learning**

Corndel Students are supported by:

- Their Professional Development Expert (PDE). The cornerstone of Corndel's personalised delivery model, each learner is allocated to a PDE who they meet frequently. The PDE supports learners to contextualise their learning within their role, providing formative feedback to support threshold and stretch attainment, and acting as the first port of call for a broad range of student support requirements. Students will develop an individual learning plan with their PDE which is regular updated and progress evaluated against.
- Students will have access to Corndel's extensive online learning materials via the virtual learning environment, including access to e-book versions of texts within module reading lists and access to journal collections.
- PDEs also signpost additional learning and support via Corndel's support for skills and Qwell who support student mental health and wellbeing.

## **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)

- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

## **Employability and work-based learning**

As a degree apprenticeship, the work-based learning is a core component of the course, supplementing directed online and independent study. Work-based learning allows students to contextualise and apply theoretical concepts in the workplace and explore the relationship between theory and practice.

**Students must be in relevant employment in order to enrol on the award and must maintain relevant employment throughout their studies.**

Students will be encouraged to use their experience within the workplace to support the completion of formative and summative assessment. They will also have the opportunity, through their regular 1:1 meetings with their PDE to explore workplace changes, relating them back to theory and receiving advice and guidance as appropriate.

The student's PDE will be the key liaison between the student, Corndel and the Employer and leads regular (as determined by Education and Skills Funding Agency guidance) tri-partite reviews of students' progress to ensure work-based setting is effectively supporting learning and to ensure employers understand the needs of their employee on the course.

In order to achieve the apprenticeship students must complete both the requirements of the degree (passing the modules) and complete the end point assessment required by the Institute for Apprenticeships and Technical Education.

## **Other sources of information that you may wish to consult**

BSc (Hons) Digital & Technology Solutions Programme Handbook

Digital and Technology Solutions Degree Apprenticeship standard (V.1.2) -

<https://www.instituteforapprenticeships.org/>

## Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.



Learning Outcome	Module	Level 4				Level 5				Level 6			
		DT 401	DT 402	DT 403	DT 404	DT 501	DT 502	DT 503	DT 504	DT 601	DT 602	DT 603	DT 604
Critically reflect upon digital and data issues, concepts, theories and perspectives, developing and evaluating complex arguments.	A1	X	X	X	X	X	X	X	X	X	X	X	X
Critique and employ a wide range of digital technology and data specific theories, concepts and skills.	A2		X	X	X	X	X	X				X	X
Employ a range of digital tools to solve complex problems related to data and technology, and to support excellent communication.	A3	X					X	X	X		X	X	X
Create and implement data and technology solutions to complex problems, using a range of problem-solving tools and techniques.	A4		X	X	X	X	X	X	X	X		X	
Critically evaluate and employ theories and skills related to digital technology and data to achieve practical outcomes in real-world contexts and scenarios.	B1			X		X	X	X				X	
Employ a range of data driven ideas that inform evidence-based decision making within the context of digital technology and data.	B2				X		X				X		
Communicate digital technology and data arguments and reasoning effectively, with a good understanding of audience and purpose.	B3			X				X	X	X	X		X

Critically evaluate and employ professional and ethical working practices in digital technology and data contexts, acting in the best interest of the organisation	C1							X	X			X	X
Apply collaboration processes to facilitate effective working relationships, share ideas and address complex challenges related to digital technology and data for mutual benefit	C2									X	X	X	
Critically evaluate political, social and environmental issues related to digital technology and data within professional contexts.	C3			X						X	X		

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**