

PROGRAMME SPECIFICATION – Undergraduate COURSES

1	Awarding institution/body – University of Worcester
2	Teaching institution - University of Worcester
3	Programme accredited by NA
4	Final award - BSc, (Hons)
5	Programme title BSc. (Hons) Information Technology for Education
6	Pathways available Single honours
7	Mode and/or site of delivery Taught modules at the University of Worcester
8	Mode of attendance Full time and part-time
9	UCAS Code G5X1
10	Subject Benchmark statement and/or professional body statement Computing Benchmark Statement 2007, QAA.
11	Date of Programme Specification preparation/revision July 2011/updated Feb 2012

12 Educational aims of the programme

The programme seeks to prepare students to become ICT teachers, IT trainers, or educational software developers by combining a broad background in both Computing and Education Studies.

In particular, this course aims to:

- develop transferable skills and personal skills enabling students to remain up to date and to become autonomous and life-long learners
- to lead to a better understanding of educational and technical decisions involved in the educational area and the development of an awareness of using various types of technologies to enhance educational functions
- enable students to become effective communicators using written, oral and presentation skills
- inspire academic curiosity and rigour through a study of core knowledge, applications, concepts, principles and theories of computing and education
- integrate theory and practice supporting the design, development and evaluation of enduring computing products particularly in educational contexts
- develop an appreciation of professional, moral and ethical issues
- develop an awareness of the opportunities presented by the use of information technology in education and the possible barriers to learning that IT can pose
- enable students to evaluate a range of factors that contribute to effective learning strategies
- analyse education through a curriculum which is sensitive to diversity and sustainability
- enable students to gain an intellectual and practical basis for further study.

The education modules are extremely useful for anyone considering teaching ICT, but for those wishing to study for a secondary PGCE, their degree does need to contain at least 60% Computing modules.

13 Intended learning outcomes and learning, teaching and assessment methods

Our students are expected to develop a spectrum of skills and abilities, grounded in intellectual tasks (SB 3.1). These can be categorized as (i) knowledge and understanding, (ii) cognitive abilities and skills related to intellectual tasks, (iii) practical skills related to the discipline of Computing, (iv) transferable skills which may be learned within the context of Computing, but which may be deployed in other contexts.

<p>Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic and informed understanding of key concepts of Education Studies and Computing 2. Identify the impact on educational processes and institutions of social and individual factors 3. Identify the nature of the different information used in the study of education (policy, practice, experience, research, etc.) 4. Appreciate the concepts of Computing and their relevance to everyday life 5. Demonstrate knowledge and understanding of theories, concepts, principles and facts relating to computing and computer applications 	<p>Examples of learning, teaching and assessment methods used:</p> <p>A very wide variety of learning and teaching methods are used in the IT for Education and Training Programme to maximise achievement and progression opportunities for students with a diverse range of prior knowledge, skills and achievement. These cover the core aspects of computing, and education, as designated in the mandatory modules which are also in most cases taken from mandatory modules of the individual programmes. They are specified in more detail below:</p> <ul style="list-style-type: none"> • All programmes contain varied approaches to learning, teaching and assessment designed to encourage student to progress as individuals within their capabilities, to achieve a qualification • Tutor support is deployed at all levels to assist students' progression towards achieving a broad but deep understanding of the field of Computing • Formal lectures which encourage student interaction and discussion • Student-driven activities where they are invited to provide substantial input to the session (eg COMP2213) • Move towards more online submission and marking so students can more easily access their feedback. • Using recent news articles and case studies on how changes with technology (such as cloud computing) can have positive and negative effects on business issues (such as sustainability), and develop alternative strategies that businesses could implement (COMP3271)
<p>Cognitive and intellectual skills:</p> <ol style="list-style-type: none"> 1. Analyse central concepts of the field and understand their contested nature 2. Apply theoretical perspectives to evidence both at a particular and general level in relation to specific IT-related and educational problems 3. Evaluate the effectiveness of educational initiatives and policies 4. Develop and progress – at all three levels of study - across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the programme and 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Research-based workshop activities, following which students may be invited to contribute to a “plenary discussion” (e.g. COMP3201) • Attention has been given to the use of inter-session activities (“homework”) where students are encouraged to complete exercises, and to prepare for following sessions by research • We encourage our students to engage in peer-support, through both informal contacts (email and direct), but also through the use of discussion groups (supported by the VLE). A discussion group is established for each specialist course, to allow students to share

<p>future employment</p> <ol style="list-style-type: none"> 5. Operate, specify, design, construct and document computer-based systems and applications 6. Evaluate and deployment of approaches to modelling in order to design to computer-based systems, to understand these systems, and to communicate about these systems and to predict their behaviour 7. Develop a proactive approach to change, which is of significant importance to a developing field such as Computing (SB2.1,4.1) 8. Appreciate the role of critical evaluation and testing in ensuring that computer-based systems meet the criteria for their defined use and future developments 9. Reflect on and communication of Computing principles, orally, textually or using electronic media, including an assessment of the impact of new technologies 10. Understand methods and tools through the deployment of appropriate theory, practices and approaches, to specify, design, implement and evaluate computer systems 11. Recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable deployment of computing. 	<p>thoughts and ideas <i>between levels</i>. This is aimed to develop <i>learning communities</i> within the breadth of Computing courses</p> <ul style="list-style-type: none"> • Tutors and students are encouraged to make use of the VLE to incorporate electronically mediated group work and collaborative learning (SB 5.9). This has been informed by expertise within the department and institution, and includes support for both tutors and students • Assessment guides learning (SB 5.4). Modules typically include a strong element of formative assessment. This is achieved through (i) in-session discussions and exercises, (ii) in-line tests and presentations • Inclusion of peer-assessment in formative feedback to encourage students to review each others work before the final submission (COMP3202) • Students are encouraged to reflect on how social and technical changes can have ethical, sustainability and moral impact on themselves, society and business (COMP3201, COMP3271) 	
<p>Practical skills relevant to employment:</p> <ol style="list-style-type: none"> 1. Initiate and carry out projects 2. Communicate effectively, using all appropriate media in a style appropriate to the task 3. Apply a range of skills and techniques to develop a variety of ideas to assist the creation of new/modified solutions 4. Interact and work effectively with individuals, groups and teams 5. Evaluation of systems in terms of quality and trade-offs 6. Recognition of risks or safety aspects associated with various computer-based systems 7. Understanding of the practical requirements for computer-based systems including the recognition 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Student-centred activities including individual and group exercises, the use of guided worksheets and direct input into sessions. These may be paper-based or computer-based • Operation of computer applications is found in most modules. Specific examples include the use of database software (e.g. COMP1112, games tools (e.g. COMP1251) and Multimedia development tools (COMP1242), see SB 5.6 • Group and individual project work in specified (COMP1211 – group work, COMP3007 – individual project) modules • The risks and safety aspects within computing applications and approaches are discussed within, e.g. COMP2221 	

<p>and analysis of criteria leading to specifications used in the solution of specific problems</p>	<ul style="list-style-type: none"> • Understanding of how Computing and ICT can be used to solve sustainability issues in society and business and how they can be implemented (COMP3271, COMP3242). 	
<p>Transferable skills:</p> <ol style="list-style-type: none"> 1. Identify, recommend and justify solutions to routine and non-routine problems 2. Access, select and apply relevant information from difference sources 3. Interpret quantitative and qualitative data in a variety of formats 4. Select and apply methods to consolidate and review knowledge 5. Develop, experience and subsequently possibly to use a variety of complementary approaches to learning and teaching and a good balance of activities 6. Synthesise data and arguments in order to reach informed conclusions 7. Effectively plan and manage their own time, roles and responsibilities Treat others' values, beliefs and opinions with respect 8. Develop effective strategies for information retrieval and evaluation of information sources 9. future generators of sustainable values 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • The opportunity to learn a variety of methods for online retrieval and research from Internet sources, online libraries and other methods and to incorporate this directly into assignments (COMP1211). • Several modules involve formal group work including assessment (e.g. the mandatory module COMP3201, Professionalism in Context) • Written assessments in a variety of formats (essay, report, learning journal) are used to develop numeracy and literacy skills • Management of individual learning is achieved through structured tutor support in learning activities, through meeting assignment deadlines and through the planning and production of the IT for Education Project • Personal development is introduced in the induction period, and developed through the mandatory module COMP3201 • The Induction process aims to introduce students into several aspects of learning and study: (i) Time Management related to assignment hand-in dates, (ii) The nature of learning, including concepts of multiple intelligences, levels of learning, experiential and collaborative learning approaches • Explicit attention has been given to the plagiarism issue. One level 4 mandatory module (COMP1211) explicitly explores this issue • The skills of researching, synthesising and citing sources of information are highlighted within the mandatory module COMP1211 • Project management and the ability to work at various team levels is an important part of running a development project, so this skill set has been incorporated into the programme (COMP2213). 	
<p>The learning and teaching strategies for individual modules have been undertaken in accordance with the University's Learning and Outcomes Policy. Students have the opportunity to explore a range of specific aspects within the fields of Computing and Education. They may also choose to focus their study around areas of specialism, (SB 2.8). Individual modules have been mapped to QAA Subject Benchmarks 2007 for Computing with respect to Knowledge, Cognitive, Practical and Transferable skills.</p>		

A matrix mapping the Learning Outcomes Developed and Assessed by each Module is contained within the Course Handbook. The Handbook also contains an overview of learning and teaching methods, integration of practice and theory, integration of research into the modules, IT for Education Project overview, and sustainability overview.

14 Assessment Strategy

The Assessment strategy has been designed to provide students with a variety of challenges appropriate to students on a programme which is both academic and vocational (SB 5.3). The programme's assessment strategy has been considered within the context of UW's [Learning, Teaching and Assessment Strategy](#) and [Assessment Policy](#) (UW Grade descriptors). Assessment criteria and grade descriptors are provided for each assessment.

The range of assessment specified in the module outlines have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the Computing discipline topic covered, both formative and summative. Assessments for the individual modules have been designed to enable students to demonstrate that they successfully met the learning outcomes. Each module outline contains an assessment strategy outlining the nature of the assessment exercises it employs and the respective weighting of each assessment item, as well as a sample assessment. Emphasis on assessments is placed on development of analytical skills and combining theory and practice. The styles of each assessment is determined by the module leader and takes into account a myriad of factors, including learning outcomes, content of the module and teaching and learning styles. For example, modules in programming lend themselves to more practical-based project assessments compared to a case-study assessment.

Because of the unique nature of Computing, emphasis is placed on practice and project-based learning and assessment. The use of formative assessment is especially important and practical projects are incorporated in the programme. Other areas of emphasis include:

1. By explicit assessment approaches e.g., the use of "Learning Journals" where students are encouraged to write in a critical, evaluative and reflective way, and also to reflect on their learning processes,
2. Support formative assessment through on-line exercises, multiple choice questions
3. Facilitate discussions and provide a forum for on line tutor-to-student and peer-to-peer support
4. An approach of some module assignments, where the first assignment typically has a theoretical context, while the second may be grounded in practise

A matrix mapping of the various assessments by each Module as well as marking criteria overview is contained within the Course Handbook.

15 Programme structures and requirements

This course is available as Single Honours. At levels 4, students study five mandatory modules (three Computing and two Education), and have two options (one Education OR Computing, and one Computing option).

At level 5 they will take two mandatory Computing modules, two mandatory Education modules, two Computing options and two optional Computing/Education modules. At level 6 here are three mandatory Computing modules (including the IT Education Project double module), one mandatory Education module, one Education optional module, one Computing optional module and one Computing/Education module.

See end of document for level 4, 5 and 6 Award Maps.

See Course Handbook for excluded combinations and joint modules.

16 QAA Academic Infrastructure

The 2007 QAA Subject Benchmark statements for Computing¹ bachelor's degrees with honours articulate the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field. These have been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules, including core modules as a discrete subset in their own right. This is indicated in Appendices A through D.

The QAA Code of Practice for the assurance of academic quality and standards in higher education has informed the writing of this programme, in particular with reference to Section 6 'Assessment of Students' and Section 9 'Work-based and placement learning'.

The programme conforms to the requirements of the Framework for Higher Education Qualifications (FHEQ), and thus aims to support Honours graduates to:

- Develop an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline
- Develop analytical techniques and problem-solving skills that can be applied in many types of employment
- Evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively
- Develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

17 Support for students

17.1 General approaches to support

Our fundamental approach to student support is centred on the need to motivate our students (SB 5.11). We acknowledge that students learn in different ways and also have different expectations of their learning experience. Some respond best to a 'traditional' lecturing approach; others are motivated by learning and teaching contextualised in an industrial or an academic context. Others respond to an academic research approach. Our modules provide a spectrum of approaches designed to engage with a wide range of student abilities. Yet we highlight the need for *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their learning process.

17.2 Student Induction

The induction process within Computing consists of a week of activities designed to inform students what is expected of them in a Higher Education setting (SB 5.13, 5.14). Discussions of essay and report writing, working with others while avoiding plagiarism, and how to strive to achieve excellence are vital components of our induction process. Important here is Time Management, where we encourage students to organize their studies to meet the assessment deadlines which may tend to be clustered in time.

The following activities and documents have been put in place to provide support for undergraduate students within Computing at the Worcester Business School.

- Induction programme including inputs from Student Services

¹ Available from the QAA Website at

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/computing07.pdf>

- Course handbook – Section 1
- Module outlines include module code, module title, level, planned teaching activities, attendance requirements, assessment brief, assessment criteria and reading lists
- Learning and study guides, including guides for the Computing Project and for Direct Entrant students
- Library, IT, Media and Print support is provided by Information Learning Services (ILS) staff through an Information Desk and Study Guides
- Student representation on Course Management Committee to address course-wide
- A nominated personal tutor to provide pastoral support, academic advice and guidance, and Personal Development Planning, as appropriate
- Via Registry Services, students can obtain details of module availability, registration and results via the student online learning environment (SOLE page)
- A range of support services, including finance and accommodation advice
- Student and academic support, representation and social networking via the Students' Union
- Equal Opportunity via the Disability and Dyslexia Service, which implements codes of practice in relation to disability, racial and other forms of discrimination and also provides practical support and guidance for students with learning difficulties
- All students have the opportunity to study abroad via the International Centre
- Career Services offer one-to-one drop-in advice and information and publishes career events, activities and job opportunities. Worcester Business School also has its own intranet which advertises placement and career opportunities specifically for Computing and Business Management students
- A Virtual Learning Environment – VLE to provide module-specific material, documents, activities and networking, as well as a more general announcements and updates.

18 Admissions policy, criteria and procedures

Admissions Policy for the course

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with central student support services including the Admissions Office, the Equal Opportunities Centre and the International Centre to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

University of Worcester welcomes applications from mature students. Mature students, who fulfil the standard entry requirements as detailed above, apply through UCAS. Students with few or no formal qualifications are asked to contact the Admissions Office with details of the work they have undertaken, including caring or organised voluntary work, and any other relevant experience and/or qualifications gained since leaving school. An advisory interview will be arranged to discuss possible options. These options include an Access course or Foundation Year at a local Further Education College or an Exploratory Essay and interview, where appropriate.

Admissions procedures

The University encourages applicants to attend visit days and also a selection interview is normally required.

Full-time applicants apply through UCAS (Course code G5X1)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Applicants will be selected according to their qualifications (actual or predicted) at A levels or equivalent along with successful completion of a short face-to-face interview (or essay).

19 Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include

- Module feedback
- Annual Course Evaluation Report completed by Course Leader
- Periodic Review including external scrutiny
- Peer teaching observation
- External Examiners' Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- WBS Policy on Validation (Module Outlines and Assignment Briefs) and Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- School Departmental Quality Assurance Committee
- School Learning, Teaching & Student Experience Committee
- School Board
- School Post Results Moderation Group
- Computing Course Management Committee
- Academic Standards & Quality Enhancement Committee
- Ethics Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Course Management Committee
- Module feedback, including module feedback questionnaires
- Computing Course Committee
- Meetings with module tutors and personal tutor
- National Students Survey
- Induction, exit and other ad hoc surveys
- StARs (Student Academic Representatives)

Feedback to students concerning decisions, changes and action points will be provided by direct feedback from the student representatives, the minutes of the Course Management Committee meeting and the Annual Evaluation Report.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module,

and in some modules, a pass mark in each item of assessment may be required.

- Some modules may have attendance requirements which will be indicated on the module outline.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [University Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained

at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21 Indicators of quality and standards

- The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.
- Annual External Examiners' reports have been extremely supportive and complimentary particularly with respect to the mix of assessments and responsive and proactive approach to continuously improving the curriculum.
- Many members of staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of business management.
- The University of Worcester was successful in retaining liP recognition in 1999, 2002, 2005 and again in 2008 - organisations must be reviewed by an external, independent Assessor once every three years to ensure that the liP standard is being maintained and that practices are being evaluated and improved.
- Careers Destination Survey for 2009 typically show employment rates within six months of graduation of 80%. First destinations include roles as IT technician, IT administrator, IT and internet support, Systems web design, Software engineer and Systems support assistant.²

22 Employability and graduate destinations

Successful completion of this course is a useful preparation for a career in IT training or the development of educational software packages. Alternatively it would allow progression to a PGCE at primary, secondary or post-compulsory level. For those already working in education and training, the course could improve students' performance or to realise their promotional ambitions.

- WBS has a Director of Business and Professional Development in order to promote closer links with employers. This role is supported by a newly appointed Business Development Consultant and the generation of a contact database.
- Short-term work placement and job opportunities are advertised in WBS's VLE site for existing students.
- WBS has ongoing links with a recruitment consultant who advises on course content and design, and, through staff's business and professional activities, with a range of employers, business and management consultants and trainers, professional and commercial organisations including Chambers of Commerce and Business links.
- The subject area positively supports and engages in the Enterprise events and summer schools in which students have the opportunity to meet, work with, and be assessed by employers and entrepreneurs.
- WBS's specialist research centre, the Centre for People @ Work, has a wide range of projects and opportunities to provide links with employers. This includes an important focus of projects with the West Mercia police constabulary through the Shared Police

² Available from University, "Where have Worcester Graduates Gone, Final Destination of 2009 Graduates

and Higher Education (SPHERE) partnership.

- Care has been taken to integrate the Academic Standards and Quality Enhancement Committee's "*Developing a Strategic Approach to Student Employability Support Statement*", "We will promote the use of the University's newly accredited work-based learning framework, and build upon its existing placement and work-based learning opportunities. All undergraduate courses will include either a mandatory work-based learning module or have learning from work as part of their programmes. Learning from work modules may be adopted, or elements of learning from work incorporated, into programmes. These could include experience in work, volunteering or enterprise activity."³

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

³ AQU, *Developing a Strategic Approach to Student Employability Support Statement*, Section 4.3

APPENDIX: AWARD MAP

BSc INFORMATION TECHNOLOGY FOR EDUCATION

Year: 2011

Last Updated:

NA

LEVEL 4				
Module Code	Module Title	Status Mandatory (M)		Prerequisites
		Credits	IT for Education & Training	
COMP1211	The Computing Professional	30	M	None
COMP1212	Database Applications	15	M	None
COMP1241	Introduction to Web Development	15	M	None
EDST1001	Foundation Studies in Education	15	M	None
EDST1009	Education and Policy	15	M	EDST1001
IT Education Optional Module Choices (Semester 1 – One (Education OR Computing) module) (Semester 2 - One Computing module)				
COMP1231	Introduction to Application Development	15	O	None
COMP1251	Introduction to Game Design & Development	15	O	None
COMP1242	Creative Computing	15	O	None
COMP1243	Creative Media	15	O	None
EDST1005	Ideas in Education: Learning & Teaching	15	O	None
EDST1011	Mainstream Education for All	15	O	None

Students must take the five mandatory modules: COMP1211, COMP1212, COMP1241, EDST1001, EDST1009.

In Addition: *students must choose one optional module from either (EDST or COMP) in semester 1 PLUS one optional module from COMP in semester 2 from the above list.*

LEVEL 5				
Module Code	Module Title	Status Mandatory (M)		Prerequisites
		Credits	IT for Education & Training	
COMP2211	Systems Analysis & Design	15	M	None

COMP2213	Systems Development	15	M	None
EDST2001	Making Sense of Education	15	M	EDST1009
EDST2020	ICT and Education	15	M	EDST1009
IT Education Optional Module Choices (Semester 1 – One Computing module AND one (Education OR Computing) module) (Semester 2 - One Computing module AND (one Education OR Computing) module)				
COMP2212	Database Management Systems	15	O	COMP1212 or COMP1112
COMP2221	Networks in Organisations	15	O	None
COMP2231	Object-Oriented Design & Development	15	O	COMP1231 or COMP1131
COMP2241	Interface Analysis	15	O	COMP1241 or COMP1141
COMP2242	Web Authoring & Design	15	O	COMP1241 or COMP1141
COMP2251	Foundations of Game Design	15	O	COMP1251 or COMP1132
COMP2252	Modelling and Simulation	15	O	COMP1231 or COMP1131
COMP2253	Foundations of Game Engineering	15	O	COMP1231 or COMP1131
COMP2361	Mobile Application Development	30	O	COMP1231 or COMP1241
EDST2002	Investigating Educational Studies	15	O	EDST2001
EDST2011	<i>Policy-Making: The Search for Solutions in Education</i>	15	O	EDST1001 and EDST1009
EDST2021	<i>Disability & Inclusive Schooling</i>	15	O	None
EDST2022	<i>Morality & Religion in Contemporary Education</i>	15	O	None
EDST2025	<i>Disaffection & Schooling</i>	15	O	EDST1001 and EDST1009
EDST2031	The Global Dimension in Education	15	O	None

Students must take the four mandatory modules: COMP2211, COMP2213, EDST2001, EDST2020.

In addition:

All Students are required to choose from:

1. Two 15-credit optional modules or one 30 credit module from **Computing** from the above list
2. Two 15-credit optional modules or one 30 credit module from either (**Computing or Education**) from the above list

LEVEL 6				
Module Code	Module Title	Status Mandatory (M)		Prerequisites
		Credits	IT for Education & Training	
COMP3007	IT for Education Projects	30	M	None
COMP3201	Professionalism in Context	15	M	None
COMP3243	Creative Web Design	15	M	None
EDST3029	Issues in ICT and Education	15	M	EDST1009
IT Education Optional Module Choices (Semester 2 – One Computing module AND one (Education OR Computing) module) AND one Education module				
COMP3202	Nature of Computing	15	O	None
COMP3221	Information Security	15	O	None
COMP3231	Advanced Object-Oriented Design & Development	15	O	COMP2231 or COMP2134
COMP3241	e-Commerce Technologies	15	O	(COMP1131 or COMP1231) and (COMP1141 or COMP1241)
COMP3242	e-Business	15	O	None
COMP3251	Advanced Game Design	15	O	None
COMP3252	Modelling and Simulation	15	O	COMP1231 or COMP1131
COMP3253	Advanced Game Engineering	15	O	(COMP2253 or COMP2131) and (COMP2231 or COMP2134)
COMP3271	Information Technology for Business Innovation	15	O	None
EDST3016	Values in Education	15	O	EDST1001 and EDST1009
EDST3019	Relationships in Education	15	O	None
EDST3021	Disability & Inclusive	15	O	None

	Schooling			
EDST3026	Organising Learning & Teaching	15	0	None
EDST3027	Perspectives on "Special Educational Needs": Process &	15	0	None

Students must take the four mandatory modules: COMP3007, COMP3201, COMP3243, EDST3029

In addition:

All Students are required to complete:

1. *One optional module from **Computing** from the modules listed above*
2. *One optional modules from either (**Computing or Education**) from the modules listed above*
3. *One optional module from **Education** from the modules listed above*