

**PROGRAMME SPECIFICATION**

**for the award of:  
BSc (Hons) Digital Technologies (top-up)**

**Managed by the Faculty of Technology Design and Environment**

**Delivered by Activate Learning**

|                                                 |                                                                                                     |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Date approved:</b>                           | Date approval confirmed, on recommendation of University validation panel or other authorised body. |
| <b>Applies to students commencing study in:</b> | September 2026                                                                                      |

**RECORD OF UPDATES**

| <b>Date amended*</b> | <b>Nature of amendment**</b> | <b>Reason for amendment**</b> |
|----------------------|------------------------------|-------------------------------|
|                      |                              |                               |

## SECTION 1: GENERAL INFORMATION

|                                                                    |                                                                                                                                                                                                   |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Awarding body:</b>                                              | Oxford Brookes University                                                                                                                                                                         |
| <b>Teaching institution and location:</b>                          | Activate Learning - Reading College and University Centre, City of Oxford College and University Centre (Technology campus) and via Distance Learning                                             |
| <b>Language of study:</b>                                          | English                                                                                                                                                                                           |
| <b>Final award/s:</b>                                              | BSc (Hons)                                                                                                                                                                                        |
| <b>Programme title:</b>                                            | Digital Technologies (top-up)                                                                                                                                                                     |
| <b>Interim exit awards and award titles available:</b>             | BSc Ordinary                                                                                                                                                                                      |
| <b>Brookes course code:</b>                                        |                                                                                                                                                                                                   |
| <b>UCAS code:</b>                                                  |                                                                                                                                                                                                   |
| <b>JACS code:</b>                                                  |                                                                                                                                                                                                   |
| <b>HECoS code:</b>                                                 |                                                                                                                                                                                                   |
| <b>Mode of delivery:</b><br>(Mode of study is given in brackets)   | Face to face/on-campus (full-time)<br>Face to face/on-campus (part-time)<br>Distance learning (full-time)<br>Distance learning (part-time)                                                        |
| <b>Duration of study:</b>                                          | Full-time 1 Year<br>Part-time 2 Years<br>Maximum 3 Years duration                                                                                                                                 |
| <b>Subject benchmark statement/s which apply to the programme:</b> | QAA Computing 2022 benchmark<br><a href="https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf">https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf</a>                                     |
| <b>Professional accreditation attached to the programme:</b>       |                                                                                                                                                                                                   |
| <b>Apprenticeship Standard:</b>                                    |                                                                                                                                                                                                   |
| <b>University Regulations:</b>                                     | The programme conforms to the University Regulations for the year of entry as published/archived at:<br><a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a> |

## SECTION 2: WHY STUDY THIS PROGRAMME?

Digital technology is a fast paced and exciting discipline that thrives on innovation and has the potential to change the world. Every area of our lives, from medicine and healthcare to industrial applications, transport, communications, and entertainment, is dependent on digital technology. As a result, digital technology is now one of the fastest growing areas for employment in the world. To be an effective practitioner in this area requires the ability to stay up to date with rapidly changing technologies and the competence to apply these technologies effectively.

Activate Learning in collaboration with Oxford Brookes University has designed this final year to provide a progression route for individuals with a higher national diploma or foundation degree in a digital technology or computing subject awarded in the UK that aim to obtain a BSc (Hons) in Digital Technologies. This top-up year equips students with the professional skills and techniques required to pursue a career in the digital technology and IT sector. In order to widen access and participation, particularly for mature students with other commitments such as work and/or family, Activate Learning will be offering the final year as either full-time or part-time and via distance learning or on-campus at Reading College and University Centre and City of Oxford College and University Centre (Technology campus).

Students will also benefit from a programme of visiting speakers from industry and through the setting of 'live briefs' from organisations such as Microsoft, IBM and JISC. Students on the programme will also have access to high quality learning resources including on-campus computer laboratories and online digital resources where they learn the practical application of cutting-edge theoretical skills and techniques using up to date technologies.

The course aims to provide students with a balanced set of knowledge and skills, emphasising the personal, interpersonal and project skills necessary to make these skills applicable to the modern workplace. The Digital Technologies project will provide students with the opportunity to put into practice the range of theory and practical skills that have been acquired during the academic year.

## SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### 3.1 ACADEMIC LITERACY

|    |                                                                                                                                                                                                                                        |
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| A1 | Contribute to the creation of new software artefacts by applying the key concepts and ways of working derived from a deep understanding of the fundamental principles of Information Technology as informed by an operational context. |
| A2 | Incorporate risk management and an understanding of information security issues in the design, development, maintenance and use of information systems.                                                                                |
| A3 | Create and document innovative business processes and evaluate the contribution of Digital Technologies to their successful implementation.                                                                                            |
| A4 | Apply appropriate methodologies and identify and assess the potential benefits for future systems.                                                                                                                                     |

### 3.2 RESEARCH LITERACY

|    |                                                                                                                                                    |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|
| B1 | Apply the scientific method and report findings using accepted formalisms.                                                                         |
| B2 | Identify and utilise trustworthy information sources, such as the ACM Digital Library to develop a coherent understanding of issues in the domain. |
| B3 | Analyse a non-obvious IT problem, structure it, collect relevant information, consider options and recommend a course of action.                   |

### 3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

|    |                                                                                                                                                                                                                                                |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C1 | Evaluate and reflect on the evolution of their strengths and weaknesses across the range of subject based competences involved in their chosen domain through the creation and implementation of a discipline based personal development plan. |
| C2 | Apply self-awareness in evaluating their impact in team based work and utilise appropriate communication and problem resolution strategies.                                                                                                    |

### 3.4 DIGITAL AND INFORMATION LITERACY

|    |                                                                                                                                                                              |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D1 | Use appropriate technologies such as online libraries and databases to find, critically evaluate and utilise both non specialist (e.g. reports) and technical (e.g. APIs and |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|    |                                                                                                                                                                              |
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|    | RFCs) information                                                                                                                                                            |
| D2 | Demonstrate proficiency in a range of formal and informal modes of communication such as giving presentations to groups, writing reports and writing software documentation. |

### 3.5 ACTIVE CITIZENSHIP

|    |                                                                                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E1 | Demonstrate an awareness of, and work in a manner guided by, the legal, professional, ethical and social issues relevant to the IT and telecommunications industry.         |
| E2 | Evaluate the impact of the development, use and maintenance of information systems in commercial, economic and social contexts in both national and international settings. |

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

| Code     | Module Title                               | Credits | Level | Status     | Coursework:<br>Exam* ratio |
|----------|--------------------------------------------|---------|-------|------------|----------------------------|
| BSCDT001 | Digital Technologies Project               | 30      | 6     | Compulsory | 100:00                     |
| BSCDT002 | Software Engineering                       | 15      | 6     | Compulsory | 100:00                     |
| BSCDT003 | Software Project Management                | 15      | 6     | Compulsory | 100:00                     |
| BSCDT004 | Cloud Computing and the Internet of Things | 15      | 6     | Compulsory | 100:00                     |
| BSCDT005 | Artificial Intelligence                    | 15      | 6     | Compulsory | 50/50                      |
| BSCDT006 | Foundations of Data Analytics              | 30      | 6     | Compulsory | 100:00                     |

### 4.2 PROGRESSION AND AWARD REQUIREMENTS

Indicate any specific requirements for progression and awards in respect of the modules that must be passed, including any requirements that must be met to qualify for interim exit awards:

For BSc (Hons): All the modules must be passed.

For BSc Ordinary: At least 90 level 6 credits must be passed (or 60 credits if progressing from an Oxford Brookes Programme).

### 4.3 PROFESSIONAL REQUIREMENTS

For programmes with professional accreditation, provide a list of any modules which are required (or have specific requirements, such as a minimum mark for all assessment tasks) in order to achieve accreditation.

N/A

## SECTION 5: TEACHING AND ASSESSMENT

As a student, regardless of whether you are studying full-time, part-time, online or on-campus, you are part of an inclusive learning community that embraces diversity. You will have access to a wide range of learning opportunities including interacting with others in a safe, collegiate, facilitative, and dynamic learning environment. Teaching, assessment, and study support will provide equal and equitable

opportunities for you to optimise your potential and develop the academic, personal and employability skills for successful progression to employment and/or further study.

### **On-campus teaching and learning opportunities**

Formally scheduled teaching is generally in the form of lectures, tutorials, and workshop sessions. Each 15 credit module has 150 learning hours associated with it, and of these, students should normally expect that 36 (3 hrs x 12 weeks) are formally scheduled teaching.

Lectures are attended by all the students on the module, and give students the opportunity to acquire knowledge and understanding of the key concepts in the subject. Practical sessions and tutorials are smaller groups of 1 tutor, with less than 20 students, and enable students to practise essential skills in a variety of contexts, as well as, build a wide set of experiences on which to reflect, and develop professional expertise. For more technical skills, including programming, the practical elements will be based around laboratory classes, allowing students to experiment with the technology in a controlled environment.

### **Online teaching and learning opportunities**

The distance learning delivery mode is designed to be flexible, allowing students to adapt their learning to the approach that best suits their circumstances and learning needs.

All students are provided with the programme resources via the Virtual Learning Environment (VLE), known as Activate Learning Online (ALO). This canvas-based system also facilitates the running of online lessons, seminars, workshops, and tutorials. The underpinning pedagogy of the programme allows students to experience synchronous tutor led teaching whilst also developing their ability to control their own learning and study through asynchronous resources. Modules are delivered via interactive sessions with mentored independent study. The delivery mode enables students to experience asynchronous teaching supported and developed through synchronous tutor-led sessions on a weekly basis during their time on the programme.

Practical sessions will be delivered through cloud-based technologies such as but not limited to Microsoft Azure.

Outside of the scheduled teaching, the remaining hours associated with a module are split up roughly along the lines of a third of the module time being involved in directed work, or independent study, with the remainder used to prepare for assignments, background reading, research etc. The actual breakdown varies on a module by module basis.

Coursework provides the majority of the assessment on this course, only one module (Artificial Intelligence) is assessed by an exam paper.

Several modules will include an element of team working, enabling students to collaborate with their peers, developing an awareness of their own abilities as reflected by feedback from others. Team work will also be used to assess the students' acquisition of personal and interpersonal skills.

The assessments on this programme have been designed to develop learning of technical skills, shaped by the underlying theory, and requirements of the industry. Feedback on the assessment tasks will be provided in a timely manner, emphasising achievement of the learning outcomes of the modules and the programme. Students will be encouraged to relate the assessment tasks with professional activities, and to relate their achievements with professional standards. Where appropriate, self and peer- assessment will be used to encourage students to involve themselves in their own professional development.

Activate Learning is committed to inclusivity and diversity in its teaching. By the very nature of the discipline, virtually all of our teaching material is available in an accessible format and where possible we follow best practice guidelines and make our electronic material available before the lectures. We also use electronic references and ebooks to further enhance accessibility. Inclusivity and diversity is also embedded in what we teach. As such all new students have a lecture on inclusivity and diversity as part of their induction and important inclusivity and diversity topics such as the need for accessibility and internationalisation and how to achieve them are taught on a variety of modules throughout the programme.

### **Formative assessment**

Formative assessment relates to students' developing work and provides feedback on their progress. All modules include formative assessment to support students' academic development as an independent learner. The exact type will depend on the module and will be explained to students by their tutor. In general, formative assessment is based on an ongoing dialogue between students and their tutors. Students will be encouraged to set personal goals and to reflect on their progress. All modules will also provide supplementary material on the VLE such as quizzes and tests, which students can use to gauge their knowledge and understanding of the module material.

### **Summative feedback**

Summative feedback relates to students' finished work and contributes towards their final module grade. Summative assessment aims to gauge student achievement concerning the programme's intended learning outcomes. Given the practical and vocational nature of assessments in the level four (HNC) and five (HND) programs, a similar approach is proposed for level six assignments. A diverse array of assessment methods will be employed, including essays, presentations, MCQs, projects, case studies, and practical work, while maintaining alignment with the standards set by Oxford Brookes.

The assessment strategy adheres to the protocols of the Oxford Brookes School of ECM, aiming not only to evaluate student achievement but also to foster student learning and engagement. This is achieved through mechanisms such as self and peer assessment, facilitating the development of student autonomy in preparation for real-world vocational applications.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

Prior qualifications necessary for entry to the programme, including English language requirements.

The University's standard requirements are

<https://www.brookes.ac.uk/study/how-to-apply/entry-requirements>

Prior qualifications necessary for entry to the programme, including English language requirements:

- Foundation Degree in Computing or Digital Technologies.
- HND in Computing or Digital Technologies.
- Direct entry after having completed level 5 e.g. DipHE at university level in a computing related subject

Students for whom English is not their main language also need to show that their English is at a high enough level to succeed in their studies. The minimum English language requirements are specified at <http://www.brookes.ac.uk/international/apply/undergraduate/requirements>.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

Graduates from the programme will be ideally equipped to contribute to the activities of IT departments in large, multinational corporations. This may include technical development roles, including software design, specialist product support and project management.

The faculty maintains close links with the Careers Service. Students are encouraged to use the facilities offered, including CV workshops, and practice interviews and assessment-centre activities. Graduates will also be to make use of the University's careers office once they have graduated for up to 3 years after graduation.

An Industrial Advisory Board is currently being formulated for the new CreaTech Faculty which will bring together representatives from the IT and Creative Industries to consult on major initiatives within the faculty, including new programme developments and revalidations, possible research partnerships, future trends and directions, and sponsorship of student projects.

Activate Learning has recently introduced a Graduate Teaching Assistant scheme which provides final year (L6) students with the opportunity of working within their faculty, supported by a mentor, to experience supporting other students, particularly those at L3 who are considering progression to HE. This has been particularly popular for those students who are considering a career in teaching or training, but also has wider benefits in helping to develop their employability skills such as team working, problem-solving, and communication skills. Students are paid a monthly salary with work hours limited to two per week. There will be two GTA positions available for students enrolled on the BSc (Hons) in Digital Technologies (top-up) each year.

All students will become alumni of both Oxford Brookes University and Activate Learning. The aim is to invite ex-students who are now in a variety of technical and managerial roles, to network with each other, and with our current students. It is anticipated that this will be of great benefit to students starting out on their careers, as well as for more senior alumni looking to exploit the skills and expertise of the staff and students in the faculty as well as provide other opportunities such as sponsoring live projects.

Your career path will depend on what area you specialise in, but jobs directly related to your degree would include application, data or systems analyst, software development, web design and cyber security.

Digital Technologists are both analytical and creative thinkers who can operate on their own initiative and work as part of a team. You will be able to use your high levels of technical expertise to design, construct, deploy, manage, and maintain computer systems effectively, while maintaining the highest ethical standards in your approach to equality, diversity, inclusion, and sustainability. You will also develop a broad range of transferable skills that will be sought after in nearly all other numerate and analytical professions. You will also be sufficiently qualified to enter a programme of higher study such as MSc.