GLASGOW CALEDONIAN UNIVERSITY

Programme Specification Pro-forma (PSP)

1.	**GENERAL INFORMATION**	
1.	**Programme Title:**	BSc(Hons) Digital Security and Forensics
2.	**Final Award:**	BSc(Hons) Digital Security and Forensics BSc(Hons) Digital Security and Forensics (Sandwich)
3.	**Exit Awards:**	BSc Digital Security and Forensics Diploma of Higher Education in Digital Security and Forensics Certificate of Higher Education in Digital Security and Forensics
4.	**Awarding Body:**	Glasgow Caledonian University
5.	**Period of Approval:**	2021-2027
6.	**School:**	School of Computing, Engineering and Built Environment.
7.	**Host Department:**	Cyber Security and Networks
8.	**UCAS Code:**	
9.	**PSB Involvement:**	The Chartered Institute for IT (BCS)
10.	**Place of Delivery:**	GCU
11.	**Subject Benchmark Statement:**	EC^{UK} UK-SPEC; Computing Benchmark Statement
12.	**Dates of PSP Preparation/Revision:**	June 2021

2 EDUCATIONAL AIMS OF THE PROGRAMME

The philosophy of the BSc (Honours) Digital Security and Forensics programme is to provide a stimulating broad-based education through an integrated study of vocational and academic disciplines, providing students with an enjoyable and rewarding experience that places emphasis on active and participative learning. It is based on an industrial and business-related curriculum in the theory and practice of computer science and engineering with special emphasis in the area of digital forensics, security and ethical hacking.

The multidisciplinary programme aims to provide graduates with cognitive and practical skills and knowledge of new and emerging theories, methods and principles together with the practical ability to apply appropriate tools and techniques systematically. The aim is to establish graduates with the ability to resolve digital forensics and security problems, design, develop and manage computing and network solutions for the resolution of digital forensics and security activities, be knowledgeable of current and emergent technologies, understand legal, social, ethical and professional responsibilities of practitioners and have a broad awareness of industry. The programme will encourage students' creative thinking, develop visualization skills, expand knowledge, confidence and professional values so producing highly skilled and professional graduates able to pursue careers in cybercrime investigations and digital security.

The programme is taught within a wider programme of study related to the discipline of Cyber Security and Networks. Sharing a common first two years within the suite, the programme provides an opportunity to explore specialisms within the general theme of Cyber Security and Networks together with those that are core to the understanding of scientific and engineering disciplines, and technological principles. This provides students with experience of, and the opportunity to transfer to, other programmes within the suite.

The programme forms part of the School and the University's commitment to provide programmes that meet the demands for current and developing technologies in society, business and industry. The aim is to integrate the expertise of staff gained from research, consultancy and scholarly activity into the programme delivery as appropriate. The school has a strong ethos of providing career oriented learning experiences and has established itself as an approved provider for professional certifications, notably from Cisco, Microsoft, and Red Hat. We aim to sustain existing, and seek further industrial partnerships that provide access to case studies and projects, work experience and real world problems. The new programme has been developed to address contemporary issues in the developing field of digital forensics and security. The School will work closely with Caledonian Business School in providing an inter-disciplinary approach, to teach risk management and the legal framework surrounding the use of computers, particularly with regard to privacy, freedom of information and powers of investigation.

Application of the programme philosophy will produce professionals who are able to combine established scientific and engineering professional good practice and technical skills with the ability to work effectively in the field of digital forensics, solving digital forensics problems, providing systems to address digital forensics issues, address issues associated with computer crime and enhance the quality of society by making computer systems more secure and robust. The programme equips graduates with the transferable skills required for future academic and personal development. The programme addresses the rapidly emerging need for skilled professionals in the developing specialist areas of digital forensics, digital security and ethical hacking. We would expect graduates to embark on a range of career pathways including government agencies, law enforcement or associated private sector agencies, supporting specialist roles such as forensic practitioners, penetration testers (ethical hackers) and security and forensic consultants. The multidisciplinary nature of the programme provides a range of subjects to facilitate the development of abilities, pursuit of interests and promotion of wider career opportunities and choices.

The programme adopts the philosophy of providing an educational programme that incorporates the professional requirements throughout the module syllabus. The BSc exit pathways correspond with the graduate as technical specialist (supporting the need for technology "innovators") with technical expertise enhanced in selected niche areas. The programme has been designed to satisfy the requirements for professional membership of d BCS (The Chartered Institute for IT) accreditation to contribute to the expectations to provide partial fulfilment of the competence and commitment required to prepare graduates to progress to Chartered Engineer (CEng), Chartered IT Professional (CITP) status after gaining the necessary professional experience. There is an expectation students will exercise leadership, initiative, personal responsibility and decision making in complex and unpredictable situations.

2.2 General Aims of the Programme

The programme aims to provide graduates with cognitive, practical, self-management skills and knowledge of theoretical, professional, technical, legal and social aspects to be able to pursue careers in computer crime investigations and digital security. It aims to provide graduates with:

- A stimulating curriculum which combines study of core technological concepts, theories and principles in addition to specialised knowledge and understanding in the area of digital forensics, digital security and ethical hacking enabling graduates to make a significant contribution to industry and society as professional practitioners;
- An understanding of scientific and engineering systems approaches encompassing the themes of digital forensics, security technologies, programming for networks, security

systems theory, communications networks and the practicalities of information and security systems, including compliance with appropriate standards in order to cope adequately with current and emerging technologies;

- A range of analytical and modelling methods for use in scientific and engineering applications within the forensics and security specialisms to specify and design secure digital networks and systems;
- Skills to identify, analyse, specify, design, test and implement information systems and security of an organisation to support achievement of its business goals, and to specify and develop elements of a secure digital system, integrating hardware, software and business elements;
- A range of problem solving strategies to enable the application of knowledge in a flexible manner;
- The ability to think clearly, rationally, logically, and draw independent conclusions based on rigorous, analytical and critical assessment of arguments, opinions and data;
- Skills in the use of digital technologies and relevant aspects of information technology;
- An understanding of the legal and ethical issues and concepts relating to digital systems and security, together with the audit procedures for assessing security systems and controls;
- An awareness of the social impact of digital forensics and digital security, together with the ability to act in a professional and ethical manner in the development and use of digital systems, in general, and in the analysis, documentation and presentation of digital forensics cases in particular;
- The skills that enables effective communication (in writing and orally) at the appropriate business and technical level with users, management, customers and technical specialists in such a way as to meet legal regulations, requirements and audit trails and be able to present digital evidence in court;
- An extension of analytical, creative and intellectual skills to enhance and improve judgement in decision making;
- The opportunities to develop interpersonal and key soft skills, through significant exposure to team based projects and problem based learning;
- A sound understanding and awareness of commercial, social and business factors which influence technical solutions to solve problems, through exposure to the CISCO Entrepreneurship Institute;
- A range of general transferable and marketable skills, knowledge relevant to employment in a variety of roles both within the field and associated industries, together with the personal attitudes and determination necessary for professional development and further study to enable the student to make a valuable contribution throughout a successful career.

3. INTENDED LEARNING OUTCOMES

The programme outcomes have been formulated with reference to the following documents and sources:

- GCU Qualifications Framework, GCUQF-v6_2015
- QAA Subject Benchmark Statement, Computing 2016
- "The Accreditation of Higher Education Programmes", Engineering Council UK Standard for Professional Engineering Competence (UK-SPEC), Aug 2020.
- BCS Guidelines on Course Accreditation, Jan 2020.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A Knowledge and understanding;

Students will have knowledge and understanding of:

A1 Scientific and mathematical principles underpinning security and forensics and the ability to apply mathematical methods, tools and notations proficiently in the analysis and solution to problems.

A2 Essential facts, concepts and theories relating to technological applications as appropriate to security and networking, together with an awareness of the development of digital technologies.

A3 Modelling and design of digital security systems for the purposes of comprehension, communication, prediction and the understanding and trade-offs.

A4 The use of scientific principles in the creation, use and support of systems for the solution of practical security and networking problems.

A5 Demonstrate the ability to analyse the extent to which a computer based system meets the criteria defined for its current use and future development in a digital security and forensics context.

A6 Commercial and economic context of the design, development, use and maintenance of digital systems.

A7 The management techniques used to achieve objectives within the context of digital security and forensics.

A8 The legal system and the framework of relevant legal processes, regulatory environments, codes of practice, quality issues and industrial standards, involved in the exploitation of digital technology.

A9 The multi-disciplinary nature of the subject area, the need for a high level of professional and ethical conduct in the practice, and, the requirement for digital security activities to promote sustainable development.

3B Practice: Applied knowledge, skills and understanding;

Student will be able to:

B1 Demonstrate the ability to specify, design and construct computer based systems.

B2 Demonstrate the ability to evaluate systems in terms of general quality attributes and possible trade-offs presented within the given digital security and forensics related problem.

B3 Demonstrate the ability to recognise any risks or safety aspects that may be involved in the operation of computing and information systems within a given digital security and forensics related context.

B4 Demonstrate the ability to deploy effectively the tools used for the construction and documentation of cyber security and networking applications with particular emphasis on understanding the whole process involved in the effective deployment of computers to solve practical problems.

B5 Demonstrate the use of appropriate and practical processes to specify and design, implement, verify and maintain digital security systems including working with technical uncertainty.

B6 Define a problem, research its background, understand the social and cultural context, identify constraints, understand consumer and user needs, identify and manage cost drivers, ensure fitness for purpose and manage the design process and evaluate outcomes.

3C Generic cognitive skills.

C1 Demonstrate logical thinking and problem solving.

C2 Critical analysis / evaluate work undertaken by themselves and others.

C3 Demonstrate effective information management, retrieval and research skills for independent enquiry and learning.

C4 Evaluate alternative solutions to problems in an appropriate subject domain.

3D Communication, numeracy and ICT skills

D1 Demonstrate communication skills (Electronic, written, oral and listening) necessary to make effective presentation of a technical nature (information, ideas, problems and their solution) to a range of audiences.

D2 Demonstrate numeracy in both understanding and presenting cases involving a quantitative dimension.

3E Autonomy, accountability and working with others.

E1 Demonstrate an awareness of my strengths and weaknesses.

E2 Demonstrate creativity, innovation and independent thinking.

E3 Demonstrate an appreciation and desire for the need to reflect, and plan for self-learning and improving performance as the foundation for CPD and life-long learning.

E4 Demonstrate reliability, integrity, honesty and ethical awareness.

E5 Demonstrate entrepreneurial, independence and risk taking.

E6 Demonstrate the ability to prioritise tasks and time management (organising and planning work).

E7 Demonstrate effective interpersonal skills, the ability to work as a member of a team (work with and relate effectively to others) recognising the different roles within a team and different ways of organising teams (leadership).

The programme has an optional one-year credit-rated placement period in related employment which provides the opportunity for further development of the taught practical, personal and professional skills in a work-based environment.

F1 Gain additional competence and training in the application of the practical skills of the programme.

F2 Develop an understanding of the practical considerations that constrain the application of theory in the workplace.

F3 Communicate and interact effectively within a work-based situation

F4 Evaluate current research and technology concepts and their relationship and application to a work-based problem

Strategy for Learning

The Strategy for Learning (SfL) for this programme has been designed to meet the overall aims of the programme as well as the specific learning outcomes expected of students. The teaching approach is student centred, practical and participative and has been designed to move away from the traditional teacher centred paradigm to a more active, student driven, independent model of learning.

Students are encouraged to take a broad view of their education and to participate in competitions, engage in external visits, attend lectures by external speakers and participate in employer led events as well as attending scheduled classes, using online resources and undertaking independent study.

A range of delivery methods are used on the programme including: lectures, seminars, group-based tutorials (both tutor and student led), group based practical computing labs (supervised and directed); problem based learning scenarios and case studies; directed study; coursework assignments (individual and group-based) and supervised projects.

GCU's SfL is underpinned by a model comprising of eight design principles. This programme embeds these principles in the following ways:

Engaged Learning:

- Induction is carried out before the students start classes in week 1 of each year and is carried out by members of the programme and module delivery teams. These staff members are involved in teaching the students from the first week of trimester A allowing a continuity of exposure to key staff in the programme delivery and management.
- A range of effective and accessible forms of academic support, including academic advisors and academic development tutors are available to students on the programme.
- Students are encouraged to broaden their range of skills, knowledge and strengths by participating in external competitions and events and to apply these experiences to their studies.
- Students are encouraged to make use of industrial standard professional learning platforms, such as, Cisco Networking Academy Programme, NETLAB+ a remote access / online e learning lab environment with virtual resources and in addition a wide range of simulation tools.

Divergent Thinking:

- From L1 students develop skills in divergent thinking and creativity in a number of modules. In particular, modules with group work where we encourage cross curricular activity and involve developing solutions to problems incorporating interdisciplinary skills from a range of modules already studied at that level.
- Students are encouraged to engage in the use of collaborative tools and learning.
- The university makes available flipped classroom seminar sessions which the students can attend as required supported by online learning material they engage with. It is expected that the students will collaborate using appropriate social media platforms and using video conferencing when ask to undertake teamwork as is the case with their Integrated Projects. They are also encouraged to engage with academics in a similar manner mainly using the GCULearn platform.
- At all levels of the programme students will be encouraged to reflect on how the academic learning they are undertaking relates to their life, being lateral thinkers and creative in the application of this new knowledge.

Flexible, Inclusive, Accessible Learning:

- Applicants may be eligible for admission under the GCU Recognition for Prior Learning (RPL) Policy. Credit Transfer or Recognition for Prior Learning (RPL) can be applied for by any student. Consideration of pre-admission claims for RPL from potential students is coordinated centrally by the Student Recruitment and Admissions Services (SRAS) and will normally involve consultation with the Programme Leader or Associate Dean for Learning and Teaching.
- Consideration will be given through the GCU Recognition for Prior Learning within the programme to ensure there is no unnecessary repetition of content.

- The programme has four exit award opportunities to allow students to exit the programme after one-year with a University Certificate of Higher Education; year two with a University Diploma ; year three with a BSc and year four BSc (Hons).
- Project work allows students to engage in cyber related projects.
- The individual project in L4 allows students to work on a project in areas of career interest.
- All modules involve significant personal study time when students are expected to work on their own, managing and prioritising their own study.
- Students are given feedback on assessments. Module Leaders and Module Tutors are available for additional feedback on student performance as appropriate and will flag up any issues affecting progress and completion.
- All of the modules are accessible to all students through support from the GCULearn digital portal. A range of software development tools supporting the programme through all levels have been made available through the Application Jukebox, which means that these programmes can be accessed in the University and off-campus. In addition, tools are often provided in the form of a VM or Docker images.
- The School has experience of developing and delivering programmes to a wide range of students. Based on identified needs, specific staff development, adaptation of resources and the development of learning and teaching approaches is continually taking place to ensure access to the curriculum is maximised. In particular expertise and resources are in place to provide access to and support for students with a range of disabilities. The programme team fully supports the University's vision for Equality and Diversity and is fully committed to supporting "A culture and environment which is inclusive of all sections of society and responsive to the needs of individuals'. Resulting in staff, students and other stakeholders who are free from any form of discrimination in respect of all their dealings with Glasgow Caledonian University, enabling them to participate fully in all aspects of University life and make a valuable contribution to the success of the institution.
- The programme team is committed to the principles of promoting equality of opportunity through the elimination of discrimination and disadvantage, and recognising the benefits of diversity. The Programme Board for the proposed programmes will ensure that all potential and current staff, students and other stakeholders are treated fairly, and are not discriminated against on grounds of sex, marital status, gender reassignment, racial group, disability, sexual orientation, religion or belief, age socio-economic background, trade union membership, family circumstances, or any other irrelevant distinction. The Programme Board will strive to create an inclusive and supportive environment for students that values diversity and promotes equality.

Broad and Deep Learning:

- Project modules provide opportunities for multi and inter-disciplinary group working.
- Project modules have been designed to develop team building and team working skills, as well as to encourage the use of reflective practices.
- The importance of timely, high quality and constructive formative feedback in a variety of forms is recognised by the programme team. A number of team members are Caledonian Scholars and are working on projects in this area and modules have been written in the knowledge of the Feedback for Future Learning's 8 Feedback Principles. Module teams are expected to provide feedback within 3 weeks for both formative and summative submissions.
- Companies are invited in to deliver specialist 'guru lectures' in their area of expertise. It is hoped that these lectures offer students the opportunity to increase their awareness of the broader context of their discipline.
- A variety of assessment methods are used within the modules, depending on the aims, objectives and the learning outcomes of the module. For example, some of the modules are more theoretical in nature and others more practical or software based, while others are more discursive or presentation based. These therefore require different teaching and learning assessment approaches. The most common instrument of assessments used are coursework of various types and unseen examination.
- Coursework can take a number of forms: (i) Coursework which tests understanding without the element of recall, computer based design exercises, critically research a topic and report; (ii) Presentations; (iii)Laboratory work and critical appraisal and evaluation of results; (iv)Project Activity; (v) In class test (closed or open book) – period of recall is shorter and under more relaxed

conditions; (vi) A major formal coursework that can be completed in six to eight hours work by the average student, an in class test that can be completed in 2 hours and extensive laboratory report or program folder; (vii) A minor formal coursework is normally completed in class time and can be a class test, a laboratory report, a programming exercise. At all times, cognisance of the workplace relevance will be paramount in the coursework definition.

Global Learning:

- The programme has been designed with input from employers, many of whom are multinational companies. For example, Cisco, Palo Alto, VMWare, Linux Institute, Microsoft Cellebrite and Oracle. They have contributed to curriculum content, provided physical learning resources and lab based material which includes real life scenarios.
- The 'guru' lecture series includes lectures on the topic of global working and working in distributed teams.
- Students are encouraged to consider participation in international competitions. For example, Cisco Hackathon & Cisco Netriders Competition, Cyber Centurion & Cyber Security Challenge.

Real World Problem Solving:

- Project modules will use live project specifications that meet the learning outcomes of these modules whenever possible.
- Several modules will make use of case studies, where available.
- The programme will have a dedicated Programme Board and include representation from employers, along with students engaged on this programme.
- Studying of taught modules throughout the programme in parallel with integrated project modules in Level 4 assists the students with their time planning and workload balance.

Entrepreneurship and Employability:

- The entrepreneurial attitudes of the students are specifically developed through a range of modules and study opportunities, including the Honours Project modules.
- A number of modules contain aspects where the students are required to consider the business impact of cyber decisions they are making Students are encouraged to attend talks by guest speakers, industrial visits and employer led activities such as CV writing workshops, interview technique classes and employability events.

Responsible Leadership and Professionalism:

- The programme offers professional recognition through the British Computer Society (BCS).
- Reflection activities are embedded within many modules.
- All students are encouraged to take responsibility and leadership of their assigned roles within the project modules.
- The understanding of standards and professional ethics, behaviours and work activities are embedded within modules at each level of study and specialised knowledge of the professional field is additionally addressed explicitly in the Research Skills and Professional Issues module in year 3.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SCQF Level 7 – Year 1		
Module Code	**Module Title**	**Credit**
M1I124450	Computer Networking 1	20
M1I326580	Programming for Cyber Security & networks 1	20
M1I325623	Fundamentals of Computer Systems	10
M1I325851	Mathematics for Computing	20
M1I325625	Database Development	20
M1I126838	Cloud Foundations and Machine Learning	20
M1I125808	Cyber Security Landscape	10
Exit Award – Certificate of Higher Education in Digital Security and Forensics		**120**
SCQF Level 8 – Year 2		
Module Code	**Module Title**	**Credit**
M2G425834	Secure Systems Administration	20
M2G424453	Computer Networking 2	20
M2G426839	Programming for Cybersecurity and Networks 2	20
M2G426840	Digital Forensics 1	20
M2G426843	Ethical Hacking	20
M2I325626	Web Application Development 1	20
Exit Award – Diploma of Higher Education in Digital Security and Forensics		**240**
SCQF Level 9 – Year 3		
Module Code	**Module Title**	**Credit**
M3I126855	Digital Forensics 2	20
M3H626848	Cloud Operations	20
M3I126854	Malware Analysis and Exploits 1	20
M3G426850	Applied Penetration Testing	20
M3G426849	Security Operation Analysis	20
M3I323074	Research Skills and Professional Issues	20
Exit Award – Bachelor of Science in Digital Security and Forensics		**360**
SCQF Level 10 – Year 4		
Module Code	**Module Title**	**Credit**
MHH126851	Cyber Physical Systems Security	20
MHH126582	Artificial Intelligence for Cybersecurity	20
MHI226856	Malware Analysis and Exploits 2	20
MHI124570	Web Application Security	20
MHW225671	Honours Project	40
Exit Award – Bachelor of Science with Honours in Digital Security and Forensics		**480**

	Notes:
1.	***Student Exchange (Optional).*** After successful completion of Level 3 Trimester 1 students may be eligible to undertake an optional study exchange during Trimester 2 at an appropriate host Institution out-with the UK, provided the agreed programme of activity is equivalent to the curriculum and intended student experience undertaken in Level 3 Trimester 2. Successful completion of the study exchange is credit bearing to 40 credits and students must undertake this alongside the pre-requisite module, Research Skills & Professional Issues (CSN) (20 credits) for a total of 60 credits.
2.	***Industrial Placement Year (Optional).*** Students opting to undertake placement do so in the academic session after successfully completing their Level 3 studies and before undertaking their Honours year. Assessment is via the additional 60 SCQF level 9 module, M3I323077 Industrial Placement (CCIS). Successful completion of that module gives (Sandwich) in the final exit award obtained by the student. **Exception to Undergraduate Assessment Regulations, Sub-sections 19.4; 19.7.1; 19.8.2 Classification of Honours Award**: *that the Level 3 Industrial Placement module is excluded from the Honours Classification Calculation Set.*

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

5.1 Student Induction

Induction is a formal programme of events for all new students entering the programme. This runs during the week before the start of teaching include:

- Introduction to the programme by the Programme Leader and Year Tutors.
- An induction pack which includes a programme information handbook, module descriptors, assessment schedules and a study skills pack.
- Introduction to Personal Tutoring
- Introduction to My Caledonian and Blackboard services
- Introduction to Student Services and the Learning Development Centre
- Tour of the Library and the use of on-line library catalogues
- Tour of the campus
- Group activities which act as ice breakers and help form initial friendships.

5.2 Student Support and Counselling

5.2.1 IT Support

The University IT Services provide a range of student support mechanisms through My Caledonian, student email facilities, open access to a number of University Intranet and Internet connected laboratories, and a Learning Café.

The School also has a number of laboratories with University Intranet and also Internet connectivity to allow access to Managed Learning Environments such as 'Blackboard', which supplement and assist module provision and delivery.

5.2.2 Academic Support

Academic support is provided through access to module leaders and tutors. Staff room numbers, email and telephone contact details are provided in the Module Handbooks and can be accessed through a Managed Learning Environment.

In order to provide on-going support for students, academic staff including the Programme Leader operates a policy of open access for consultation and help through email and suitable managed learning environments. If there is a major concern by an individual student, the student is encouraged in the first instance to contact the Year Tutor to discuss their concerns and to help try and facilitate an early resolution. Students are also made aware of the support and guidance offered by the Student Services Department and may be referred to Student Services as appropriate by both academic and administrative staff.

5.2.3 Personal Tutoring

As part of the learning strategy students will participate in regular sessions with their Personal Tutor to ensure that they undertake effective planning for their own personal, educational and career development. Students will be supported throughout the programme by the assigned PT who can advise on the personal development process and support the students in developing effective techniques for reviewing their progress. They will identify outcomes at an early stage and with the support of their academic advisor will review their progress as the programme develops. Students will be encouraged to make use of the University Careers Service and other mechanisms in order to develop an awareness of the industry and identify career opportunities. Students, particularly at Level 4 (Hons) will be encouraged to attend research seminars and relevant industry talks which are mostly held within the University.

6. CRITERIA FOR ADMISSION

Programme Admission Requirements:

Year 1 entry:
Expected entry standards are for 4 Scottish Higher Grades at BBBB or above, or 3 A Level Grades at CCC or equivalent. Essential subject is Mathematics (Higher or equivalent), which must be at grade B (Higher)

Year 3 entry:
HND Cyber Security or Unclassified degree qualifications could be considered for advanced entry into year 3 dependent on content and prior learning performance. HND must include an AA in the graded units. Higher Maths (or equivalent) is still required. If no Maths, attendance and pass at GCU Maths Summer School will be required.

International Student entry:
In addition to the above qualifications overseas students whose first language is not English also require to demonstrate that they hold evidence of competence by means of:

- IELTS score of 6 with no elements less than 5.5
- TOEFL score of 550 (or 213 from a computer based test)

Flexible Entry - Credit Transfer and RPL:
The University's Recognition of Prior Learning (RPL) Guidance Document will be adhered to for all applicants. An applicant may wish to offer RPL or a combination of this and a formal qualification, or experience, which demonstrate that the applicant possesses appropriate knowledge and skill equivalent to the specified entrance requirements, or can be deemed to have a reasonable expectation of fulfilling the objectives of the programme, may be accepted for admission.

Equal Opportunities:
The Programme will conform to the University's policy of equal opportunities. The University will seek at all times equality of opportunity for all applicants and seeks not to discriminate on any grounds irrelevant to the above general principles of admission.

Applicants with a Disability:
All applicants for admission to a programme of study who reveal a disability will be invited to a meeting with the School's Special Needs Coordinator in order that the specific needs of the applicant can be assessed. This is not part of the selection process but students may be advised at this stage if the nature of their disability means that they might be unable to fulfil the academic requirements of the programme. Equally it may not be possible for the University to make reasonable adaptations to enable an applicant to undertake a particular programme. Should this be the case, the University will respond positively and advice on alternative courses and options will be offered

Entry with Advanced Standing

Glasgow Caledonian University leads the way in widening access to higher education. As part of the University's mission to promote the common good, we work with schools, children and families in the local community to raise educational aspirations in young people and their families. The Contextualised Admissions Policy aims to build on this work and recognise the different student leaner journeys. The policy aims to recognise and acknowledge that not all applicants have an equal opportunity to demonstrate their full academic potential and will take into consideration the context and circumstance in which a student has achieved his/her academic grades. For details please access the policy here: https://www.gcu.ac.uk/aes/documentsandpolicies/

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

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

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

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

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Year Tutor, Personal Tutors

Staff development priorities include:

- Postgraduate Certificate in Academic Practice
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

Exception to Undergraduate Assessment Regulations, Sub-sections 19.4; 19.7.1; 19.8.2
Classification of Honours Award: *that the Level 3 Industrial Placement module is excluded from the Honours Classification Calculation Set.*

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: GCU Assessment Regulations

9. INDICATORS OF QUALITY AND STANDARDS

Internal Indicators

- Details of approval, development events and Enhancement Led Internal Subject Reviews organised by the School/University
- Departmental statement on modules
- Annual Programme Monitoring and development of programme's Continuous Quality Improvement Plan
- Annual module performance monitoring
- Prizes awarded by the School for outstanding performance

External Indicators

- Professional/Statutory Body accreditation visits and reports
- Quality Assurance Agency subject reviews
- External Examiner Reports

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website http://www.gcu.ac.uk
- School Website
- GCULearn
- My Caledonian
- University Prospectus

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE:
28/04/21