INTERNATIONAL COLLEGE
RGU ROBERT GORDON UNIVERSITY ABERDEEN

PROGRAMME SPECIFICATION

COMPUTING **First Year Degree in Computing**				**SCQF 7**

Version	Current Version	1	May17	
	Prior Version/s			

PATHWAY/s

Pathway Type	**Undergraduate**			
Pathway Areas	**Computing**			
Pathways/s	Computing	-	-	-
University SITS Code/s		-	-	-
College MAZE Code/s	UGEN	-	-	-
Pathway Provision	College: SCQF Level/s	7		
	University: SCQF Level/s	8, 9 and 10		
Awarding University	Robert Gordon University			
Awards by Pathway	Degree awards			SCQF Award Level
	BSc(Hons) Cyber Security			11
	BSc(Hons) Computer Science			11
	BSc(Hons)Business Information Systems			11
	BSc(Hons)Digital Media-Design, Production and Development			11
Subject Benchmark Statements				
College Status	Affiliate College			
College Location	Garthdee Campus			
University Location	Garthdee Campus			
University Faculty	Design and Technology			
University School/s	School of Computing			
Rationale	The partnership between the College and Robert Gordon University facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses. The pathway has therefore been developed to satisfy important pedagogical issues: 1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment. 2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes. 3. Facilitate access to a pathway leading to a University degree award. 4. Protect the entry tariff of the University to its degree courses and ensure that the University does not need to lower its entry tariff in order to increase its international student population. 5. Widen access and participation in higher education in line with the University's internationalisation agenda. 6. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle. 7. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes. 8. Facilitate effective and efficient, low risk public/private partnership in line with the University's strategic research mission. 9. Enhance the global reach of the University into previously untapped markets and market segments.

	10. Add resource, human and financial, to the University's marketing process. 11. Facilitate access to a global recruitment process. 12. Assist in the diversification of the student body. 13. Make available the benefits derived from access to Navitas' global reach and corporate marketing arm.
Educational Aims	The programme, First Year Degree in Computing, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR 5, and the nominated outcomes desired by Robert Gordon University, School of Computing, to impart a high quality of education in the disciplines required. The educational aims of the programme are to: 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the School of Computing at SCQF Level 8 of the prescribed undergraduate degree schemes. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the Computing sector at both a national and international level. 3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the skills in both the theory and practice of Computing using scientific and Computing principles and techniques so as to support their transfer into SCQF Level 8 of the prescribed degree schemes. 4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making. 5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale. 6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 60% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.5 IELTS equivalent.

PROGRAMME

Title	First Year Degree in Computing	
SCQF	7	
Credit Points	120	
Duration of Study	Two (2) semesters	
Weeks of Study	Twenty Six (26) weeks	
Mode of Study	Full-time	
Mode of Delivery	Face to Face	
Notional Hours		
Contact Hours		
Self-directed Study Hours		
Delivery Model	Standard Delivery Model (SDM)	
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication
Intended Learning Outcomes	Generic: All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency. The Generic LOs for the programme are tabled below:	

Key knowledge will be demonstrated by:	Key skills will be demonstrated by the ability to:
Personal organisation and time-management skills to achieve research goals and maintain solid performance levels.	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment

		with variable contact hours and forms of delivery.
	Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.
	Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.	Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.
	Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.
	Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.
	Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.

Specific:

Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Guide (MG). Specific LOs for the majority of modules are blended from the relevant and current University Module Outlines at SCQF Level 7 to ensure parity, see Appendix 4 in this document.

Intended:

Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:

A	Knowledge and Understanding		
	To obtain a knowledge and understanding:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
1	Recall and describe the basic concepts and theories of applied mechanics.	Acquisition of Intended LOs via a combination of small group lectures, group work (listening, writing and reading); small group-based tutorial labs/coursework and directed study (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing).	A.1 to A.13 – a combination of summative (closed-book) examinations and summative coursework along with written assignments, in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
2	Recall and describe the basic concepts of thermodynamic properties and fluid statics.		
3	Recall and explain the characteristic behaviours of linear and digital services and their use in basic circuits.		All students are required to maintain an 85% attendance record.
4	Recall and describe electromagnetic concepts and principles of electric circuit analysis.		
5	Define and express introductory level mathematics to Computing problems.	Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.	
6	Describe computer systems and develop software in a high-level language.		
7	Recall and express the skills needed to design, develop and evaluate solutions to Computing problems.		
8	Develop fundamental skills in Information Technology.	Ensuring all students acquire grounding in Robert Gordon University and associated end-user IT platforms for academic study.	
9	Develop fundamental skills in the principles of Computing design process for product development.		
10	Describe the skills used in the manufacture of Computing systems.	The opportunity to interface regularly with noted platforms in College, Robert Gordon University library and independent environments to develop an understanding of the implications of the use of different e-learning for research.	
11	Recall and demonstrate the techniques and forms of effective and clear communication expressed in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference.	The Programme Specification, DMDs, Module Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met. *Students are encouraged throughout the stage of study to undertake independent study both to supplement and consolidate what is*	

	12	The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.	*being taught/learnt and to broaden their individual knowledge and understanding of the subject.*	
	13	The role and importance of OSH and the health and safety procedures/requirements within a laboratory environment.	*Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein students options.*	
	B	Cognitive/Intellectual Skills		
		To obtain intellectual/cognitive skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources as a support to analysis and formulation of problem solving and support ongoing discursive skills.	Acquisition of B.1 and B.2 via topic specific (information systems) small lab-based group lectures, group work and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments.	B.1 to B.5 – a combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
	2	Apply basic research techniques to sourcing, selecting and evaluating appropriate information and technical data.	Ensuring all students acquire grounding in Robert Gordon University and associated end-user IT platforms for academic study.	All students are required to maintain an 85% attendance record.
	3	Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.	The opportunity to interface regularly with noted platforms in College, Robert Gordon University library and independent environments to develop an understanding of the implications of the use of different e-learning for research.	
	4	Ability to analyse and compare various modes of data/information using appropriate technical and numerical techniques.		
	5	Ability to begin to apply reasoned thinking, supported by evidence and/or appropriate techniques to design and develop solutions to conflicting sets of information, technological problems and academic opinion.	Acquisition of B.2 to B.5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework and directed study (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.	
	C	Practical Skills		
		To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.	Communication skills are central to all teaching, class/lab-based learning and self directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.	Integrated themes used across the continuous assessment framework for the programme to test robust copability skills in a number of environments.
	2	Employ analytical skills and methodologies as a basis to further study.		A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
	3	Ability to begin to engage critically with regard to the underlying	Application of the principles and themes throughout all core modules	Integrated themes used across the continuous assessment framework for

		challenges facing Computing and associated sectors.	of the programme via examples and topics for assessment regimes.	the programme to test robust copability skills in a number of environments.
	D	**Transferable Skills**		
		To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.	Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities. Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, long and short essays (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition.	A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports, portfolios and presentations. Indicating an ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.
	2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.		
	3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.		
	4	Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.		
	5	Begin to develop a very good conceptual understanding and ability to evaluate the main aspects of information systems and commercial services, media, graphics, internet and associated Computing sectors within the wider commercial and economic context.		

Assessment Regulations	<u>Summary:</u> The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR CS9. Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events. Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme. In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests. All written assessments must follow certain criteria in style and submission as noted in the relevant Module Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable

proficiency.

Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR CS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR CS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR CS9.

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any give module:

Coursework	Examination
100%	0%
80%	20%
70%	30%
60%	40%
50%	50%
40%	60%
30%	70%
20%	80%
0%	100%

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a grade B* in the Interactive Learning Skills and Communication (see DMD ILS003). The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR CS9.

Demonstration of achievement:

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below.

Categories of performance and grading levels:

A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student's application and result can be commended.

C (Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

F (Fail) – The student's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.

Generic marking criteria:

	Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted. Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data. Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion. Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style. Illegible material will not be given due credit, specified as a percentage of the marking criteria. Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer. Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR CS9.
Moderation	See CPR CS9 – summary: moderation is normally applied to each main assessment point of a module; the main assessment of a module is that with the highest weighting; moderation is inclusive of the instruments of assessment and scripts; scripts are moderated from a 30% sample and includes those with the highest, lowest and borderline percentiles; moderation is undertaken by a subject specialist from the School of Computing, with the exception of ILSC which is subject to moderation by a subject specialist from Navitas UK.
Progression Criteria	See CPR CS9 – summary: minimum overall pass mark of 40% to be achieved in each module with a minimum pass mark of 35% in assessments weighted over 30% of a module assessment regime; with the exception of ILSC which requires a minimum pass mark of 65% achieved in all assessment events and a minimum 85% attendance record.
Failure to Progress	See CPR QS9 – summary: where a student fails a module assessment, they have the opportunity to re-sit that assessment; if the student fails the re-sit assessment a student may be granted the opportunity by the College Exam and Progression Board to re-take the entire module, at full cost. If a student fails to meet the Progression Criteria on the re-take of a module, they will be deemed to have failed the module and will be referred to the College Exam and Progression Board for a decision. The University will not be incumbent to progress students who fail.
Associated Documentation	With the exception of ILSC, all University prescribed modules form the basis of the curriculum, see Appendix 3 for the conversion of nomenclature – for the purpose of clarity, the University modules will be referred to under College module coding guidelines. See Appendix 4, for University Module Outlines.
	Definitive Module Documents (DMDs) as follows: DMD/ILS003; DMD/SCI108; DMD/SCI109; DMD/SCI110; DMD/SCI111; DMD/SCI112; DMD/SCI113
	Module Guides (MGs) as follows: [modules in process for 30 September]; MG/ILS003
	Associated teaching aids for a module as required
	Associated Student Handbook
	College Policies and Regulations (CPRs)
Human Resource	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.
Built Environment	All lectures/classes/labs and small group tutorials are held in the designated ICRGU class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use Robert Gordon University's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.
E-learning	College Portal; University Moodle; Library
Library	Garthdee Campus Sir Ian Wood Building
Programme Framework	

Contact Hrs/Week	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %
First Year Degree in Computing						
Core Modules						
Semester 1						
3	ILS003	Interactive Learning Skills and Communication 3 (Part 1)				
4	SCI113	Computing Skills	15	40		100
4	CM1102	Problem Solving and Modelling	15	40		100
4	CM1101	Computing Information Systems	15	40		100
Semester 2						
3	ILS003	Interactive Learning Skills and Communication 3 (Part 2)	15	65	30	70
4	CM1102	Problem Solving and Modelling	15	40		100
6	CM1103	Computer Systems &Networking	30	40	50	50
4	CM1104	Object Oriented Programming	15	40	100	
Undergraduate Stage 2 : Computing			**120 credit points**			

Management	The First Year Degree in Computing programme is delivered by ICRGU on the Garthdee Campus of Robert Gordon University. This scenario seeks to provide the necessary resources to ensure that all students enrolled with ICRGU are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.
	The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office.
	The general operational management of the programme lies with ICRGU's academic services which assumes overall responsibility for the administrative and implementation functions.
	The ICRGU Director of Academic Services or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.
	The various sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the ICRGU Director of Academic Services or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the School of Computing and associated appropriate Programme Directors/Leaders and/or Link Tutor.
	The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the ICRGU First Year Degree in Computing.
Monitoring and Review	Formal review of the First Year Degree in Computing programme, takes place as an annual review in March/April between ICRGU, the Quality and Standards Office Navitas UK and representation from the School of Computing. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by Robert Gordon University. Progression is determined via the ICRGU Board of Examiners. For a details of this review and quality management of this and all ICRGU programmes, see, CPR CS9.
	Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation and ARQUE.
Entry Requirements	Standard and approved requirements for academic international benchmark qualifications, see CPR 3. English language entry is at CEFR level B2 in line with UKBA requirements for NQF6/SCQF10.