

## HEI application for BCS accreditation

NOTES in shaded boxes below

### Submission document

In order to reduce the amount of paper involved in a submission, BCS requires the documentation in electronic format, *either* via a web portal set up by the HEI *or* a file sharing service.

If using a web portal, please ensure that:

- a local copy of the submission, including any updates, can be downloaded easily
- it is possible for pages of *key documents* to be annotated
- any updates made subsequent to the submission date are recorded in a change log
- the documentation remains accessible after the visit to facilitate, for example, the drafting of the report and any action plan or 90-Day response.

The submission document consists of:

- one **Section A** for each department involved in the accreditation, with appropriate hyperlinks.
- a **Section B** for each programme or set of related programmes with appropriate hyperlinks.
- a hyperlinked and indexed web portal or file sharing repository containing all of the above in a form that can be stored locally and viewed offline *via a single download*. Please also:
  - provide a detailed table of contents which is linked to the sections
  - ensure that supporting documentation is provided in the following acceptable formats: HTML, pdf, Word, Excel and/or rtf
  - ensure that all formats are readable on a range of platforms
  - ensure that file extensions, filenames and directory structures are concise enough to avoid any difficulties with file transferring (keep file and folder names short and meaningful, limit folder hierarchy, avoid using non-alphanumeric characters wherever possible).

Please visit the BCS website at [www.bcs.org/accreditation](http://www.bcs.org/accreditation) for the current HEI Application Form and other required templates.

The submission document should be provided at least **eight weeks** before the visit. Please ensure that campus details are included in the submission.

If you would like an accessible version of this form (or any of the templates referred to in this form), please contact the Education Team [educ@bcs.uk](mailto:educ@bcs.uk).

### OVERALL NOTES:

For the documentation format, Parts A and B should be:

- easy to navigate
- platform agnostic (suited to all hardware types)

In addition, please ensure that:

- any password-protected access is set up for each panel member and the secretariat when the visit documentation is submitted, 8 weeks before the visit
- access is made available after the visit for on-going communication and file sharing
- you provide a menu index on each webpage if possible
- you provide specific replies to the questions with links to the specific information (avoid information dump)
- you ensure filenames are meaningful and relatively short (visible)
- you **avoid** including historical information of little/no relevance or a large volume of HEI regulations that don't answer the question(s) asked in the BCS Application Form
- you structure the hierarchy of folders to be as shallow as possible to get to the answer
- you provide a 'one-click return to homepage' facility where navigation is needed through a number of webpages to source information
- you test for dead hyperlinks
- you **don't** make changes after the formal submission date without telling us

Other issues to take into consideration:

- make sure that Parts A and B answer the matched questions on the Application Form
- where you don't understand something, please contact the Education Team (this could potentially save 3 months' work if you get a 90 Day Response because of misunderstandings)
- answer the questions you are asked
- tell BCS of major changes to your department as they happen, not at the next visit.

Section A: Overview	
HEI details	
Name and address of institution	
Web address	
Department(s) to be visited and department head(s)	
Contact name (for visit)	
Telephone number	
E-mail address	

Programmes presented for review								
<p>For each programme, or each set of programmes that form an integrated scheme, you should include a <b>Section B</b>.</p>			<p>Please tick the relevant boxes for the accreditation sought and note that many programmes will only partially meet the requirement. Please refer to Table 1.5 of the Guidelines.</p>					
<p><b>NOTES:</b>            Typical examples of programmes forming an integrated scheme include closely related BSc/integrated Master's programmes, and BSc or MSc programmes with variant specialisations determined by choices of optional modules.</p>			CIP	Partial CIP	CEng	IEng	Euro-Inf Bachelor/ Master <sup>4</sup>	RITTech <sup>5</sup>
Programme title <sup>1&amp;2</sup> :								
Mode of Study (eg SW, FT, PT, DL, WBL)								
Accreditation Period sought <sup>3</sup>								

For Euro-Inf Label applications, EQANIE is able to reverse the VAT charge procedure where the VAT number is provided (optional).					VAT No			
<ol style="list-style-type: none"> <li>1. For example: BSc (Hons) Computer Science. Use the title that appears on the degree certificates, including any variations e.g. 'with a year in industry'. Please list all programmes you wish to be considered for accreditation.</li> <li>2. Please refer to the BCS course search facility <a href="http://www.bcs.org/accredited">www.bcs.org/accredited</a>. If programme is new, please indicate (NEW). If the title is new but the programme is a continuation of a previously accredited programme, please also include former title.</li> <li>3. Please indicate years for which intake is sought - from intake year to intake year, covering a maximum of five years - plus any backdating (NB: backdating of accreditation can be considered for current cohorts and panel members must be able to review work from all cohorts for which backdated accreditation is sought).</li> <li>4. Information on EQANIE and Euro-Inf Quality Labels may be found on the <a href="http://www.bcs.org">BCS website</a>.</li> <li>5. The RITTech Application Form is separate and may be found at <a href="http://www.bcs.org/accreditation">www.bcs.org/accreditation</a>.</li> </ol>								

### Rationale for accreditation being sought

Provide a short statement describing the rationale for your request for BCS to review the undergraduate programmes above for the particular accreditation(s) requested.

### Departmental information

In no more than two pages, give an overview of the department's particular strengths, ethos, and direction. This section might draw attention to recent changes, local innovations, outreach, or anything else of relevance that the accreditation exercise does not ask for explicitly.

#### NOTES:

This section is a chance for the institution to talk about its strengths, ethos and direction. The department will usually use this section to promote itself and talk about any improvements and developments it has implemented that may be directly or indirectly relevant to the application.

### A.1 Quality assurance

Refer to BCS Guidelines Section 2.1

#### NOTES:

This section should include documentary evidence to support a clear quality assurance framework at departmental and institutional levels. This will normally come in the form of completed external institutional review forms, and the most recent internal review as shown in areas A.1.1 and A.1.2.

The Panel needs to be confident that the degrees' level of quality meets that of the accreditation sought. Section A of the application should point to the QAA (or equivalent) reports and internal reviews of the department, along with external examiner reports and departmental responses to those reports. We would also look here for evidence that students' needs and demands are listened and responded to.

**A.1.1** Provide a hyperlink to the most recent **external institutional review** following the last BCS visit (e.g. most recent TEF outcome and associated HEFCE report or QAA audit report), and response. If none, please state.

**A.1.2** Provide a hyperlink to the most recent **internal/periodic review** of the department(s) following the last BCS visit, and response. If none, please state.

**A.1.3** Explain how the syllabus and teaching materials are kept up to date and how research and industry influence this process. As part of this, please provide brief details of:

- the key research areas
- links the department has with industry
- any formal mechanisms for industrial input to the programmes (including minutes from any formal industrial advisory board or similar mechanism, if applicable)

#### NOTES:

You should indicate how the department's main research areas link to the degree programmes offered. You should also indicate what processes are in place to ensure that ongoing research influences the curriculum. Similarly, you should explain the process by which the views of industry influence curriculum development. This may be through a formal industrial advisory board or similar mechanism, but it may also be through a combination of less formal channels such as industrial research and KTP links, visiting industry-based lecturers, placement opportunities.

Examples of how research and industry have influenced the curriculum are always welcomed by the Panel.

This is an opportunity to show that research and industrial input influence curriculum design and re-development of programmes, particularly at Levels 6 and 7. Panels are looking for evidence that the programme(s) is/are up to date and that HEIs are using the latest version of the *BCS Guidelines*. That programme design and review are based on the appropriate computing benchmark (BM) (two-thirds within the cognate area of the computing BM), that departmental reviews base their findings on the relevant BM and involve external experts, that EEs use the BM in making their judgements and that these comments are taken on board and acted upon with resulting actions, that the programme LOs suitably reflect the abilities and skills defined in the appropriate BM and that there is sufficient computing content.

**A.1.4** Describe the mechanisms for obtaining student feedback.

**NOTES:**

This question is concerned with processes for obtaining feedback from students about their experience on their course. Describe arrangements for students to comment on teaching and facilities, student representation on committees, and opportunities for student input into curriculum development. Arrangements for obtaining feedback from recent graduates may also be relevant.

**A.1.5** If relevant, describe the arrangements for programme franchising and the controls over areas such as transcripts.

**NOTES:**

Where franchise programmes exist, describe the process of approving partner institutions, the relationship between the programmes offered at the home and partner institutions including any arrangements for transfer between institutions, arrangements for staff development, and any differences in assessment arrangements.

Indicate whether any qualification in addition to the home degree is awarded, and whether there is any indication of the location of study on degree transcripts.

**A.1.6** Describe how employability skills are developed within the students and how students are supported in their professional development.

**NOTES:**

Provide details here of how employability skills are developed throughout the course of study and how students are supported in their professional development.

**A.2 Learning resources**

**A.2.1 Provide a brief description of the structure of the relevant departmental/faculty/school submitting programmes for accreditation**

**NOTES:**

Describe the organisation and management structure, including committee structures and the chain of responsibility for degree programmes, including arrangements for programme approval. If more than one department jointly offers programmes then provide details of the responsibilities of each.

**A.2.2 Academic staff: numbers in post**

**Note:** FTE to include all staff involved in the programmes under review

**NOTES:**

These items are mainly factual and it should normally be calculated as Staff FTE / Student FTE.

	Number	FTE	Comments
Professors/HoD			
SL / PL / Readers			
Lecturers			
Other staff with custody of modules			
Other staff engaged in teaching support			
<b>Total FTEs</b>			

<b>Student numbers</b>						
	Number	FTE	Comments			
Undergraduates (main degrees)						
Undergraduates (service courses)						
Taught postgraduates						
<b>Staff/student ratio</b> (at date)						
State how this ratio is determined.						
<b>Academic staff: membership of professional bodies</b>						
Number of staff CITP/MBCS/FBCS	CITP		MBCS		FBCS	
Number of CEng/IEng	CEng		IEng			
Membership of other professional bodies: <i>Please state which Institution(s) and number of staff members.</i>						
Number of BCS student members (if known)						
<b>A.2.3 Academic staff: career details</b>						
Provide brief career details of department academic staff either via links to staff profiles on webpages or CVs (two A4 pages maximum per person)						
<b>NOTES:</b> A common format is preferred.						
<b>A.2.4 Support staff (numbers of)</b>						
<b>NOTES:</b> Support for Computing programmes may be provided by a single department, by more than one department, or by higher level (eg, Faculty) structures. Where the latter is the case please give some indication of the overall range of their responsibilities, so that the Panel can form an opinion of the levels of support available to the programmes within its remit.						
Secretarial						
Administrative						
Hardware support						
Software support						
Other						
<b>Total</b>						

### A.2.5 Computing facilities

Provide details of the departmental facilities available for the students on the programmes under review.

**NOTES:**

You should specify the number and types of computers available specifically for students on the programmes under review. It is often convenient to list these by location, by their availability to particular programmes or year groups, or by the services they are intended to provide (e.g., email-only facilities). Also include details of availability (e.g., 24/7, weekdays only), and of related capabilities (e.g., printing facilities).

State the student/computer ratio.

### A.2.6 Software provision

Provide policy statement of the software provided to support the programmes.

**NOTES:**

This should specify the range of software available on computers (see above).

### A.2.7 Replacement policy

State the policy for updating and replacing hardware and software for both staff and students, and details of the annual funding available for each.

**NOTES:**

Indicate the replacement cycle for computing facilities, including workstations, file store, networking, and printing. Similarly indicate how software acquisition is managed, including arrangements for ensuring that appropriate software is available for specific modules.

It may be useful to indicate the extent of replacements/additions in the last year or two, perhaps by indicating the age of the items listed in A2.5.

If the budget for replacement is controlled at a higher level (e.g. Faculty or centrally) then describe the processes for obtaining replacements from those sources.

### A.2.8 Personal Computers

Describe the facilities, if any, for supporting personal (non-institutional) machines

- in student procurement
- in OS and software installation and troubleshooting
- in providing access to academic (course related) software
- in providing access to administrative and infrastructural software (for example, VLEs)
- in the delivery of teaching

**NOTES:**

The support may take many forms – for example

- special purchasing deals
- on-line or face to face advice on purchasing and configuration
- provision of required software and course materials (e.g. on a CD)
- VLEs such as Blackboard or Moodle
- Access to software through (e.g.) Microsoft Developers' Network

### A.2.9 Library

Provide the following information:

- access hours in term time and vacation
- relevant journals available in print and on-line
- annual departmental spend on books (print or online versions), journals and conference proceedings
- mechanisms for managing books in high demand

**NOTES:**

Where all library acquisitions are controlled centrally provide brief details of the process of budget allocation and/or other control mechanisms that ensure an adequate availability of relevant publications. For books in high demand, BCS will expect to see the provision of multiple copies and/or student collections, restricted loan periods or similar arrangements.

### A.2.10 Student support

Provide brief details of the pastoral and welfare support available to students.

**NOTES:**

Give details of departmental support and advice for students, including induction and progression, personal and academic tutorial arrangements, finance, and careers, and any arrangements for students with disabilities and support for international and female students. Also specify University-wide sources of advice and support in similar areas. Any arrangements for peer advice amongst students should also be mentioned.

### A.2.11 Provide brief details of staff and student involvement in the activities of professional societies.

**NOTES:**

Include details of arrangements for publicising the activities of professional societies to students, staff and student membership of local and national committees, special interest groups etc.

## Section B: Programme issues

### Programme title(s):

**Note:** if there is significant duplication between Section B for different programmes for review, please include cross-references as appropriate (if in doubt, please contact the Education Team to discuss).

### B.1 Programme data

<b>B.1.1</b> Programme title	<b>B.1.2</b> Date programme first offered / Date of last revision

**B.1.3** Mode(s) of study and programme duration

**B.1.4** Student intake to programme for current academic year

**NOTES:**

Admission to the first full year of the programme. Please also specify the numbers of direct entrants to later years where these are significant.

**B.1.5** Programme also accredited by

**B.1.6** Responsible department

### B.2 Programme specifications, structures and requirements, levels, courses, credits and awards

**B.2.1** For each programme listed in section A, provide a (QAA) **programme specification**.

**NOTES:**

The programme specification should conform to QAA guidance (<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b> Chapter B1: Programme Design, Development and Approval).

**B.2.2** Provide a **syllabus** for each of the modules, showing prerequisites and mode of assessment. Where this documentation gives only a high level outline, please provide further details (e.g. student handbook).

**NOTES:**

The module outline should include the intended learning outcomes and relate these to the assessment methods.

**B.2.3** Provide a table indicating which modules are mandatory and which are optional (including credit value), thereby showing commonality across all programmes. Please use template provided.

**B.2.4** For each programme, provide a table mapping the core modules to the criteria for the accreditation sought, indicating explicitly in the 'notes' section or by adding comments to individual cells where the clearest evidence of teaching and assessment of each criterion can be found. Please use template provided.

**NOTES:**

This is a key document and templates are provided on the BCS website at [HEI application form | Academic accreditation | Qualifications and Certifications | BCS - The Chartered Institute for IT](http://www.bcs.org/upload/pdf/mappings-by-accreditation-level.pdf). You will need to use the correct template for the programme types concerned and a table describing this is at <http://www.bcs.org/upload/pdf/mappings-by-accreditation-level.pdf>.

HEIs are required to map the core modules for each programme and to provide a commentary on where each criterion is taught and assessed. This commentary can be provided in the notes section of the mapping table or within individual cells. If an accreditation criterion is not taught and assessed in the core, then you can make a case for covering it in the options (but coverage for **all** students is still important).

Criterion may be taught in a specific module and/or dispersed through modules in the programme. BCS is concerned to ensure that all students graduating from the programme meet its minimum requirements. It will generally expect that students have some introduction at an early stage and that this is assessed. Further guidance on specific criteria can be found in Section 2.6 of the Guidelines.



<b>B.3</b>	<b>Additional programme arrangements</b>	Refer to BCS Guidelines Appendix I
<b>B.3.1</b>	<b>Sandwich placements – if applicable</b>	
	Provide details of the nature and extent of this component, the steps taken to integrate the placement with the programme, the supervisory arrangements and the assessment details.	
	<b>NOTES:</b> Provide information on whether the placement is compulsory or optional, details of how it is assessed and supported and whether it is a credit-bearing element of the course. Depending on its structure and assessment, the placement may be eligible for accreditation for <a href="#">RITTech</a> .	
<b>B.3.2</b>	<b>Franchise arrangements – if applicable</b>	
	Indicate the Institution where franchised, and the proportion of the programme studied at that Institution and whether accreditation is being sought for the franchised programme.	
	<b>NOTES:</b> See <i>BCS Guidelines on course accreditation, Appendix I</i> . To be eligible for accreditation a student must spend at least the final year of study at the awarding institution. It must also be possible to determine from the degree certificate that this is the case.	
<b>B.3.3</b>	<b>Distance learning – if applicable</b>	
	Provide details of the distance learning component including the quality assurance procedures, the supervisory arrangements and the assessment methods in place. Where distance learning is adopted, additional information must be provided as described in Appendix II and a supplementary application form should be completed. Please contact the Education Team for details.	

<b>B.4</b>	<b>Professional projects</b>	Refer to BCS Guidelines Section 2.5
	<b>NOTES:</b> You need to provide approximately 2-3 projects per programme with a maximum of 16 in total. Across all examples provide a range of good/borderline/fail. Panels are checking whether ALL projects meet BCS requirements and how helpful the project guidance is for supporting students (e.g., advice on project selection). Issues raised by Panels in the past have included the requirement for creation of an artefact as a focus for covering all or part of an implementation life cycle. Projects must meet ILOs for that particular programme.	
<b>B.4.1</b>	Provide your <b>project guidance notes</b> to staff/students and project marking scheme.	
<b>B.4.2</b>	Explain how projects are allocated, organised and supervised. If this is covered in the project guidance notes, please provide a reference here	
<b>B.4.3</b>	Indicate the approximate time students are expected to devote to the project. If this is covered in the project guidance notes, please provide a reference here.	
<b>B.4.4</b>	Explain how the project is assessed. If the project is team based indicate whether assessment is on an individual or team basis. If the latter, state how the individual contribution is assessed. If this is covered in the project guidance notes, please provide a reference here.	
<b>B.4.5</b>	Detail any formal mechanisms in place to ensure that the final project meets BCS requirements as specified in Section 2.5 of the <i>Guidelines</i> (typical form of evidence would be a reference within the project guidance notes).	
<b>B.4.6</b>	Please supply <b>samples of final year project reports</b> for each programme. These should offer a range of abilities including some bare passes and fails (if available). Include the individual marking sheets with each project and also details of the marking scheme. A <b>maximum</b> of 16 project reports (across all programmes) should be sent with the submission in electronic format. Where backdating is requested, projects from the appropriate cohorts should be provided, in addition to the above. Also provide a list of the degree programmes, project titles/author and final mark.	

**B.5 Admission of students**

**B.5.1 Cohort support**

If this programme admits students with a wide range of evidenced ability levels and/or admits students directly into later years of the programme, give details of how these students are supported. Give details of the percentage of direct entry students.

**NOTES:**

Details may include special induction arrangements, mathematics workshops, study clinics, support for those for whom English is a second language, etc. as well as any special personal or academic tutorial arrangements.

**B.5.2 Study at non-UK universities – if applicable**

Refer to BCS Guidelines Appendix II

If students are permitted to study at non-UK universities during part of the programme please state:

- % of students following this route
- timing of the study in the context of their programme
- permitted duration
- assessment arrangements by non-UK universities
- arrangements for monitoring student progress and the impact of such arrangements on the coverage of core material

**NOTES:**

Details are required of students on the programmes for which accreditation is sought who study abroad, e.g., on Erasmus+ programmes.

**B.5.3 Published entry requirements**

Provide details of published entry requirements.

**NOTES:**

These will normally correspond to the details given on the UCAS website (or equivalent if overseas) and in university prospectuses and departmental publicity. For postgraduate programmes, the Panel will check whether the entry requirements for specialist and generalist master's programmes are appropriate for the accreditation levels sought.

## B.6 Regulation of assessment

**B.6.1** Detail the conditions governing progression from one year to the next within the programme.

**NOTES:**

Details will include credit requirements, condonement and compensation regulations, re-assessment arrangements, etc.

**B.6.2** Detail the conditions governing the final award.

**B.6.3** Indicate how much of the programme as a whole is assessed by:

- written examinations
- end of unit tests
- programme assignments and practical work
- major project
- other (e.g. sandwich placements)

**NOTES:**

It is useful to indicate these figures on a year-by-year basis and, since the proportions may vary with choices of optional modules, to give minimum and maximum figures.

**B.6.4** State whether a pass in a major final-year project is required to achieve the award and whether the project can be passed with compensation.

**NOTES:**

BCS no longer requires that candidates pass the project module at the first attempt but does require that they pass without compensation. If compensation is permitted within the University rules, then a condition may be applied to any recommendations for accreditation.

**B.6.5** Provide **examination papers** for each unit that contributes to the award.

**NOTES:**

The answers to this section and section B6.6 should together include all items of assessment contributing more than 20% of each module's assessment.

**B.6.6** Provide **current practical assignments** for each unit that contributes to the award.

**NOTES:**

The answers to this section and section B6.5 should together include all items of assessment contributing more than 20% of each module's assessment.

**B.6.7** Provide 2 years of **external examiners' reports and the responses** to them. Please include the most current report if not already included.

**NOTES:**

BCS will wish to see that issues raised in external examiners' reports are given due attention and that the external examiner receives detailed feedback.

**B.7 Graduation (only to be completed if data from Unistats <http://unistats.ac.uk/> is not available)**

**B.7.1** Supply the following data, showing progression from year of entry to graduation. Alternatively, provide links to this information in any existing formats.

**NOTES:**

The most recent set of data from Unistats is acceptable. If further data is required to support your application, this can be provided using the table below or via access to Unistats archive to present historic data.

Transfers between programmes in the same set need not be considered.

Typical “other” arrangements may be deferral, or transfer from 3-year to 4–year programmes.

<b>Entry routes</b>	<b>Year:</b>	<b>Year:</b>
Initial entry		
Transfer into programme		
Fail during programme		
Withdrawal during programme		
Other – please specify		
<b>Total sitting finals</b>		
<b>Awards</b>		
	<b>Year:</b>	<b>Year:</b>
<b>Honours degree</b>		
I		
ii		
liii		
III		
Ordinary/pass (exit award)		
DipHE (exit award)		
Fail		
Other – please specify		
<b>MSc</b>		
MSc		
PgD		
PgC		
Fail		
Other – please specify		
% employed in related profession 6 months after graduating (if known)	<Insert link to <a href="http://unistats.ac.uk/">Unistats</a> data for your institution here>	