1. **Title of the module**

COMP3220 (CO322) - Foundations of Computing I

COMP3221 (CO322) - Foundations of Computing I

1. **School or partner institution which will be responsible for management of the module**

School of Computing

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Computer Science, BSc Computer Science (Networks), BSc Computer Science (Artificial Intelligence), BSc Computer Science (Consultancy), BSc Computing, BSc Computer Science for Health, BSc Business Information Technology, including Year in Industry variants.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Have gained the algebraic understanding and manipulation skills required for the mathematics that underpins computer science.

8.2 Have developed a knowledge and understanding of, and the ability to apply the mathematical principles and concepts behind topics that comprise the CS programmes.

8.3 Have developed formal reasoning skills that will be required elsewhere in the degree programmes in which this module is taken.

Whilst not being directly applicable to programme learning outcomes these learning outcomes are vital to students’ ability to achieve the programme learning outcomes.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Have developed mathematical problem solving and analysis skills.

9.2 Have developed numeracy skills to understand and explain the quantitative dimensions of a problem (programme outcome D4).

9.3 Have exercised self-management of their own learning (programme outcome D5).

9.4 Have developed generic skills relating to computational thinking (programme outcome B7).

1. **A synopsis of the curriculum**

Mathematical reasoning underpins many aspects of computer science and this module aims to provide the skills needed for other modules on the degree programme; we are not teaching mathematics for its own sake. Topics will include algebra, reasoning and proof, set theory, functions, statistics and computer arithmetic.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Clarke G & Cook D, A basic course in statistics, Hodder Arnold, 1998.

Croft & Davison, Foundation Maths, Prentice Hall, 2003.

Dean N, The Essence of Discrete mathematics, Prentice Hall.

Nissanke N, Introductory Logic and Sets for Computer Scientists, Addison Wesley.

Page SG, Mathematics: a second start, Ellis Horwood, 1986.

1. **Learning and teaching methods**

Total contact hours: 50

Private study hours: 100

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Canterbury

Coursework: 4 assessments taking 10 hours each (50%)

(Written) Algebra (10%)

(Written) Statistics (15%)

(Written) Proof (12.5%)

(Written) Set Theory (12.5%)

2 hour Examination (50%)

Medway

Coursework: 4 assessments taking 10 hours each (50%)

(Assessment) Algebra 10%)

(Assessment) Stats (15%)

(Assessment) Proof (12.5%)

(Assessment) Set Theory (12.5%)

2 hour Examination (50%)

13.2 Reassessment methods

Like for like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| *lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| *classes* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Assessments* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| *Examination* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

Medway

1. **Internationalisation**

The topics addressed by this module relate to a field which is of international importance, given the global role of computers in today's technological innovation. The topics covered by this module are international in nature, being identical worldwide and independent of traditional spoken language.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
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Revised FSO Jan 2018