Common Good Curriculum Mapping Department of Computing
BSc/BSc (Hons) Computing

Common Good Attributes	Curriculum content and design (what we teach)	Learning and teaching activities (how we teach)	Authentic assessment practices (how we measure)	Action points
Active and Global Citizenship: Acting honestly, fairly and ethically in: • Recognising and actively seeking to address global social trends and challenges • Viewing the world from the perspective of different cultures • Participating in the community at a local, national and global level • Taking account of and valuing diversity • Exploring social problems and taking action to build a more just and sustainable society • Addressing inequality and disadvantage	Students on the BSc Computing programme in the Department of Computing undertake a Group Project module at level 3. The Group Project module emphasises the contribution which digital technologies and skills relevant to the student's area of study are making to current global business and society, and how these are changing and developing. Students are also introduced to behaviours and issues associated with the contemporary, local and global workplace. This theme continues throughout the Group Project module. In the Group Project module students are expected to be able to develop innovative, commercially viable, ethically	In the Group Project students cooperate with other students, from their own discipline and/or from other software engineering areas to develop a solution to a real open-ended problem relevant to the student's programme of study. Some modules taken by students on the programme also run at ALC Mauritius and at Caledonian College of Engineering Oman. Students from all three campuses work together on the Peerwise element of Programming 1. The programme team is looking to extend this type of work to other modules to allow students the experience of working with others from	Wherever possible, the modules address real world issues. They are assessed through a combination of report writing and oral presentations and include an element of reflection which allow students to analyse their personal performance (strengths and weaknesses, professional development needs), participate in peer reflection and evaluation, and reflect upon relevant professional and ethical issues introduced.	Review the implementation on a regular basis in line with delivery and use a process of continuous improvement to ensure that module developments are aligned to the Common Good Attributes.

	and sustainably sound solutions to a problem area.	different countries and cultures.		

Entrepreneurial mind-set • Being curious and prepared to take calculated risks • Identifying opportunities for change • Creating solutions, and putting these into practice, in response to identified real-world problems • Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections • Dealing with complexity and uncertainty • Actively seeking a diversity of experiences and concepts from different cultural contexts	The Programming modules Programming 0-2 and the Web based modules encourage creativity and out the box thinking to real world design challenges in software. The Group Project module will give the students an appreciation of risk and also develop their creative problem-solving skills. The Group Project module is vocationally led and aim to solve a real-world business problem provided by the employer. Students on the Programme are encouraged to engage with a series of lectures given by industry experts which are designed to show how the information being taught in the degrees can be applied to	Students are encouraged to take part in national competitions with problems set by industrialist. Students are also encouraged to take part in hackathon run on campus in partnership with local companies. The case studies used as part of the teaching and learning strategies within modules such as Fundamentals of Software Engineering, Software Process and Practice reflect 'real world problems.	The Group Project module is industry led and aims to solve real-world problems. They are assessed by a combination of reports and presentations which address the projects outcomes and demonstrate the technical artefacts. Presentations are attended by industrial clients who judge the products and provide feedback as they would to industrial contractors Poster Day- which is an assessed element of the Honours Project at level 4 is designed to emulate a technical conference and has student presenting their work to a wide audience. Poster Day is frequently cited as good practice by external examiner	Review the implementation on a regular basis in line with delivery and use a process of continuous improvement to ensure that module developments are aligned to the Common Good Attributes.

	solve problems in complex real-world situations			
Responsible leadership: Exercising: • Empathy • Resilience • Professionalism • Inspiring and influencing the thinking, attitudes and behaviour of others • Working collaboratively towards a common vision and common goal • Building communities through the development of trust • Developing solutions that are ethical, visionary, realistic and sustainable • Actively demonstrating a personal commitment to equality and diversity	The understanding of standards of professional ethics, behaviours and work activities are embedded within a number of modules at different level of study (Fundamentals of Software Engineering, Software Process & Practices, Group Project and RSPI) address these issues as part of the curriculum. Specialized knowledge in the professional field is addressed explicitly in the Research Skills and Professional Issues module at level 3. The Group Project module specifically work on the attributes of teamwork and working within a team to achieve a common goal.	Team working is embedded in modules throughout the programmes and students are expected to act professionally, manage their teams and work collaboratively. While the Group Project module is a prime example of this Fundamental of Software Engineering, Object Oriented Analysis and Design, Human Computer Interaction and Web Application Development 2 all require students to work in teams.	Group work is a feature of modules throughout the programmes. Several modules include assessments which take the form of group presentation. To undertake these assessment students, have to work collaboratively with others to achieve a common goal.	Review the implementation on a regular basis in line with delivery and use a process of continuous improvement to ensure that module developments are aligned to the Common Good Attributes.

Confidence: • Acting assertively and reasonably • Challenging yourself and continually learning from experience • Respecting your own and others' rights and needs • Making a positive difference • Being able to understand, respect and engage with a diverse range of audiences and stakeholders	The students' confidence will be developed throughout the project modules, through a combination of professional development activities and technical content. The students' confidence in their technical ability will allow them to act assertively whilst still considering the views and opinions of others. The Group Project module projects include a reflective aspect allowing the students to actively learn from experience.	The Group Project modules are delivered through a combination of traditional face to face classes, online materials, transferable skills workshops and project work. The Honours Project is an independent piece of work completed by the student, but the selection and execution is supported by the LDC and by project supervisors as well as the Project Coordinator. The project is designed to encourage students to challenge themselves and to learn from their experiences,	The Research Skills and Professional Issues module and the individual project are assessed through a combination of extended report writing and oral presentations.	Review the implementation on a regular basis in line with delivery and use a process of continuous improvement to ensure that module developments are aligned to the Common Good Attributes.