

Programme Specification

**BSc Digital and Technology Solutions (DTS professional standard:
Corporate - Open)**

For students entering Part 1 in September 2027

UATDTSOLZZBB

This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	3 years
Accreditation	Digital and Technology Solutions Professional (DTSP) Association to Advance Collegiate Schools of Business (AACSB) EFMD Quality Improvement System (EQUIS)
QAA Subject Benchmarking Group	Computing

Programme information and content

This programme develops the knowledge, skills, and professional behaviours needed to design, evaluate, deliver, and support digital and technology solutions in modern organisations. Learners will build a strong foundation in digital technologies, data, solution design, security awareness, delivery practices, and organisational understanding. As learners progress through the degree, they will learn how digital solutions are conceived, analysed, designed, implemented, and evaluated, gaining both breadth across the digital domain and depth within one of four specialist pathways.

The programme aims to produce rounded, confident, commercially minded, digitally capable, reflective and responsible professionals.

This programme is aligned with the **Digital and Technology Solutions Professional (Level 6) Apprenticeship Standard**.

The DTSP Apprenticeship standard has 6 pathways, of which the following four are offered:

- Software Engineering (SE)
- IT Consulting (ITC)
- Business Analyst (BA)
- Data Analyst (DA)

Learners will develop the full breadth of Knowledge, Skills and Behaviours (KSBs) required for their chosen pathway to successfully progress to the apprenticeship Gateway and End Point Assessment (EPA).

Learners will undertake additional workplace learning, portfolio development, progress reviews, and the EPA in accordance with the apprenticeship requirements.

Part 1:	Part 1 establishes the core capabilities required for professional practice in digital roles. Learners develop technical skills in programming, data and digital systems, alongside key concepts in requirements, stakeholder engagement, project processes, and security, risk, and resilience. By the end of Part 1, learners understand how digital solutions are developed, how data supports decision-making, how risks arise in digital environments, and how collaborative professional practice underpins effective teamwork and communication.
Part 2:	Part 2 deepens learners' capability by applying tools, methods, and techniques to real digital scenarios. Through practical application, learners will explore how business needs are analysed, how solutions are designed and integrated, and how delivery, assurance, infrastructure, and operational resilience are managed in practice. Pathway-specific content is introduced through embedded stretch activities, enabling learners to begin developing their professional identity while maintaining a shared core. Applied professional practice is strengthened through reflection and communication. By the end of Part 2, learners can operate confidently with intermediate-level concepts across analysis, design, platforms, and delivery, and are prepared to progress into focused specialisation.
Part 3:	Part 3 focuses on integrating and consolidating specialist knowledge and professional practice. Learners develop higher-level judgement, autonomy, and analytical capability through integrated professional practice. They complete a pathway-specific module in Software Engineering, IT Consulting, Business Analysis, or Data Analytics, alongside the Digital Solutions Practice module, which brings together learning through a realistic digital challenge. The Capstone Project requires learners to define, justify, deliver, and evaluate a substantial workplace-based solution. By the end of Part 3, learners demonstrate integrated professional competence across duties and KSBs, and are fully prepared for the End Point Assessment.

Programme Learning Outcomes - BSc Digital and Technology Solutions (DTS professional standard: Corporate - Open)

During the course of the Programme, you will have the opportunity to develop a range of skills, knowledge and attributes (known as learning outcomes) For this programme, these are:

	Learning outcomes
1	Apply recognised tools, methods, and techniques to design or implement appropriate digital solutions.
2	Analyse technical and business requirements to select feasible and responsible solution approaches.
3	Evaluate solution performance, risks, and potential long-term impacts, recommending improvements where appropriate.
4	Critically examine assumptions, claims, and trends in digital technologies, including the adoption of specific tools or frameworks.
5	Compare solution options using appropriate analytical methods, considering organisational and stakeholder implications.
6	Formulate balanced, evidence based recommendations that demonstrate clear reasoning, responsible judgement, and appropriate independent inquiry.
7	Demonstrate ethical, professional, and responsible behaviour appropriate to digital work environments.
8	Communicate technical and nontechnical information clearly and appropriately for diverse audiences.
9	Contribute constructively to team tasks, collaborating inclusively with colleagues in varied and global contexts.
10	Plan, organise and manage digital and technology work activities, integrating technical, commercial and organisational considerations in delivering effective solutions.

You will be expected to engage in learning activities to achieve these Programme learning outcomes. Assessment of your modules will reflect these learning outcomes and test how far you have met the requirements for your degree.

To pass the Programme, you will be required to meet the progression or accreditation and award criteria set out below.

In addition to the learning outcomes stated above if you are on a placement or study abroad programme you will have the opportunity to develop the following learning outcome:

Additional Learning outcomes
N/A

Module information

Each part comprises 120 credits, allocated across a range of compulsory and optional modules as shown below. Compulsory modules are listed.

Part 1 Modules:

Module	Name	Credits	Level
MQ1CPP	Collaborative Professional Practice	20	4
MQ1DDA	Data & Digital Analytics Fundamentals	20	4
MQ1DPP	Development Processes & Project Management	20	4
MQ1PDE	Programming and Digital Essentials	20	4
MQ1RSF	Requirements & Stakeholder Fundamentals	20	4
MQ1SRR	Security, Risk & Resilience Essentials	20	4

These core modules introduce many of the Knowledge, Skills and Behaviours (KSBs) required for the DTSP Apprenticeship appropriate to Level 4 learning.

Part 2 Modules:

Module	Name	Credits	Level
MQ2APP	Applied Professional Practice	20	5
MQ2DSA	Digital Delivery and Solution Assurance	20	5
MQ2IBA	Intermediate Business Analysis	20	5
MQ2ICS	Infrastructure, Cloud & Scalable Platforms	20	5
MQ2ORG	Operational Resilience & Governance	20	5
MQ2SDI	Applied Solution Design & Integration	20	5

These core modules introduce Knowledge, Skills and Behaviours (KSBs) commensurate with Level 5 learning, and further develop KSBs introduced in Part 1. Where appropriate these modules will introduce a selection of pathway specific KSBs in preparation for Level 6, as well as reinforce activities to consolidate learning from Level 4.

Part 3 Modules:

Module	Name	Credits	Level
MQ3CAP	Capstone Project	40	6
MQ3DSP	Digital Solutions Practice	20	6
MQ3END	End Point Assessment	20	6
MQ3IPP	Integrated Professional Practice	20	6

Learners must complete all compulsory modules listed above and the 20-credit compulsory module for their chosen specialist skills pathway as listed below:

Module	Name	Credits	Level
MQ3PSE	Professional Software Engineer Practice (Software Engineer)	20	6
MQ3ADC	Advanced Digital Consulting Methods (IT Consultant)	20	6
MQ3ABA	Advanced Business Analysis & Strategy (Business Analyst)	20	6
MQ3ADA	Advanced Data Analytics & Insight (Data Analyst)	20	6

In addition to the pathway-specific module, pathway KSBs are progressively embedded and assessed across the programme. At Level 5, pathway-specific elements are introduced within four of the six core modules, contributing approximately 30% of assessment weighting in those modules.

At Level 6, all remaining modules require learners to apply and demonstrate both core and pathway-specific KSBs within assessed work. These modules include substantial pathway-specific assessment components, reflecting the learner's specialism.

The Digital Solutions Practice module is an integrative module that requires learners to demonstrate both core and pathway-specific duties through a sustained project. A significant proportion of the assessment within this module is aligned to pathway-specific KSBs.

The Capstone Project requires learners to apply all core and pathway-specific duties within a real-world context in their place of work. Assessment is designed to ensure that a substantial proportion of marks is awarded for the demonstration of pathway-specific knowledge, skills, and behaviours in the design, implementation, and evaluation of the solution.

All modules are compulsory (subject to pathway selection). This does not mean that learners on a specific stream will have an identical experience, particularly within parts 2 and 3, as learners will be supported to identify learning of particular relevance to their pathway and apply this to their specific context and organisation.

Placement opportunities

N/A

Teaching and learning delivery:

Learners will follow a guided learning path that will require them to read core materials, access other optional learning materials and undertake a range of learning activities. The programme benefits from a blended learning approach, combining synchronous and asynchronous delivery. Learners will be taught through a combination of interactive lectures, workshops, online learning activities, guided exercises, and group work. Many modules include hands-on technical tasks, case based learning, scenario analysis, and opportunities to apply tools and techniques used in industry. Digital technology is used extensively to support learning, including virtual learning environments, collaboration tools, and digital platforms for independent study.

In the first week, learners will take part in a one-day introductory workshop in which they will be introduced to the programme, and other members of their cohort. In subsequent

years there will be an online introductory session, providing an opportunity to reflect on their prior learning experience and explore the modules to come.

Learners will take part in scheduled online and in-person teaching sessions. Some learning activities require attendance at live workshop sessions.

Learners will undertake some self-scheduled teaching and learning activities, designed by and/or involving staff, which give some flexibility for the learner to choose when to complete them. Learners will also be expected to undertake guided independent study. Information about module study hours including contact hours and the amount of independent study which a learner is normally expected to undertake for a module is indicated in the relevant module description.

An essential part of the apprenticeship programme is for learners to relate their learning to their day-to-day work. Learners are required to build a portfolio of evidence to demonstrate how they have utilised their learning to develop their skills and adapt their behaviours as set out in the DTSP standard. This portfolio will be utilised as part of the End Point Assessment process. As part of the apprenticeship contract, learners will be expected to demonstrate sustained engagement continuously throughout the programme by, for example, keeping a detailed learning diary (held in a shareable electronic format).

Accreditation details

Association to Advance Collegiate Schools of Business (AACSB)

EFMD Quality Improvement System (EQUIS)

Assessment

The assessment is aligned and proportionate to the credit weighting (i.e. 120) across each year. All modules will be compulsory (subject to pathway selection).

Assessment methods vary across the programme and reflect the diverse skills required of digital professionals., e.g. reports, practical tasks, reflective writing, presentations (live or recorded).

Modules are designed so that assessment tasks reflect real-world digital work, such as analysing business needs, designing or evaluating solutions, implementing technical artefacts, communicating findings, or reflecting on professional practice.

Further details for each module are provided in the module descriptions.

The requirements for the End Point Assessment (EPA) are explained in detail in the student handbook that will accompany the programme. Furthermore, there will be a designated

section in the programme area in Canvas that is clearly signposted as EPA, where the students can find all relevant information.

Progression

University-wide Progression Requirements

Part 1

To achieve a threshold performance at Part 1, a student will normally be required to:

- (i) Obtain an overall average of 40% over 120 credits taken in Part 1; and
- (ii) Obtain a mark of at least 40% in individual modules amounting to not less than 80 credits taken in Part 1; and
- (iii) Obtain marks of at least 30% in modules amounting to 120 credits. (A Fail in a Pass/Fail module will be treated as not meeting the minimum threshold requirement for progression or classification. Pass/fail modules are excluded from weighted average calculations but must be passed to avoid failure of the Part or degree.)

In order to progress from Part 1 to Part 2, a student must achieve a threshold performance and

- (iv) Obtain marks of at least 40% in all Part 1 modules.

The achievement of a threshold performance at Part 1 qualifies a student for a Certificate of Higher Education if they leave the University before completing the subsequent Part.

Part 2

To achieve a threshold performance at Part 2, a student shall normally be required to:

- (i) Obtain a weighted average of 40% over 120 credits taken in Part 2; and
- (ii) Obtain marks of at least 40% in individual modules amounting to at least 80 credits taken in Part 2; and
- (iii) Obtain marks of at least 30% in individual modules amounting to at least 120 credits. (A Fail in a Pass/Fail module will be treated as not meeting the minimum threshold requirement for progression or classification. Pass/fail modules are excluded from weighted average calculations but must be passed to avoid failure of the Part or degree.)

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance and

- (iv) Obtain marks of at least 40% in all Part 2 modules

The achievement of a threshold performance at Part 2 qualifies a student for a Diploma of Higher Education if they leave the University before completing the subsequent Part.

Programme-specific Requirements

Students must pass each module with a mark of at least 40%. All modules are regarded as being of special significance.

Students who fail to achieve a 40% pass mark are permitted one re-sit/resubmission per module at an appropriate point in the programme schedule.

It is normally expected that all the modules in each stage are passed prior to entry to the next stage of the programme.

In some cases, and in consultation with the Programme Director, students may be permitted to progress to the next stage of the programme with an outstanding resubmission. In such cases the resubmission must be completed at the earliest available opportunity.

Students will not be permitted to progress to Stage 3 if they have any outstanding assessment from Stage 1.

Classification

Bachelor's degrees

The University's honours classification scheme is based on the following:

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

The weighting of the Parts/Years in the calculation of the degree classification is:

Three year programmes:

Part 2: one-third

Part 3: two-thirds

Details of the classification method is given in detail in the [Assessment Handbook](#) under:

- Section 17: Awards (Bachelor's), or
- Section 18: Awards (Integrated Master's programmes). Students who do not progress to Part 4 of the Integrated Master's will normally be subject to the method detailed under Section 17: Awards (Bachelor's)

Please note that there may be a specific version of the above for your year of entry.

Additional costs of the programme

There are no mandatory additional costs beyond standard study materials and travel and subsistence costs for attendance of in person workshops at The University of Reading campus.

Optional costs may include:

- recommended (but not required) textbooks
- travel expenses for optional employer visits or events
- personal computing equipment appropriate for digital work
- optional memberships of professional bodies.

Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations. Estimates were calculated in 2026.

Students may consider purchasing a laptop to help support their learning. Information on recommended device specifications can be found on the [DTS Student Hub](#).

For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.

BSc Digital and Technology Solutions (DTS professional standard: Corporate - Open) for students entering Part 1 in session 2027/28

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