STUDENT AND ACADEMIC SERVICES

University of the
West of England
BRISTOL

ACADEMIC SERVICES

PROGRAMME APPROVAL LOG

Module/Programme Title:	BSc(Hons) Information Technology Management for Business (ITMB)
Module/Programme Code:	P.A: GN52 P.T: GN52 (SW) GN5213 (FT/PT)
Initial Approval Date:	23rd January 2013
Approved by:	CAP
Approved until:	September 2018

Changes: Version 1.1

Outline Change Details: Replace the module UMOD63-15-1 by UMODDP-15-1 Understanding Organisations and People (Marketing, Events and Tourism)	
Rationale: This is a module offered by FBL. FBL has recently alerted us that next year Understanding Organisations & People (BIM) (UMOD63-15-1) will be delivered from semester 2 to semester 1. This means that the timetable for ITMB students will be unbalanced. As FBL runs a number of variants of th module in semester 2, FBL has suggested that the ITMB students can take the following module instea - Understanding Organisations and People (MET) (UMODDP-15-1)	
Change requested by:	Jin Sa
CAP approval date:	4 June 2015
Change approved with effect from:	September 2015
CAR ID	3098

Version 1.2

Outline Change Details: Addition of UFCFWJ-15-3 International Experience and UFCFVJ-15-3 Professional Development	
Rationale:	
Change requested by:	Nick Plant
CAP approval date:	4th Feb 2016
Change approved with effect from:	September 2016

Version 1.3

Module/Programme Title:	
Module/Programme Code:	
Outline Change Details:	
Rationale:	
Change requested by:	
CAP approval date:	
Change approved with effect from:	

Note: *After three low impact changes have been made the module/programme will need to be taken to a CAP for re-approval.*

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	UWE
Faculty responsible for programme	Faculty of Environment and Technology
Department responsible for programme	Department of Computer Science and Creative Technologies
Modular Scheme Title	IS Undergraduate Programmes
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	e-skills UK Accredited (Sept 2011-Sept 2016)
Highest Award Title	BSc (Hons) Information Technology Management for Business (ITMB)
Default Award Title	
Interim Award Titles	BSc Information Technology Management for Business (ITMB) Dip HE Information Technology Management for Business (ITMB) Cert HE Information Technology Management for Business (ITMB)
UWE Progression Route	
Mode(s) of Delivery	Full time, part time, SW
Codes	**UCAS: GN52** **JACS:** **ISIS2: GN52** **HESA:**
Relevant QAA Subject Benchmark Statements	Computing and Business and Management
CAP Approval Date	29 May 2018
Valid From	September 2018
Version	2

Part 2: Educational Aims of the Programme

The aims of the BSc Information Technology Management for Business programme are to:

1. provide students with a broad background of business operations, procedures and culture applicable to a career in an IT environment;
2. enable students to recognise the role and importance of information systems within business organisations and the range of potential benefits from the application of information technology to information systems;
3. develop students' knowledge and practical skills to select and employ appropriate techniques and methods for understanding and developing information systems in business contexts;
4. equip students with sufficient technical knowledge to play a key management role in an IT related environment;
5. develop both personal and inter-personal skills to enable the students to work closely and

Part 2: Educational Aims of the Programme

    communicate with employees in non-IT related areas of an organisation;
6. provide students with a set of problem-solving and modelling skills appropriate to IT related business operations;
7. enable the students to play a management role in an IT project; and gain business experience in a project oriented environment;
8. develop the students' critical, evaluative team working and problem-solving abilities that will be valuable to them in any career;
9. continue the development of those general study skills that will enable students to become independent, lifelong learners.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of 1. foundations and history of Information Technology (IT) and trends in IT 2. hardware and software components of IT, networks and databases 3. business information systems applications 4. systems analysis and design methods and techniques 5. the information systems (IS) development process 6. IS development practice 7. project management 8. relationship between computer-based IS and business objectives 9. business organisations and operations 10. strategic issues for business 11. the Internet/WWW/e-commerce environment	Teaching/learning methods and strategies: The approach to teaching and learning is based on a core theme: the examination of the Information Practitioner in which applications for business are understood and developed. Basic concepts of technology, business and working in teams are introduced at level 1 together with the tools and methods of system development. In the Information Practitioner (TIP) 1 and then in TIP 2 & 3 students work on projects developing over time from more simple towards more complex tasks, as well as from individual towards group tasks. Theory and practice become progressively intertwined in successive levels of the award, achieving a culminating integration in The Information Practitioner 3 during which the students work in a group to undertake a piece of work with an external client. Throughout, knowledge and understanding are developed by parallel engagements with theory and practice, mediated by constant discussion and evaluation. The Bristol Business School modules develop knowledge regarding how business functions, including financial information, operations management, human resource management and strategic management. The business context for information systems thus becomes paramount and is subject to critical analysis in Strategic Management. Assessment: Knowledge and understanding are assessed at the

Part 3: Learning Outcomes of the Programme	
	conceptual and theoretical level by examination, primarily, and practically in coursework assignments. Different elements are covered as follows: • Technological elements (1 & 2): in the Information Technology, eBusiness and Data, Schemas and Applications modules. • Systems analysis and design methods & the information systems (IS) development process (4,5 & 6) in the Business Applications module as well as in The Information Practitioner 2 & 3 • Project management (7) in the Project Management module, as well as in The Information Practitioner 2 & 3 in which students teams conduct IS project work. • Business Organisations, operations, finance, human resource management and strategic issues and the relationship to IS (8, 9, & 10) in the various Business School modules. • The use of business applications, information systems development practice and the Internet and e-commerce (3, 6,10) are developed through E-Business, and the information Practice modules at levels 2 & 3. • The internet/www and eBusiness are developed through Business Applications and eBusiness.
B Intellectual Skills	
B Intellectual Skills 1. Critical Thinking 2. Analysis 3. Synthesis of different types of information 4. Evaluation 5. Problem Solving 6. Appreciate problem contexts 7. Balance conflicting objectives	Teaching/learning methods and strategies: Intellectual skills are developed by exploring the issues surrounding the application of information systems in human contexts. Because 'context' is understood as fundamental, and not as an outer layer on a technical core, these cognitive skills tend to be developed in parallel, rather than sequentially. Thus, element 6 is developed alongside elements 5 and 2; element 7 is developed alongside element 3; and elements 1 and 4 are inculcated from the beginning. Element 6 is particularly salient in IS, where 'problem context' is understood broadly, to include organisational and social settings, as well as a historical perspective. This produces a concomitant breadth in elements 3 and 5, because problems are viewed as sociotechnical (and situated) rather than technical (and abstract), and relevant information sources are correspondingly expanded. The award has a strong focus on the *usability* and *accessibility* of information systems, so that element 7 has to

Part 3: Learning Outcomes of the Programme	
	address the spread and diversity of requirements and objectives present in the user community.

This concurrence of intellectual skills is foremost developed in the Information Practitioner modules in which the contexts at each level demand growing opportunities to develop and reflect on these skills through case studies (Level 1), university clients (level 2), and external clients (level 3).

Modules with a higher theoretical or descriptive content are the ones where synthesising different types of information (3) will be most overt. The practice modules are designed to achieve a synthesis between theoretical and practical knowledge. Critical thinking (1) and evaluation (4), are foundational principles for the IS discipline as conceived at UWE. Attention to these is seen everywhere in the award, from the Level 1 technical modules upwards, demonstrating the core commitment in IS awards, including one like this with significant technical content, to developing reflective practitioners. |
| | Assessment:

These cognitive skills permeate the award and cannot be narrowly tied down to the assessment in particular modules. Some general observations can be made:

- analysis (2), problem solving (5), evaluation (4), the appreciation of problem contexts (6) and balancing conflicting objectives (7) are most directly assessed by coursework in the Business Applications, Information Practitioner and Strategic Management modules

- critical thinking (1), synthesis (3), and evaluation (5) can be well assessed throughout by examination, but in this award are also assessed for their practical realisation in dissertation, project and design work |
| **C Subject, Professional and Practical Skills** | |
| C Subject, Professional and Practical Skills

Students on this award will be able to :
1. conduct an organisational analysis highlighting issues and concerns surrounding the use of information systems
2. conduct user requirements analysis
3. specify requirements for information systems applications
4. model and design procedures, data structures, information systems (IS) | Teaching/learning methods and strategies:

The skills developed in the award can be grouped into four major categories:

1. generic skills in IS analysis, design, and implementation, leading towards general competency in IS practice

2. specific skills in application development such as database applications, Internet, particularly Web, |

Part 3: Learning Outcomes of the Programme

5. construct basic IS, including web-based IS
6. follow system development methods, including prototyping
7. build applications using tools, methods, packages
8. work (alone and in teams) in disciplined manner on IT development projects
9. integrate design methods, working methods, and toolsets to achieve coherent and focused practice in application of information systems in organisational contexts
10. discuss the achievement of operational and strategic business objectives through the application of information systems

analysis and design, leading towards competency in usability and functionality design

3. in respect of the application context, skills relating to understanding and meeting the specific organisational needs of an organisation

4. skills relating to the application of information technology and information systems to business objectives and the issues surrounding their use.

These four skill sets are developed in parallel from the beginning of the course, each gaining momentum as the course progresses, and mutually supporting one another. All four, for effective development, depend on collaboration and outward orientation towards use and users.

The development of these skill sets requires focused material delivery and assignment design on the part of tutors, extensive student lab work and group work, exposure to real-world business requirements, and commitment and creativity on the part of students.

Assessment:

For the development of these skills, coursework is particularly important, though students' ability to reflect on experience and extend it to an analysis of novel domains is also something that can be examined formally. Subject-specific skills are principally assessed as follows:

- Development of a basic skill set for building IS, including abilities to model, analyse, design and construct systems, to use tools, methods, and packages effectively, and to work effectively individually and in teams (1-4, 6,9,10): are assessed in the Business Applications, Information Technology, Data, Schema and Applications and The Information Practitioner modules.

- Skills for developing business applications (5,7, 9) are assessed in the Business Applications and The Information Practitioner modules

- Skills relating to the meeting the needs of business (1, 10) are assessed in the Business Applications module and the Business School modules.

- Integration of methods, tools, context and teamwork (11) is particularly assessed in the The Information Practitioner 3 project for an external client.

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Part 3: Learning Outcomes of the Programme

D Transferable Skills and other attributes

D Transferable Skills and other attributes	Teaching/learning methods and strategies:
1. Communication skills: to communicate orally or in writing, including, for instance, the results of technical investigations, to peers and/or to "problem owners". **2. Self-management skills:** to manage one's own time; to meet deadlines; to work with others having gained insights into the problems of teambased systems development. **3. IT Skills in Context** (to use software in the context of problem-solving investigations, and to interpret findings) **4. Problem formulation:** To investigate and express problems in appropriate forms. **5. Progression to independent learning:** To gain experience of, and to develop skills in, learning independently of structured class work. For example, to develop the ability to use on-line facilities to further self-study **6. Comprehension of professional literature:** to read and to use literature sources appropriate to the discipline to support learning activities. **7. Working with Others:** to be able to work as a member of a team; to be aware of the benefits and problems which teamwork can bring.	1. Skill one is developed through a variety of methods and strategies including the following: • participation in tutorials and other discussion forums • negotiation of work plans and requirements with team members and clients • presentation of work to peers, staff, and clients • writing essays, reports, and examination answers • Students participate in electronic conferences, workshops, and group work sessions. 2. Skill two is developed through a variety of methods and strategies including the following: • self-managed practical work • effective participation in tutorial and laboratory sessions • methodical execution of analysis and design tasks • synchronising with others in team work • scheduling assignment work and revision • scheduling and attending meetings with clients 3. Skill three is developed widely throughout the programme including: • use of range of system development tools, methods and packages • regular involvement in systems analysis and design activity • cumulative mastery of tools and methods • use of online teaching materials • sustained use of the Internet • emphasis on user-centred and accessible systems design work • building systems to a user-focused specification 4. Skill four is developed through a variety of methods and strategies including the following: • Students develop problem solving systems • Students practice systems design and development using a variety of tools and methods 5. Skill five is developed through a variety of methods and strategies including the following: • Students are encouraged to research relevant topics in order to complete tutorial task and project based work • Students are encouraged to use online

Part 3: Learning Outcomes of the Programme	
	facilities to discover information 6. Skill six is developed through a variety of methods and strategies including the following: • Students are encouraged to access online material 7. Skill seven is developed through a variety of methods and strategies including the group work undertaken in The Information Practitioner modules.
	Assessment: All of the skills are demonstrated in varying degrees in all assessments with the exception of teamwork, which is required in important elements of the coursework, and IT skills, needed for most of the coursework. It would be impossible to progress to completion on the award without demonstrating a basic competence in all of these skills. These skills are demonstrated in a variety of contexts including • examination • poster presentations. • individual and group projects • Practical assignments • Portfolio of exercises

Part 4: Programme Structure
This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

ENTRY

		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UFCFP3-30-1 Business Applications UFCFR3-30-1 Information Technology For 2018/19: UFCF83-30-1 The information Practitioner 1 From 2019/20: UFCF83-30-1 IT Practice: Skills, Models and Methods UMAD4U-15-1 Understanding Business and Financial Information UMODDP-15-1 Understanding Organisations and people (MET)	None	Certificate of Higher Education in Information Technology Management for Business (ITMB) (120 credits, of which not less than 100 are at Level 1 or above)
	Year 2	Compulsory Modules UFCF6X-30-2 eBusiness UFCFV4-30-2 Data Schemes and Applications UFCFG6-30-2 Project Management For 2018/19 and 2019/20: The Information Practitioner 2 UFCFN6-30-2 From 2020/21: IT Practice: Collaborative Project UFCFN6-30-2	Optional Modules None	Interim Awards Diploma of Higher Education in Information Technology Management for Business (ITMB) (240 credits, of which not less than 100 are at Level 2 or above and a further 120 are at Level 1 or above.)
		Year Out: UFCFE6-15-3 Professional Experience: Students must take 15 credits		

		Compulsory Modules	Optional Modules	Interim Awards
Year 3		UFCFM5-30-3 Information Systems Dissertation

For 2018/19, 2019/20 and 2020/21:
UFCFP6-30-3
The Information Practitioner 3
From 2021/22:
IT Practice: Consultancy Project

UFCFB5-15-3 Ethical and Professional Issues in Computing and Digital Media

UFCFA5-15-3 Information Networks and Society

UMSD7T-15-3
Strategic Management | UMSD87-15-3 Business Innovation and Growth

UMOD6F-15-3 Organisational Leadership

UFCF95-15-3 Entrepreneurial Skills

UFCFX3-15-3 Advanced Topics in Web Development

UFCFE6-15-3: Professional Experience (students who completed this module during the placement year can use this as their option module for year 3.) OR UFCFWJ-15-3 International Experience OR UFCFVJ-15-3 Professional Development | BSc Information Technology Management for Business (ITMB)

(300 credits with at least 60 credits at level 3, plus a further 100 credits at level 2 or above and a further 120 credits at level 1 or above) |

GRADUATION

Part 5: Entry Requirements
The University's Standard Entry Requirements apply with the following additions/exceptions*:

Part 6: Assessment
A: Approved to University Regulations and Procedures

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Information Technology Management for Business programme teaching is a mix of scheduled, independent and placement learning.

Central to the Faculty's developing Teaching and Learning Strategy is the intention to:

- create a community of learners, where staff and students work, learn and interact together to forward their own and each other's learning
- promote deep approaches to learning and lifelong learning
- create learning experiences that produce graduates with the ability to think critically and analytically and to take responsibility for the management of their own learning.

Part 7: Student Learning

- provide support for a diverse body of learners

These principles inform the curriculum design and underpin the wide range of teaching, learning and assessment approaches that have been adopted. The strategy emphasises the value of variety in stimulating students and responding to their different preferred learning styles. Teaching teams are expected to be reflective about how chosen methods contribute to meeting the aims of the strategy. External examiners' comments confirm that this is generally well achieved.

The mode of delivery of a module is determined by its Module Leader, and typically involves a combination of one or more lectures, tutorials, 'lectorials', laboratory classes, group activities and individual and group project work. Academic advice and support is the responsibility of the staff delivering the module in question. Staff are expected to be available outside normal timetabled hours, either by appointment or during published "surgery" hours, in order to offer advice and guidance on matters relating to the material being taught and on its assessment.

The Faculty offers pastoral care through its Student Advisers, a team of staff who provide comprehensive, full-time student support service on a drop-in basis or by appointment. Student advisors are trained to provide advice on matters commonly of concern, including regulatory and other matters. The Adviser will, when necessary, advise the student to seek advice from other professional services including the university's Centre for Student Affairs or from members of academic staff.

In addition to the formally constituted Student Reps and Staff Forum, Student Representatives meet each semester with the Programme Leader to raise any matters of concern amongst their respective cohorts.

The university operates a Peer Assisted Learning Scheme in which level two students are recruited and paid to provide peer support to first year students on selected modules. PAL operates on Business Applications for ITMB.

All students have about one third of their timetabled first year class contact with the Programme Leaders team.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops, external visits and work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement. This constitutes an average per level as indicated below.

Web Conferencing A notable distinguishing feature on the BSc Information Technology Management for Business are the Inspirational Guru lectures. The Guru lectures are delivered both in person and remotely (electronically in real-time to allow student interaction). CSCT has developed appropriate facilities for web conferencing (an interactive video link). A Guru Lecture schedule is published by e-skills UK on an annual basis in July for the following academic year. This provides dates, topics and likely Gurus and enables the content of the Guru Lectures to be assimilated into the teaching and learning of appropriate modules.

Class Activities The mode of delivery of a module is determined by its Module Leader, and typically involves a combination of one or more lectures, tutorials, 'lectorials', laboratory classes, group activities and individual and group project work.

Academic Support Academic advice and support is the responsibility of the staff delivering the module in question. Staff are expected to be available outside normal timetabled hours, either by appointment or during published "surgery" hours, in order to offer advice and guidance on matters relating to the material being taught and on its assessment.

Part 7: Student Learning

Pastoral Care
The University divides responsibilities for pastoral care between academic personal tutors who look after the academic well-being of students and Student Advisors who provide comprehensive, full-time student support on a range of issues including funding, academic regulations, personal and health issues. The service operates on a drop-in basis or by appointment.

Peer Assisted Learning (PAL). The operates a Peer Assisted Learning Scheme in which L2 students are recruited and paid to provide peer support to first year students on selected modules.

Progression to Independent Study
Many modules require students to carry out independent study, such as research for projects and assignments, and a full range of facilities are available at all sites to help students with these. The philosophy is accordingly to offer students both guided support and opportunities for independent study. Guided support, mainly in the form of timetabled sessions, takes the form of lectures, tutorials, seminars and practical laboratory sessions. Students are expected to attend all sessions on their timetable, and this is especially important because of the high content of practical work in the programme.

The progression to independent study will also be assisted by the nature of the support offered in individual modules. Typically, module leaders will provide a plan for the module indicating the activities to be carried out and the forms of learning to be undertaken during the delivery of the module, with a view to encouraging students to plan ahead and to take responsibility for managing their time and resources.

Computing Facilities The Faculty offers specialised computing facilities and user support alongside the general University provisions. Their nature and extent changes from time to time, as hardware and software provision is updated to follow technological change and as availability of resources permits.

Wireless Connectivity is available throughout the University including the library. This enables students to work in small groups in a variety of formal and informal spaces while also being able to access library catalogues, UWEonline, the University's Virtual Learning Environment (VLE) and the internet.

Description of Distinctive Features and Support

e-skills UK Employer's Strategy Forum is responsible for setting the overall strategy for the ITMB programme and is committed to maintaining its quality and its relevance to their respective industries. It also plays a key role in the delivery of the programme, by providing hands-on support to ITMB lecturers and students. In this way it helps ITMB students develop the knowledge and the skills required to enable them to secure management careers in the IT world - particularly within its own member companies. The high level of employer involvement helps to confirm and consolidate the relevance and importance of the topics and subjects covered by the award, to broaden the context of study for the students through exposure to contemporary applications, initiatives and issues and to inspire them to see their education as a powerful force in their personal and professional development.

The support of such a large number of e-skills UK Employer's Strategy Forum member companies has proved both valuable to and popular with students. Employer involvement has taken a number of forms including:

- delivering GURU lectures
- the sponsoring of both inter and intra student competitions
- the hosting of 'all student away day events'
- mock selection centres/interviews

Employer 'know-how' is very much key to the undergraduates' experience throughout the ITMB course and the e-skills invited 'Guru Lecture' series is a key element in bridging the academic and business worlds. There are approximately 12 Guru Lectures throughout the academic year and undergraduates on the ITMB Degree course are strongly encouraged to attend all of them. Lectures are hosted (in turn) by one of the participating universities and broadcast live to the others using e/pop web conferencing software. They are

Part 7: Student Learning

intended to inspire and motivate the students and to support their studies by showing the importance of theory to the world of practice. Speakers and topics are arranged in negotiation with the participating universities and span technology, business, project management and personal/interpersonal skills. The GURU lecture series is organised by e-skills primarily for the benefit of ITMB students, but other IS students are also invited to attend and frequently do.

Some extra sessions are run specifically for the benefit of second-year students on ITMB. With the focus on employability, representatives from members of the e-skills UK employer community (including BT, HP, IBM and the Environment Agency) run a series of workshops here at UWE at which they can tell students about their approach to graduate training and career development and about placement opportunities and internships. Recent graduates frequently attend (and often lead) these sessions in order to provide students with an insight into the nature of their employer's graduate development scheme and to tell students what their day-to-day working life is like. These sessions are geared primarily to second year students; however, final year students are also welcome to attend if they are able to do so.

Twice each year, ITMB students have the opportunity to practice their skills in front of executives from the ITMB partner companies at ITMB regional 'All Student Events'. At these events students from the various universities offering the award take part in a variety of inter-university first-year competitions, get help and advice from representatives of up to 50 different employers and listen to a number of keynote speakers. An important part of the event is an inter-university competition in which student teams present and defend their views on an employer defined 'business challenge'. UWE's first year inter-university competition entries are developed in PAL sessions, under the guidance of the second-year PAL tutors. Participation in these competitions helps students to develop personal and interpersonal and project management core skills as well as enhancing their knowledge and understanding of emerging areas of importance. It also helps to instil a strong sense of self-worth in both the participating students and the wider cohort, and helps students to understand that academic achievement is only one part of the skills mix required for success in life. PAL leaders benefit greatly from their role as facilitators of competition preparation and post-event critical reflection, especially in relation to the development of the skills and qualities of leadership and professionalism. Recent All Student Events have been held at the BT Tower in London, CA's Ditton Manor conference centre in Datchet, near Slough and Procter and Gamble's UK headquarters in Weybridge.

BSc ITMB students are offered one or more 'Mock Interview' days held at the head office of one of the ITMB partner companies. These days are run just as a professional interview/selection day would be, with the additional benefit of feedback and advice from members of the e-skills UK Employer's Forum. Last year, students were interviewed by representatives from: Accenture, Procter & Gamble Cisco, IBM, Logica, Morgan Stanley, ITV, the Metropolitan Police and Symantec.

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements
University strategies and policies
Staff research projects
Employer interaction and feedback

In designing the programmes, the faculty has drawn upon the following external reference points:

- The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland
- The QAA Benchmark Statements for Computing and Business & Management
- UWE's Learning & Teaching Strategy
- E-skills UK Endorsement Document for the BSc Information Technology Management for Business

Part 8: Reference Points and Benchmarks

The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland describes the attributes and skills expected of Honours graduates. It is our view that the learning outcomes of the programme are fully consistent with the qualification descriptor in the Framework, and hence that graduates are able to demonstrate that they meet the expectations of the Framework.

The curriculum for each programme draws on the QAA Subject Benchmark Statements for Computing and for Business & Management. The QAA Computing Benchmarking document recognizes that computing awards may be placed on a spectrum, with those covering a broad range of computing topics at one end, and those focusing on specialist areas, e.g. safety-critical systems, at the other. This award lies between the two extremes in that it provides a reasonably broad coverage of the main areas of computing applicable in the business context. The specified aims, objectives and philosophy leads to an award which conforms to the principles of course design in the benchmark statement. The QAA Business & Management benchmark explicitly recognises the important role of the study of Information Systems in the context of management, and the design of the programme reflects this.

UWE's Learning & Teaching Strategy has informed the Faculty's policy for the delivery of its programmes and this variation to a well-established programme is proposed in the light of the CSCT and BBS curriculum refresh projects. It also takes account of the policies and requirements set out in the Academic Board June 2011 Academic Portfolio Paper and the current FET Teaching, Learning and Assessment Strategy. In particular, it seeks to increase the efficiency of resource utilisation while continuing to promote the achievement of high quality outcomes through, for example:

- a common (and now improved) first year curriculum (with CSCT's proposed BSc(Hons) Business Information Technology);
- consolidation of the existing emphasis on partnership, student centred engagement and an appropriate balance of education, training and practice-based experience;
- an increased focus on ethical and professional issues relating to computing and digital media.

The ITMB degree is a National Degree endorsed by e-skills UK and developed with the help of some of the UK's leading companies. The qualification process to receive the e-skills UK endorsement requires the UWE programme to meet the learning outcomes and teaching style developed by the e-skills UK Employers Strategy Forum (ESF) under the key headings of: business, technology, personal and interpersonal and project. The ITMB programme received initial endorsement from e-skills UK on 14 March 2006, subject to validation by UWE and agreement of outstanding points (which were subsequently agreed).

A revised set of learning outcomes were published by the e-skills UK Employer's Strategy Forum in January 2009 and were taken into account when seeking re-endorsement. The programme was subject to rigorous review in 2011 and the UWE ITMB programme was granted e-skills UK endorsement for a further five years.

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FOR OFFICE USE ONLY

First CAP Approval Date	23rd January 2013			
Revision CAP Approval Date	29 May 2018	Version	2	Link to RIA (ID 4749)
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				