Programme Specification

Information Technology Management for Business [Frenchay]

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Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Information Technology Management for Business [Frenchay]

Highest award: BSc (Hons) Information Technology Management for Business (ITMB)

Interim award: BSc Information Technology Management for Business (ITMB)

Interim award: DipHE Information Technology Management for Business (ITMB)

Interim award: CertHE Information Technology Management for Business (ITMB)

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: Yes

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: FET Dept of Computer Sci & Creative Tech, Faculty of Environment & Technology

Professional, statutory or regulatory bodies:

Tech Partnership

Modes of delivery: Full-time, Sandwich

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2018

Programme code: GN5200

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The aim of the BSc Information Technology Management for Business programme is to provide students with a broad background of business operations, procedures and culture applicable to a career in an IT environment.

Features of the programme: 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.

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 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 and Gamble Cisco, IBM, Logica, Morgan Stanley, ITV, the Metropolitan Police and Symantec.

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

Provide students with a broad background of business operations, procedures and culture applicable to a career in an IT environment;

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;

Develop students' knowledge and practical skills to select and employ appropriate techniques and methods for understanding and developing information systems in business contexts;

Equip students with sufficient technical knowledge to play a key management role in an IT related environment;

Develop both personal and inter-personal skills to enable the students to work closely and communicate with employees in non-IT related areas of an organisation;

Provide students with a set of problem-solving and modelling skills appropriate to IT related business operations;

Enable the students to play a management role in an IT project; and gain business experience in a project oriented environment;

Develop the students' critical, evaluative team working and problem-solving abilities that will be valuable to them in any career;

Continue the development of those general study skills that will enable students to become independent, lifelong learners.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

A1. Foundations and history of Information Technology (IT) and trends in IT

A2. Hardware and software components of IT, networks and databases

A3. Business information systems applications

A4. Systems analysis and design methods and techniques

A5. The information systems (IS) development process

A6. IS development practice

A7. Project management

A8. Relationship between computer-based IS and business objectives

A9. Business organisations and operations

A10. Strategic issues for business

A11. The Internet/WWW/e-commerce environment

Intellectual Skills

B1. Critical Thinking

B2. Analysis

B3. Synthesis of different types of information

B4. Evaluation

B5. Problem Solving

B6. Appreciate problem contexts

B7. Balance conflicting objectives

Subject/Professional Practice Skills

C1. Conduct an organisational analysis highlighting issues and concerns surrounding the use of information systems

C2. Conduct user requirements analysis

C3. Specify requirements for information systems applications

C4. Model and design procedures, data structures, information systems (IS)

C5. Construct basic IS, including web-based IS

C6. Follow system development methods, including prototyping

C7. Build applications using tools, methods, packages

C8. Work (alone and in teams) in disciplined manner on IT development projects

C9. Integrate design methods, working methods, and toolsets to achieve coherent and focused practice in application of information systems in organisational contexts

C10. Discuss the achievement of operational and strategic business objectives through the application of information systems

Transferable Skills and other attributes

D1. Communication skills: to communicate orally or in writing, including, for instance, the results of technical investigations, to peers and/or to “problem owners”

D2. Self-management skills: to manage one’s own time; to meet deadlines; to work with others having gained insights into the problems of team based systems development

D3. IT Skills in Context (to use software in the context of problem-solving investigations, and to interpret findings)

D4. Problem formulation: To investigate and express problems in appropriate forms

D5. 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

D6. Comprehension of professional literature: to read and to use literature sources appropriate to the discipline to support learning activities

D7. 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

Assessment strategy: Knowledge and understanding:

Knowledge and understanding are assessed at the conceptual and theoretical level by examination, primarily, and practically in coursework assignments. Different elements are covered as follows:

Technological elements (1 and 2): in the Information Technology, eBusiness and Data, Schemas and Applications modules.

Systems analysis and design methods and the information systems (IS) development process (4,5 and 6) in the Business Applications module as well as in The Information Practitioner 2 and 3.

Project management (7) in the Project Management module, as well as in The Information Practitioner 2 and 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, and 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 and 3.

The internet/www and eBusiness are developed through Business Applications and eBusiness.

Intellectual Skills:

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.

Subject, Professional and Practical Skills:

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.

Transferable Skills and other attributes:

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.

Student support: 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.

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.

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 university 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.

Part B: Programme Structure

Year 1

Full time and sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full Time and Sandwich)

Full time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UFCFP3-30-1	Business Applications 2022-23	30
UFCFR3-30-1	Information Technology 2022-23	30
UFCF83-30-1	IT Practice: Skills, Models and Methods 2022-23	30
UMAD4U-15-1	Understanding Business and Financial Information (Business, International and Management) 2022-23	15
UMODDP-15-1	Understanding Organisations and People (Marketing, Events and Tourism) 2022-23	15

Year 2

Full time and sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full Time and Sandwich)

Full time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UFCFV4-30-2	Data, Schemas and Applications 2023-24	30
UFCF6X-30-2	eBusiness 2023-24	30

UFCFN6-30-2	IT Practice: Collaborative Project 2023-24	30
UFCFG6-30-2	Project Management 2023-24	30

Year 3
Full time students must take 120 credits from the modules in Year 3.
Sandwich students must take 15 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full Time)
Full time students must take 105 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UFCFB5-15-3	Ethical and Professional Issues in Computing and Digital Media 2024-25	15
UFCFM5-30-3	Information Systems Dissertation 2024-25	30
UFCFA5-15-3	Information, Networks and Society 2024-25	15
UFCFP6-30-3	IT Practice: Consultancy Project 2024-25	30
UMSD7T-15-3	Strategic Management 2024-25	15

Year 3 Compulsory Modules (Sandwich)
Sandwich students must take 15 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UFCFWJ-15-3	International Experience 2024-25	15
UFCFE6-15-3	Professional Experience 2024-25	15

Year 3 Optional Modules (Full Time)
Full time students must take 15 credits from the modules in Optional Modules (Full Time).

Module Code	Module Title	Credit

UFCFX3-15-3	Advanced Topics in Web Development I 2024-25	15
UMSD87-15-3	Business Innovation and Growth 2024-25	15
UFCF95-15-3	Entrepreneurial Skills 2024-25	15
UMOD6F-15-3	Organisational Leadership 2024-25	15
UFCFVJ-15-3	Professional Development 2024-25	15

Year 4
Sandwich students must take 105 credits from the modules in Year 4.

Year 4 Compulsory Modules (Sandwich)
Sandwich students must take 105 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UFCFB5-15-3	Ethical and Professional Issues in Computing and Digital Media 2025-26	15
UFCFM5-30-3	Information Systems Dissertation 2025-26	30
UFCFA5-15-3	Information, Networks and Society 2025-26	15
UFCFP6-30-3	IT Practice: Consultancy Project 2025-26	30
UMSD7T-15-3	Strategic Management 2025-26	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates will be able to demonstrate knowledge and understanding of the foundations and history of Information Technology (IT) and trends in IT, as well as hardware and software components of IT, networks and databases and business information systems applications. They will be able to understand systems analysis and design methods and techniques; the information systems (IS) development process and IS development practice.

They will have gained understanding of the relationship between computer-based IS and business objectives, as well as business organisations and operations, and strategic issues for business. These graduates will also be able to demonstrate knowledge and understanding of the Internet/WWW/e-commerce environment.

These graduates will be critical thinkers, able to analyse, evaluate and to synthesise different types of information. They will be able to appreciate problem contexts, balance conflicting objectives and solve problems.

In addition they will be able to conduct an organisational analysis highlighting issues and concerns surrounding the use of information systems. They will be able to conduct user requirements analysis, specify requirements for information systems applications and model and design procedures, data structures, information systems. Graduates will also be able to construct basic IS, including web-based IS; follow system development methods (including prototyping) and build applications using tools, methods and packages.

They will have shown that they are able to work (alone and in teams) in a disciplined manner on IT development projects. They are also able to integrate design methods, working methods and toolsets to achieve coherent and focused practice in application of information systems in organisational contexts. They will also be able to discuss the achievement of operational and strategic business objectives through the application of information systems.

Graduates will be good communicators, both orally and in writing. They will have developed the skills to manage their own time; to meet deadlines and to work with others, having gained insights into the problems of team-based systems development. They will be able to learn independently of structured class work and to read and to use literature sources to support their learning.

They will also be able to use software in the context of problem-solving investigations and to interpret findings, as well as have the ability to express problems in appropriate notations.

Part D: External Reference Points and Benchmarks

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 and Management

UWE's Learning and Teaching Strategy

E-skills UK Endorsement Document for the BSc Information Technology Management for Business.

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 and 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 and 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 and 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.

Part E: Regulations

Approved to University Regulations and Procedures.