



## PROGRAMME SPECIFICATION

| Part 1: Information                             |   |
|---|---|
| Awarding Institution                            | UWE   |
| Teaching Institution                            | UWE   |
| Delivery Location                               | UWE, Frenchay Campus  |
| Study abroad / Exchange / Credit recognition    | None  |
| Faculty responsible for programme               | Environment and Technology  |
| Department responsible for programme            | Computer Science and Creative Technologies  |
| Professional Statutory or Regulatory Body Links |   |
| Highest Award Title                             | BSc(Hons) Business Computing  |
| Default Award Title                             |   |
| Interim Award Titles                            | BSc Business Computing<br>Dip HE Business Computing<br>Cert HE Business Computing |
| UWE Progression Route                           |   |
| Mode of Delivery                                | Full time, Sandwich   |
| ISIS code/s                                     | <b>N111</b>   |
| For implementation from                         | September 2018  |

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### Part 2: Description

The BSc Business Computing programming has the following general aims:

- To produce graduates with a balance of domain knowledge, a practical awareness of coding, tools and data extraction and transformation.
- To provide students with a broad background of business operations, procedures and culture applicable to a career in an IT environment
- To inculcate in students problem-solving and other transferable skills that will be valuable to them in any career
- To develop students' knowledge and practical skills to select and employ appropriate techniques and methods for understanding and developing information systems in business contexts
- To continue the development of those general study skills that will enable students to become independent, lifelong learners

The BSc Business Computing programming has the following specific aims:

- To provide a coherent and broad based coverage of the theory of data analytics and its application to practical problems
- To provide insight into the range of business areas and specific domains where analytics may be applied to available data in order to further organizational goals;
- To develop both personal and inter-personal skills to enable students to work closely and communicate with others
- To provide students with a set of problem-solving, modeling and analytics skills appropriate to IT related business systems development and operations
- The ability to work in an analytic role within cross-disciplinary teams.
- To encourage students to uphold professional, ethical and social standards and to keep up to date with recent technological and theoretical developments
- The use of real datasets, case studies and industry challenges to ensure the currency and relevance of material provided and to help contextualize course content.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This programme requires students to develop abilities in business skills, computer science and data analytics in order to fulfill the emerging roles in the field of data analytics within organisations. Data production is quickly outpacing organisations' abilities to benefit from it to generate intelligence and insight. Students are therefore expected to develop proficiency in identifying and specifying data analytics projects, gathering/organizing/linking data, designing user interaction, undertaking data analysis, develop information systems to gain business insight and finally communicating results to stakeholders. It provides a solid foundation for lifelong learning, emphasizing the development of knowledge, skills and professional values.

### Regulations

A: Approved to [University Regulations and Procedures](#)

It is the Award Board's responsibility to determine whether the student's attainment at level 0 is sufficient to progress to level 1.



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**Part 3: Learning Outcomes of the Programme**

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Use of data analysis tools and libraries for data retrieval, manipulation, storage and transformation   |   |   |   |   |   | X |   | X |   |   |   |   | X |   |
| Employ a range of tools and notations to support the activities listed above; e.g. editors, compilers, design workbenches, HTML, CGI, Java etc  |   | X |   |   |   | X |   |   |   |   |   |   |   |   |
| Analyse problems and develop solutions using leading ideas and techniques   | X |   |   |   |   | X | X | X | X | X | X |   | X |   |
| Model business systems and solutions using standard tools and techniques  | X |   | X |   |   |   | X |   |   | X |   |   | X | X |
| Apply descriptive, predictive, and prescriptive analytics techniques on structured, semi-structured and unstructured data to extract patterns, forecast trends, run what-if scenarios, and determine the optimal course of action |   |   |   |   |   |   |   | X |   |   |   |   | X |   |
| Model and design procedures, data structures, information systems   | X | X | X |   |   | X |   |   |   |   |   |   |   |   |
| Visualisation and communication of results  |   |   | X |   |   | X |   | X |   |   |   |   | X |   |
| <b>(D) Transferable skills and other attributes</b>   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Team working  | X |   | X | X |   | X | X | X |   |   |   |   | X |   |
| Interdisciplinary working   |   |   |   |   |   |   | X | X |   |   |   |   | X | X |
| Communication skills  | X |   | X |   | X |   | X | X |   | X | X | X | X | X |
| Progression to independent learning   |   |   |   |   |   | X | X | X |   | X |   | X | X | X |
| Comprehension of professional literature; to read and use literature sources appropriate to the discipline to support learning activities   |   |   |   | X | X |   |   | X |   | X | X | X | X | X |

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### Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules

| ENTRY |         | Compulsory Modules   | Optional Modules   | Awards  |
|-------|---------|--|--|---|
|       | Level 1 | <p><i>Introduction to Object Oriented Systems Development</i><br/>UFCFC3-30-1</p> <p><i>Information Technology</i><br/>UFCFR3-30-1</p> <p><i>Business Applications</i><br/>UFCFP3-30-1</p> <p><i>Understanding Organisations and People</i><br/>UMODDP-15-1</p> <p><i>Understanding the Principles of Marketing (Business, International and Management)</i><br/>UMKD6J-15-1</p> |  | <p><b>Interim award:</b></p> <p>Certificate of Higher Education in Business Computing<br/>(120 credits, of which not less than 100 are at level 1 or above)</p>                                       |
|       | Level 2 | <p><i>Data Schemas and Applications</i><br/>UFCFV4-30-2</p> <p><i>For 2018/19 and 2019/20: The Information Practitioner 2</i> UFCFN6-30-2</p> <p><i>From 2020/21: IT Practice: Collaborative Project</i><br/>UFCFN6-30-2</p> <p><i>Foundation for Business Analytics</i><br/>UFCFKM-30-2</p>   | <p>30 credits from:</p> <p><i>Object Oriented System Development</i><br/>UFCFB6-30-2</p> <p><i>Project Management</i><br/>UFCFG6-30-2</p> <p><i>Integrated Marketing Communications</i><br/>UMKDJ4-15-2</p> <p><i>Advanced Topics in Web Development</i><br/>UFCFX3-15-3</p> <p><i>Technical Writing and Editing</i><br/>UFCFD5-15-3</p> | <p><b>Interim award:</b></p> <p>Diploma of Higher Education in Business Computing<br/>(240 credits, of which not less than 100 are at level 2 or above and a further 120 are at Level 1 or above)</p> |

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Year Out: Students who take a placement year or a year abroad will take one of the following modules: Professional Experience (UFCFE6-15-3) or International Experience (UFCFWJ-15-3) or). Students who do not take a placement year or a year abroad will take one of the following optional modules below.

|         | Compulsory Modules  | Optional Modules  | Interim Awards  |
|---------|---|---|---|
| Level 3 | <p><i>Software Development Project</i><br/>UFCFFF-30-3</p> <p>Or</p> <p><i>Information Systems Dissertation</i><br/>UFCFM5-30-3</p> <p><i>Business Intelligence and Data Mining</i><br/>UFCFMM-30-3</p> <p><i>Security Management in Practice</i><br/>UFCFRB-15-3</p> <p><i>Ethical and Professional Issues in Computing and Digital Media</i><br/>UFCFB5-15-3</p> <p><i>Sustainable Business and Computing</i><br/>UFCFLM-15-3</p> | <p>15 credits from:</p> <p><i>Entrepreneurial Skills</i><br/>UFCF95-15-3</p> <p><i>Digital Marketing Communication</i><br/>UMKDMQ-15-3</p> <p><i>Requirements Engineering</i><br/>UFCFM6-15-3</p> <p>Professional Development<br/>UFCFVJ-15-3</p> | <p><b>Interim award:</b></p> <p>BSc Business Computing (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)</p> <p><b>HIGHEST AWARD:</b></p> <p>BSc(Hons) Business Computing</p> |

**Part time:**  
N/A

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply.

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

### Part 6: Reference Points and Benchmarks

The following reference points and benchmarks have been used in the in the design of the programme:

The Subject Benchmarking Statements for the computing field (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Computing-16.pdf>) was consulted in designing this programme. The skills recommended for computing students cover three broad categories: computing-related cognitive skills, computing-related practical skills and generic skills for employability.

**Part 6: Reference Points and Benchmarks**

The design of the programme has ensured that the skills specified for each category (and relevant to this programme) is incorporated within existing or new modules for the programme.

Additionally, the Subject Benchmarking Statements for the Business and Management field (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>) was also consulted with the aim of incorporating knowledge and understanding of some of the areas recommended for business students as well as some of the key practical skills relevant for this programme.

[QAA UK Quality Code for HE](#)

- Framework for higher education qualifications (FHEQ)
- Subject benchmark statements

[Strategy 2020](#)

[University policies](#)

The programme includes the level 3 ethics and professional issues module and the individual project, making it a candidate for BCS accreditation.

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|   |             |         |   |   |
|---|-------------|---------|---|---|
| First CAP Approval Date   | 30 May 2017 |         |   |   |
| Revision CAP Approval Date<br><i>Update this row each time a change goes to CAP</i> |             | Version | 1 | Link to <a href="#">MIA-10615</a> (ID 3743) |
|   | 29 May 2018 |         | 2 | Link to <a href="#">RIA</a> (ID 4749)       |
|   |             |         |   |   |
|   |             |         |   |   |
|   |             |         |   |   |
| Next Periodic Curriculum Review due date  | May 2023    |         |   |   |
| Date of last Periodic Curriculum Review   |             |         |   |   |