



## **Programme Specification**

### **Business Computing {Foundation} [GCET]**

Version: 2023-24, v2.1, 14 Mar 2024

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Business Computing {Foundation} [GCET]

**Highest award:** BSc (Hons) Business Computing

**Interim award:** BSc Business Computing

**Interim award:** DipHE Business Computing

**Interim award:** CertHE Business Computing

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Global College of Engineering and Technology (GCET)

**Teaching institutions:** Global College of Engineering and Technology (GCET)

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** Yes

**Credit recognition:** No

**School responsible for the programme:** CATE School of Computing and Creative Technologies, College of Arts, Technology and Environment

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time, Sandwich

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

**For implementation from:** 01 October 2021

**Programme code:** N1IB13

## Section 2: Programme Overview, Aims and Learning Outcomes

## **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** 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.

### **Features of the programme:**

**Educational Aims:** 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 Learning Outcomes:**

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

#### **Knowledge and Understanding**

- A1. The function of different business units and the value of intelligence to business efficiency and strategy
- A2. Business organization, operations, finance, human resource management and strategic issues and the relationship to Information Systems.

- A4. The value of data to businesses, consumers and the economy as a whole, and the major mechanisms through which value is created from data
- A5. Selection and application of statistical methods and statistical inference
- A6. Application and evaluation of machine learning and text mining techniques
- A7. Theoretical and contemporary issues surrounding business in general and business analytics in particular
- A8. Knowledge and understanding of investigative techniques in business analytics
- A9. Ethical, legal and professional issues in data-related work
- A10. Programming language concepts; syntax and semantics; top-down development; programming to satisfy designs
- A11. Relational databases; logical and physical database design; database query languages' data schemas
- A12. Being professional in a technical environment

### **Intellectual Skills**

- B1. Problem formulation and problem solving
- B2. Analysis and Critical Thinking
- B3. Synthesis of different types of information
- B4. Evaluation
- B5. Balance conflicting objective
- B6. Ability to make decision In a variety of context

### **Subject/Professional Practice Skills**

- C1. Use of data analysis tools and libraries for data retrieval, manipulation, storage and transformation
- C2. Employ a range of tools and notations to support the activities listed above; e.g. editors, compilers, design workbenches, HTML, CGI, Java etc
- C3. Analyse problems and develop solutions using leading ideas and techniques

- C4. Model business systems and solutions using standard tools and techniques
- C5. 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
- C6. Model and design procedures, data structures, information systems
- C7. Visualisation and communication of results

### **Transferable Skills and other attributes**

- D1. Team working
- D2. Interdisciplinary working
- D3. Communication skills
- D4. Progression to independent learning
- D5. Comprehension of professional literature; to read and use literature sources appropriate to the discipline to support learning activities

**Assessment strategy:** Approved to University Regulations and Procedures

**Student support:**

### **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.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
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UFCFQN-30-0	Computational Thinking and Practice 2023-24	30
UFCFPN-30-0	Information Practitioner Foundations 2023-24	30
UFCE4A-15-0	Introduction to Creative Technologies 2023-24	15
UFME49-15-0	Introduction to Digital Design 2023-24	15
UFCFTN-30-0	Web Foundations 2023-24	30

**Year 2**

Full time and Sandwich student 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.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UFCFP3-30-1	Business Applications 2024-25	30
UFCFR3-30-1	Information Technology 2024-25	30
UFCF83-30-1	IT Practice: Skills, Models and Methods 2024-25	30
UMAD4U-15-1	Understanding Business and Financial Information (Business, International and Management) 2024-25	15
UMODDP-15-1	Understanding Organisations and People (Marketing, Events and Tourism) 2024-25	15

**Year 3**

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

**Year 3 Compulsory Modules (Full time and Sandwich)**

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

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UFCFV4-30-2	Data, Schemas and Applications 2025-26	30
UFCFKM-30-2	Foundation of Business Analytics 2025-26	30
UFCFN6-30-2	IT Practice: Collaborative Project 2025-26	30
UFCFG6-30-2	Project Management 2025-26	30

**Year 4**

Full time students must take 120 credits from the modules in Year 4.

Sandwich students must take 15 credits from the modules in Year 4.

**Year 4 Compulsory Modules (Full Time)**

Full time student must take 120 credits from the modules in Compulsory Modules (Full Time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UFCFMM-30-3	Business Intelligence and Data Mining 2026-27	30
UFCF95-15-3	Entrepreneurial Skills 2026-27	15
UFCFB5-15-3	Ethical and Professional Issues in Computing and Digital Media 2026-27	15
UFCFRB-15-3	Security Management in Practice 2026-27	15
UFCFFF-30-3	Software Development Project 2026-27	30
UFCFLM-15-3	Sustainable Business and Computing 2026- 27	15

**Year 4 Compulsory Modules (Sandwich)**

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

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UFCFE6-15-3	Professional Experience 2026-27	15



**Year 5**

Sandwich students must take 105 credits from the modules in Year 5.

**Year 5 Compulsory modules (Sandwich)**

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

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UFCFMM-30-3	Business Intelligence and Data Mining 2027-28	30
UFCF95-15-3	Entrepreneurial Skills 2027-28	15
UFCFB5-15-3	Ethical and Professional Issues in Computing and Digital Media 2027-28	15
UFCFRB-15-3	Security Management in Practice 2027-28	15
UFCFFF-30-3	Software Development Project 2027-28	30

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

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.

The graduates of the Sandwich study mode in this programme have developed a diverse set of employability skills through the use of a substantive work-based experience and demonstrate an understanding of the connection between academic learning and professional practice.

**Part D: External Reference Points and Benchmarks**

The following reference points and benchmarks have been used 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. 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 6 Ethics and Professional Issues module and the Individual Project, making it a candidate for BCS accreditation.

**Part E: Regulations**

Approved to University Regulations and Procedures.