Programme Specification

Business Intelligence and Computing {Foundation} [GCET]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Business Intelligence and Computing {Foundation} [GCET]

Highest award: DipHE Business Intelligence and Computing

Interim award: CertHE Business Intelligence and Computing

Awarding institution: UWE Bristol

Affiliated institutions: GCET

Teaching institutions: GCET

Study abroad: No

Year abroad: No

Sandwich year: No

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

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

For implementation from: 01 September 2026

Programme code: N14N13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This program focuses on developing the skills and competencies required in business strategy, technology, and analytical thinking to address the growing demand for data-driven decision-making in organisations. Students will learn to identify strategic opportunities, manage IS projects, design effective user experiences, and communicate findings to stakeholders. The curriculum builds critical thinking, problem-solving, and collaboration abilities alongside technical skills. It prepares graduates for continuous learning and professional growth in a field that is transforming how organisations operate, compete, and innovate by harnessing the power of data to inform business strategy and optimise outcomes.

Features of the programme: The foundation year acts as a vital stepping stone into the first year of the degree, designed to support students from diverse educational backgrounds in developing the broad academic and professional fundamentals required for higher-level study. Rather than focusing narrowly on subject-specific content, it provides a wide-ranging introduction to essential skills and concepts—including computational thinking, problem solving, academic literacy, project management, and effective communication. This generalist approach ensures that all learners, regardless of prior experience, build confidence in the core principles that underpin university-level learning. Alongside these transferable skills, students are introduced to best practices relevant to their subject area, laying the groundwork for deeper, discipline-specific engagement in subsequent years.

Educational Aims: To equip graduates with a balanced combination of domain knowledge, practical coding skills, data handling abilities, and a broad understanding of business operations, procedures, and culture relevant to IT careers.

To foster problem-solving, analytical thinking, and transferable skills valuable in any career, while encouraging independent, lifelong learning through the development of general study skills.

Develop students' knowledge and practical skills for understanding, developing, and applying data analytics techniques to real-world business information systems and challenges.

To provide comprehensive coverage of data analytics theory and its practical applications across various business areas and domains to further organisational goals.

To cultivate personal and interpersonal skills for effective teamwork, communication, and the ability to work in analytic roles within cross-disciplinary teams.

To encourage students to uphold professional, ethical, and social standards while staying updated with the latest technological and theoretical developments in the field.

To utilise real datasets, case studies, and industry challenges throughout the curriculum to ensure relevance, currency, and contextualisation of course content.

To encourage students to reflect on their professional development and career planning, including their values, skills and knowledge.

Programme Learning Outcomes:

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

Programme Learning Outcomes

PO1. Apply concepts and tools to evaluate business problems and propose computing-based solutions that support organisational decision making.

PO2. Apply data analytics to derive insights and implement data solutions.

PO3. Develop information systems and computing solutions using current methodologies, frameworks, and concepts.

PO4. Contribute to IT projects utilising project management frameworks to manage and deliver business technology solutions.

PO5. Apply career management, ethical, legal, and sustainability principles in an information technology context to contribute effectively as business computing professionals.

PO6. Demonstrate knowledge of current and emerging technologies to sustainably develop IT solutions that provide value within the evolving business and computing landscape.

PO7. Engage in continuous learning and professional development to stay up-to-date with the rapidly evolving fields of Business Intelligence and Computing.

Assessment strategy: This programme uses a range of assessment methods, designed to accommodate different learning styles, assessing not only the acquisition of knowledge and skills, but also developing essential professional attributes such as the ability to work in a group, interpersonal communication and presentation skills.

Whilst all forms of assessment will be utilised across the entire programme, the aim is to have students exposed to the full range of assessments and output formats before they reach the final stage of studies, to ensure their performance will not be affected by lack of experience with a new type of assessment. The assessment regime is designed to scaffold the students' confidence in their abilities and in the assessment process.

Coursework assessments will therefore be a combination of individual and group work assessed against programmatic outcomes; assessments will include written essays and technical reports providing opportunities for analysis and reflection, demonstrations of information systems development and presentations, all designed to provide students with the opportunities to present their findings in mediums suitable for the workplace.

Peer assessment will be employed where group work is assessed. This will allow students to develop more balanced evaluation skills, appreciate the needs of project requirements, explore group dynamics and appreciate the opportunities and challenges of collaborative work. It will also support the building of their professional maturity and appreciation of team and work ethics.

Throughout the programme there are opportunities for formative feedback as summative assessment is developed. Formative feedback is designed not only to

help the students with their learning but also to build their sense of connection and community with their peers and with the academics.

Student support: As part of GCET institutional policy and a strong departmental tradition, students on this programme benefit from the opportunity to participate in field trips. These address the objective of widening horizons for the students by experiencing places or events of interest within Oman and GCC region and help to build a sense of learner community. We expect that such opportunities will not only inform but inspire students to develop their career aspirations.

Students will also benefit from learning from guest speakers from industry and research, including our alumni. These opportunities can also help to stimulate students' interest in particular areas of Business Computing.

At level 4 onward, students have the opportunity to attend timetabled Student Peer Teaching Assistant (SPTA) sessions in which higher level students offer advice and guidance about study issues.

There are also open access spaces available for all students, providing IT hardware and software students need for their studies. There is also the provision of other, frequently available, computer laboratories that provide similar access, often open for extended hours.

There is the provision of an IT Support for student support including help for a wide range of applications used by the students, help in the form of assistants who are trained to resolve many common student problems and printed/online advice and guidance.

We have a well-stocked library with reference materials, extensive online resources, IT facilities and study spaces suitable for all learning needs.

Academic staff provide published office hours for personal support in addition to

scheduled classes, and our colleagues in professional services departments offer a range of support including study support, careers advice and wellbeing.

Part B: Programme Structure

Year 1

Students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

Students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UFCEUF-30-0	Introduction to Speciality 2027-28	30
UFCEUP-30-0	Computational Thinking 2027-28	30
UFCEUS-30-0	Foundation Project 2027-28	30
UFCEV3-30-0	Professional and Communication Skills 2027-28	30

Year 2

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

Year 2 Compulsory Modules (Full-time)

Full-time students must take 120 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UFCE8R-30-1	Foundational Technical Skills 2028-29	30
UFCFP3-30-1	Business Applications 2028-29	30
UFCE8Q-30-1	Business Management Fundamentals 2028-29	30
UFCF83-30-1	IT Practice: Skills, Models and Methods 2028-29	30

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

Year 3 Compulsory Modules (Full-time)
Full-time students must take 120 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UFCFV4-30-2	Data, Schemas and Applications 2029-30	30
UFCE8T-30-2	Digital Business 2029-30	30
UFCFN6-30-2	IT Practice: Collaborative Project 2029-30	30
UFCFG6-30-2	Project Management 2029-30	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 fulfil 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.

Part D: External 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.

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 2030
University policies

The programme includes the level 3 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

It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.