Programme Specification for BSc (Hons) Business Information Technology

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BSc Hons
5.	Programme title	BSc (Hons) Business Information Technology
6.	Pathways available	Single honours
7.	Mode and/or site of delivery	Taught modules at the University of Worcester
8.	Mode of attendance	Full time, part time, optional work placement
9.	UCAS Code	BSc (Hons) Business Information Technology – G500 BSc (Hons) Business Information Technology with placement – I161
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement: Computing (2016)
11.	Date of Programme Specification preparation/ revision	February 2013; August and October 2014 – amendment to regulations; November 2014 amendment to Award Map; April 2015 – amendments to Award Map. Updated 18 June 2015. Updated 15 July 2015. September 2015 - Updated to include the new Taught Courses Regulatory Framework. October 2015 – minor amendment to award map. Updated December 2016.

12. **Educational aims of the programme**

This programme aims to develop learners' appreciation of Business Information Technology (BIT) as an integral part of commercial and industrial activities and also as a pervasive part of everyday life. It aims to meet Computing Curriculum recommendations and aims developed by two professional bodies (IEEE and ACM)[1], as well as combining a solid foundation of business topics. It seeks to develop skills appropriate, but not restricted to, graduate careers in computing and business with the potential for management positions and general employability, including self-employment. The programme uses a variety of methods to prepare students for various employment opportunities by developing work-related skills such as computing competencies, project management, and team work. Students have the option to do a work-placement with a local or national firm, or engage in a work-based learning module which allows students to apply knowledge they have gained in their academic setting to a work environment. The programme offers a variety of unique opportunities to develop skills including classroom skills development, study-abroad opportunities, work-placement with local and national firms,   and work-based learning modules,

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[1] Association for Computing Machinery & IEEE Computer Society, Computer Science Curriculum 2008: An Interim Revision of CS 2001, Report from the Interim Review Task Force, December 2008, http://www.computer.org/portal/web/education/Curricula;jsessionid=d1a6005da0be07c12560e4eb298e

Our aims are:
- Preparation for and development of a career in Information Technology, such that the student will be able to work effectively with others in both computing and business arenas
- To assess business and technical decisions involving commercial computing and develop and awareness of using various types of technologies to deliver value to an organization and have a positive effect on competitive advantage
- To develop students who have skills to enable them to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- Develop an appreciation of professional, moral and ethical issues involved and a sensitivity to changes in computing and information technology and the external business environment
- Prepare, develop and enhance lifelong learning skills to support employability career aspirations and effective contribution to a diverse and multi-cultured society
- To demonstrate project management skills to effectively lead and motivate fellow team members
- To develop an understanding of the effective management of business operations, resources market and customers.
- Provide opportunities for students to engage in work-based experiential learning as an integral part of the programme

13. **Intended learning outcomes and learning, teaching and assessment methods**
Our students are expected to develop a spectrum of skills and abilities, grounded in intellectual tasks. These can be categorized as (i) knowledge and understanding (ii) cognitive and intellectual skills, (iii) practical skills relevant to employment, (iv) transferable/key skills which may be learned within the context of Computing, but which may be deployed in other contexts.

Knowledge and understanding:
1. Understanding of the internal aspects, functions, processes and behaviours of organisations that influence the firm's computing environment
2. Demonstration of knowledge and understanding of theories, concepts, principles and facts relating to computing, and business applications
3. Knowledge of the operational and contemporary management principles, practices, and contexts that affect computing operations
4. Understanding of the practical requirements for computer-based systems including the recognition and analysis of criteria and models leading to specifications used in the solution of specific business, management and computing problems.
5. Understanding of key technology changes affecting the management, operations and resourcing of organisations and how these could affect their current and future software implementations.

Cognitive and intellectual skills:
1. Appreciation of critical thinking, analysis and synthesis within a business environment with a particular emphasis on contemporary issues of organisational resourcing, management and operations
2. Understanding of methods, tools and approaches to specify, design, implement and evaluate computer systems
3. Analysis of the applications issues that can be encountered in the implementation of computing business strategies within the context of newer technologies
4. Recognition of the professional, economic, social, environmental, moral and ethical issues of using electronic media, including impact and sustainability
5. Problem solving in dealing with complex issues of systems development and design.

Practical skills relevant to employment:
1. Initiation and implementation of projects
2. The operation, specification, design, construction and documentation of computer-based systems and applications that support the effective resourcing and management of business operations
3. The evaluation of systems in terms of quality and trade-offs related to both computing and business requirement
4. Presentation (either group or individual) or systems and business concepts and projects

Transferable/key skills:
1. Effective oral and written communication
2. Numeracy and quantitative skills including the analysis, interpretation and extrapolation of data
3. The ability to work as a member of a team, recognizing different roles within the team, and various ways of organizing teams
4. Management of individual learning and development, including organization and time-management
5. The ability to conduct research into business, management and computing issues with an appreciation of the uncertainty, ambiguity and limits of knowledge and conclusions
6. Future generators of sustainable values.
7. Commercial awareness showing an appreciation of the needs for operational efficiency, cost effectiveness, customer importance and a general knowledge of the marketplace in which an organisation operates

Learning outcomes can be achieved through the mandatory modules (COMP2311, COMP2381, BUSM2319, COMP3006 and COMP3391) and various optional modules.

Learning, teaching and assessment methods for BSc (Hons)

Students taking the BSc. (Hons) Business Information Technology degree will have the opportunity to explore a range of specific aspects within the fields of Computing and Business. Students are able to take a number of optional Computing and Business module options to develop a deeper level of knowledge and understanding within specific areas based in student interest and progression into distinct career opportunities.

A varied approach is taken to learning, teaching and assessment which is designed to encourage students to progress as individuals within their capabilities to achieve a qualification and broaden their subject knowledge. The degree promotes active learning as well as preparing students for employability in various Computing and Business fields. Structured sessions utilise a variety of activities, including hands-on PC seminars, group discussion, case study analysis and simulations. Face-to-face workshops are integrated as part of the learning process with tutor and peer led sessions. Online resources are available via the Virtual Learning Environment (VLE). Students are encouraged to engage in peer-support, through both informal contacts (email and direct), but also through the use of discussion groups (supported by the VLE). The skills of researching, evaluating, synthesising and citing sources of information are highlighted within the mandatory modules: COMP2311 and COMP3006 and secondary research is a part of most module assignments.

Tutor support is deployed at all levels to assist students' progression towards achieving a broad but deep understanding of the field of computing and business, to motivate students and to provide different learning approaches. The level of tutor input is appropriate to the needs of the subject matter and the learning outcomes of the module. Individual supervision is also given.

Assessment is by a variety of means including essays, reports, learning journals, oral presentations, artefacts, group work, research-driven tasks and open and closed-book tests. Modules typically include a strong element of formative assessment. This is achieved through in-session discussions and exercises together with online tests and presentations. Also, many modules employ a dual-assignment assessment, where the first assignment provides formative as well as summative feedback to the students. Explicit attention is also given to the plagiarism issue for textual work and coding.

In relation to software, software is aligned with employability required by industry. The software chosen is used to promote active and hands-on learning in seminar sessions. This software is installed at City Campus and available for student use 24x7. When possible, we attempt to utilise software that the students can freely access and download to their home computers. However, due to the nature of vendor agreements, it is not always possible to provide 'free' software. Use of OpenSource software and 'free trials' in modules are used where appropriate.

14. Assessment Strategy

The Assessment strategy has been designed to provide students with a variety of challenges appropriate to students on a programme which is both academic and vocational. The programme's assessment strategy has been considered within the context of UW's Learning, Teaching and Assessment Strategy and Assessment Policy (UW Grade descriptors). Assessment criteria and grade descriptors are provided for each assessment.

The range of assessment specified in the module outlines have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the Computing discipline topic covered. Assessments for the individual modules have been designed to enable students to demonstrate that they successfully met the learning outcomes. Each module outline contains an assessment strategy outlining the nature of the assessment exercises it employs and the respective weighting of each assessment item, as well as a sample assessment. Emphasis on assessments is placed on development of analytical skills and combining theory and practice. The styles of each assessment is determined by the module leader and takes into account a myriad of factors, including learning outcomes, content of the module and teaching and learning styles. For example, modules in programming lend themselves to more practical-based project assessments compared to a case-study assessment.

Because of the unique nature of Computing, emphasis is placed on practice, project-based learning and assessment and work-based learning. The use of formative assessment is especially important and practical projects are incorporated in the programme. Other areas of emphasis include:

  a. Support formative assessment through on-line exercises, multiple choice questions
  b. Facilitate discussions and provide a forum for on line tutor-to-student and peer-to-peer support
  c. An approach of some module assignments, where the first assignment typically has a theoretical context, while the second may be grounded in practice.
  d. Develop learning skills and confidence through multiple learning assessment approaches where students have the opportunity to maximize and develop a range of

skills. For example, the portfolio assignment for COMP1345 consists of an individual presentation, learning journals and software project.

e. Offer enhanced challenges and opportunities to students with advanced topic skills
f. Detailed assessment grading criteria and matrices which helps clarify goals and expected standards.
g. An appropriate balance for scheduling summative assessments during the year. One approach in several modules is the use of multiple learning assessment opportunities where several portions of the assignment is phased during the assessment period. This allows students to balance their work-loads and receive feedback during each assessment opportunity.
h. The inclusion of summative assessments in most modules where students have the opportunity to receive formal feedback on assignment drafts.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the course handbook.

The programme has also been designed to align with the University's Curriculum Design Policy. That "reflect the institution's values, goals and mission, that provide an excellent experience for students to learn, discover and fulfil their academic potential, and offer opportunities for students to be 'co-creators' in the learning experience, whilst also securing appropriate academic standards."

15.   Programme structures and requirements

The BIT programme has been designed to develop students with a combined knowledge of Information Systems and how these systems are effectively used by organisations to manage and run the firm.

There are a number of mandatory modules that all students must take that provide students with a broad base of Computing knowledge and skills allowing them to understand the technical nature of the subject. Mandatory Business modules are geared towards management and marketing, and allow students the opportunity to gain an overall understanding of business needs and functions. Students also are able to take several free Computing and Business modules to broaden their understanding of these areas and specialise in areas that meet their career interests. Career options include: Systems and business analysis, e-business development, IT consulting, e-marketing, software development, mobile development and IT services.

These are available as Single Honours only. They may be taken in full-time, part-time mode or sandwich mode with an optional one year placement between levels 5 and 6.

See end of document for level 4, 5 and 6 Award Maps.
See Course Handbook for excluded combinations and joint modules.
A Computing Platform Policy can be referenced in the Course Handbook.

16.   QAA and Professional Academic Standards and Quality

Academic standards for these courses have been set and are maintained in accordance with Section A of the UK Quality Code for Higher Education.

The following Subject Benchmark Statement was used to develop the programme.

- Bachelor's Degree with Honours in Computing 2016

It articulates the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field. It has been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules, including core modules as a discrete subset in their own right.

The programme conforms to the requirements of the Framework for Higher Education Qualifications (FHEQ), and thus aims to support Honours graduates to:
- Develop an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline
- Develop analytical techniques and problem-solving skills that can be applied in many types of employment
- Evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively
- Develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.
- Meet Computing Curriculum recommendations and aims developed by three professional bodies (IEEE, BCS and ACM).

This award is located at level 6 of the FHEQ.

17. Support for students

17.1 General Approaches to Support

Our fundamental approach to student support is centred on the need to motivate and inspire our students. We acknowledge that students learn in different ways and also have different expectations of their learning experience. Some respond best to a 'traditional' lecturing approach; others are motivated by learning and teaching contextualised in an industrial or an academic context. Others respond to an academic research approach. Our modules provide a spectrum of approaches designed to engage with a wide range of student abilities. Yet we highlight the need for *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their learning process.

17.2 Student Induction

Our induction process for students in the BSc programmes consists of a week of activities designed to inform students what is expected of them in a Higher Education setting.

The following are activities that have been put in place for new students entering WBS. These activities provide a range of activities where students develop relationships with their peers and tutors, learn about university services and engage in team building activities.

- Meet Student Liaison and student representatives (StARS)
- Talks on Employability, placements, international study-abroad options
- Visit to HIVE
- Meet with module leaders, tutors and Academic Advisors
- Hands-on sessions on UoW computer systems, library, software
- Student Union activities
- Talks by Registry, Learning Services, librarians, student services

17.3 Personal Academic Tutoring

Each student has a nominated Personal Academic Tutor to provide academic advice and guidance, personal development planning and pastoral support as appropriate. The Personal Academic Tutor plays a significant role in enhancing the student's academic and personal experience of studying and key aspects of the role include:

- Assisting students to make the transition to studying in higher education
- Helping students to understand the requirements of their course
- Supporting students to take responsibility for their own learning
- Helping students to make the most of learning resources and other forms of support available
- Supporting students in academic, professional and career related planning and development
- Advising and guiding students on issues or problems that arise while they are at University
- Supporting students for whom there may be particular challenges
- Meeting students on a regularly scheduled basis. Individual meeting will be held throughout the academic year, and the Personal Academic Tutor will provide group meeting times during Worcester and/or Induction Weeks
- Advising students on individual course options, module selection and academic planning and progression.

17.4 Student Support

The following activities, documents, services and facilities have been put in place to provide support for undergraduate students within Computing at the Worcester Business School.

- Induction programme including inputs from Student Services
- Module outlines include module code, module title, level, planned teaching activities, attendance requirements, assessment brief, assessment criteria and reading lists
- Learning and study guides, including guides for the Computing Project and for Direct Entrant students
- Library, IT, Media and Print support is provided by Learning Services staff through an Information Desk and Study Guides
- Student representation on the Course Management Committee to address course-wide issues
- A nominated Personal Academic Tutor to provide pastoral support, academic advice and guidance, and Personal Development Planning, as appropriate
- Via Registry Services, students can obtain details of module availability, registration and results via the student online learning environment (SOLE page)
- A range of support services, including finance and accommodation advice
- Student and academic support, representation and social networking via the Students' Union
- Equal Opportunity via the Disability and Dyslexia Service, which implements codes of practice in relation to disability, racial and other forms of discrimination and also provides practical support and guidance for students with learning difficulties
- A specialist exchange tutor to advise students regarding module choices and other arrangements through the University's International Office for an exchange semester overseas.
- Career Services offer one-to-one drop-in advice and information and publishes career events, activities and job opportunities. Worcester Business School also

has its own intranet which advertises placement and career opportunities specifically for Computing and Business Management students

- A Virtual Learning Environment (VLE) to provide module-specific material, documents, activities and networking, as well as a more general announcements and updates.
- Module selection guidance to identify progression opportunities within BSc (Hons) Computing programmes.

17.5 Future Weeks

The fundamental objective of Future (Worcester) Weeks is to provide students with an enriched learning experience to complement the opportunities provided elsewhere in the curriculum by providing the space to develop cross-course activities such as employability/careers fairs, student conferences, project working, visits and speakers and skills sessions.

The following are activities that have been put in place for Future Weeks (previously Employability and Achievement Weeks).

- Presentation skills
- Searching for vacancies
- CV clinic
- Graduate Internships
- Bright Futures Employers Panel & Networking
- Mock assessment centre
- Careers in Computing
- Options for life after graduation
- Self-employment – starting your own business
- Volunteering opportunities
- Computing Portfolios
- Investor pitches workshops

18. Admissions

Admissions policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with central student support services including the Admissions Office, the Disability and Dyslexia Service and the International Centre to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature students.

Entry requirements

2016 Entry
The normal entry requirement for this course is 4 GCSEs, including Maths and English, all at Grade C or above and qualifications to the value of 280 UCAS tariff points from minimum of 2 A Levels (or equivalent Level 3 qualifications) and a maximum of 3 and a half A levels.

2017 Onwards Entry
The normal entry requirement for this course is 4 GCSEs, including Maths and English, all at Grade C or above and qualifications to the value of 96 UCAS tariff points from

minimum of 2 A Levels (or equivalent Level 3 qualifications) and a maximum of 3 A levels. The current UCAS Tariff requirements for entry to this course are published in the prospectus.

See UW Admissions Policy for other acceptable qualifications.

Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. IELTS of 6.0 of higher or Pearson 59 of 51 or higher in each component). Please note that IELTS exams must be no more than two years old at the start of the course. Further details regarding minimum entry requirements can be found from the University web site.

International students must hold a qualification equivalent to the UK standard entry requirements for undergraduate courses. International students can check their qualification with the International Recruitment Team at: international@worc.ac.uk

Recognition of Prior Learning
Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages.   Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Applications will be considered by the Computing Admissions Tutor, following which a firm offer (as appropriate) will be made directly to the student. Students will then need to send email confirmation to the University of Worcester of formal acceptance of this offer.

The University also encourages applicants to attend visit days but they are not compulsory.

Full-time applicants apply through UCAS (please refer to Section 9 of this Programme Specification for relevant course codes)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Each application will be considered by the Computing Admissions Tutor and evidence of qualification will be checked. Offers will be conditional against successful meeting of entry requirements. Evidence from personal statements and/or references included with the application form will be considered in order to ascertain a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

19. **Methods for evaluating and improving the quality and standards of teaching and learning**

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- Module feedback and evaluation

- Annual Course feedback through the University's Online Student Survey and the National Student Survey
- Annual Course Evaluation Report completed by Course Leader
- Periodic Review (every six years) including external scrutiny
- Student Academic Representatives (StARs)
- External Examiners' Reports
- Links with employers
- Peer teaching observation
- Staff research and scholarly activity and membership of professional organisations

20. Regulation of assessment

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of [mitigating circumstances](#).
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D- unless there is a successful claim for mitigating circumstances.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more during an academic year or at one level due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher, including mandatory modules for the award title
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher, including mandatory modules for the award title
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including mandatory taught modules for the award title
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as set out in the award map

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

For BA/BSc (Hons) awards:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
or
Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

21. **Indicators of quality and standards**

- Annual External Examiners' reports have been extremely supportive and complimentary particularly with respect to the mix of assessments and responsive and proactive approach to continuously improving the current Computing curriculum. They have applauded our innovative approaches to course structure and module content.
- Successful completion of a Computing Revalidation in May 2011 to significantly enhance the programme quality and offerings and a successful Computing Periodic Review in December 2014.
- Positive feedback and satisfaction from students in module evaluations, with an average of 89% positive satisfaction rate.
- Many members of Worcester Business School staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of Computing.
- The Computing National Student Survey scores for 2014/15 showed: Overall satisfaction was 4.2 (out of 5.0), teaching (4.1), assessment & feedback, (3.9), academic support (4.0), organisational and management (4.0), learning resources (4.5), personal development (4.3).

22. **Graduate destinations, employability and links with employers**

Graduate destinations

Graduate employment has continued to increase from 77.8% (2013-14) to 85.2% (2014-15) showing more students are gaining employment in the field year-on-year. Unemployment decreased to 11% (2014-15) in contrast to 21.9% (2013-14) but those involved in research/training decreased to 3% (2014-15) from 9.7% (2013-14).

These figures show that the market for computing graduates is improving and more students are gaining employment in the area of study. Most of the Computing graduates work in Wholesale/Retail and Manufacturing industries.

Student employability

- Short-term work placement and job opportunities are advertised in WBS's VLE site for existing students.
- Employability events and activities are available to students each academic year (Future (Worcester) Weeks – see Section 17)
- The subject area positively supports and engages in the Enterprise events and summer schools in which students have the opportunity to meet, work with, and be assessed by employers and entrepreneurs.
- Care has been taken to integrate the University's Academic Standards and Quality Enhancement Committee's *"Developing a Strategic Approach to Student Employability Support Statement", "*We will promote the use of the University's newly accredited work-based learning framework, and build upon its existing placement and work-based learning opportunities. All undergraduate courses will include either a mandatory work-based learning module or have learning from work as part of their programmes. Learning from work modules may be adopted, or elements of learning from work incorporated, into programmes. These could include experience in work, volunteering or enterprise activity." (http://www.worc.ac.uk/edu/documents/Student_Employability_supporting_statement_for_LTA_strategy_final_4_2_11.pdf)
- All full-time Single Honours students have the opportunity to take a sandwich degree with a UK or international based **placement year**, normally in the third year of the programme. Students can apply for opportunities at a large number of well-known organisations across a wide range of industry sectors who offer placements annually, including IBM, Microsoft, Resource Group, Bosch, Hewlett Packard and many local organisations.
- Students at Level 6 may choose to take a **Consultancy Project module** worth 30 credits which aims to develop employability and key skills.
- Short-term work placement and job opportunities are also advertised via the School's intranet for existing students. Students have worked on short-term web development projects for local firms such as Artwork Creative and Pepperneck.
- Career guidance is available through University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services.
- Students have the opportunity to work at the University as a vacation research assistantship. This provide undergraduates and recent graduates with 'hands on' experience of working on a research project over the summer vacation, enabling them to gain insight into a research career, as well as enhancing their CV.
- Students have the option to work on a Student as Academic Partners projects as paid employment. This enables students to work in equal partnership with academic staff to strengthen the student learning experience at the University for the benefit of all.

Links with employers

- Worcester Business School aims to promote closer links with employers through the work of its Business and Professional Development Team. The team is currently working with key decision makers in a variety of private, public and third sector organisations, and is supported by the School's Employers' Advisory Group, which meets on a regular basis.
- **Media Lab.** Worcester Business School's 'Media Lab is a dedicated purposefully-equipped space to provide students with the experience of working on 'live' projects with clients from the local business community. Projects include: mobile applications, games, website and software development. The Lab is also working as a test bed for learning and teaching and sustainability methodologies. Current clients include:
  - Hereford and Worcester Fire & Rescue Service
  - Community Catalysts
  - University of Worcester
  - West Mercia Police and Crime Commissioner's Office
  - The Association for Dementia Studies
- Computing Showcase – employers attend the 'Computing Project' Showcase event each spring where third-year students present their projects to industry experts, employers, tutors and other students.
- The School works closely with professional organisations including the British Computing Society.
- The School has worked with a number of business clients in developing and delivering its programmes. These include – Borwell, OGL Computer, Allpay Ltd, Worcester Bosch, Tiger Computing, Telecetera Ltd Software Solutions, Titania.
- The School has well-developed working relations with the local business community many of whom contribute to Computing programmes to give a real-world insight into the future world of work.
- These professional and business networks also involve external events, many of which are open to students, as well as employers.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

APPENDIX: AWARD MAP

Course Title: Business Information Technology	

Level 4					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O) or (D) Designated)	**Pre-requisites** (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)	**Exclusions** (Code in brackets indicates earlier modules which would also be excluded)
COMP1341	Introduction to Web & Database Development	30	M	None	(COMP1241 and COMP1212)
COMP1347	Programming: Concepts to Construction	30	O	None	(COMP1231 and COMP1345 and COMP1812)
COMP1812	Programming and Scripting	30	O	None	(COMP1231 and COMP1345 and COMP1347)
BUSM1029	Business Viability: Financial & Economic Perspectives	30	M	None	(BUSM1021 and BUSM1201 and BUSM1111 and BUSM1051 and BUSM1501 and BUSM1112)
BUSM1039	Marketing & Management Perspectives	30	M	None	(BUSM1031 and BUSM1301 and BUSM1112 and BUSM1041 and BUSM1401 and BUSM1111)

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, to include COMP1341, BUSM1029, BUSM1039 **PLUS** a choice of COMP1812 or COMP1347.

Level 5					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites**	**Exclusions**
COMP2303	Computer Science: Embedded Systems	15	O	None	None
COMP2311	Systems Analysis & Design	30	M	None	(COMP2211 and COMP2213)
COMP2322	Networks in Organisations	15	O	None	COMP2221
COMP2341	Web Applications Development	30	O	**COMP1341** (or COMP1241)	(COMP2241 and COMP2242)
COMP2361	Mobile Applications Development	30	O	**COMP1341 or COMP1812 or COMP1347** (or COMP1345 or COMP1241 or COMP1231)	**COMP3361**
COMP2371	Introduction to Information Systems	30	O	None	COMP1381
COMP2381	E-business	30	M	None	**COMP3381** (and COMP3242 and COMP3271
BUSM2019	Business Ethics	15	O	None	(BUSM2001 and BUSM3104)
BUSM2039	Business Sustainability	15	O	**BUSM1039** (or BUSM1031 or BUSM1301)	(BUSM1003 and BUSM3032)
BUSM2049	Creative Problem Solving	15	O	**BUSM1019** (or BUSM1001 or BUSM1101 or BUSM1301)	(BUSM2081 and BUSM2111)
BUSM2089	Preparing for Placement	15	O	None	UMSC2010, UMSC3010
BUSM2388	Social Media	15	O	None	None
BUSM2119	Leadership Principles & Practice	30	O	**BUSM1039** (or BUSM1031 or BUSM1301)	(BUSM2011and BUSM2321 and BUSM2012 and BUSM2322)
BUSM2319	Operations, Project & Risk Management	30	M	**BUSM1039** (or BUSM1031 or BUSM1301)	(BUSM2031 and BUSM2032)
BUSM2419	Customer Behaviour & Decision Making	30	O	**BUSM1039** (or BUSM1041 or BUSM 1401)	(BUSM2041 and BUSM240 and BUSM2061 and BUSM2411)

BUSM2429	Contemporary Marketing Communications	30	O	**BUSM1039** (or BUSM1041 or BUSM1401)	(BUSM2042 and BUSM2043)
BUSM2439	Selling & Sales Management	15	O	**BUSM1039** (or BUSM1041 or BUSM1401)	(BUSM2044 and BUSM2405)
BUSM2519	Financial & Management Accounting	30	O	**BUSM1029** (or BUSM1051 or BUSM1501)	(BUSM2051 and BUSM2501 and BUSM2052 and BUSM2502)
BUSM2619	Advertising Influence & Persuasion	30	O	**BUSM1039** (or BUSM1041 or BUSM1401)	(BUSM2061 and BUSM2411 and BUSM2062 and BUSM2412)
BUSM2719	Public Relations & Campaigning	30	O	**BUSM1039** (or BUSM1041 or BUSM1401)	(BUSM2071 and BUSM2422 and BUSM207 and BUSM3422)
BUSM2819	Entrepreneurship & Small Business Management	30	O	**BUSM1019** (or BUSM1001 or BUSM1101 or BUSM1311) **or COMP1311** (or COMP1211)	(BUSM2081 and BUSM2111 and BUSM2082 and BUSM3301)
BUSM2919	Managing HR & Performance	30	O	**BUSM1039** (or BUSM1031 or BUSM1301)	(BUSM2091 and BUSM2311 and BUSM2092 and BUSM2312)
BUSM2070	Work Based Investigation	30	O	**None**	BUSM2069

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total, at least 90 of which must be drawn from the table above to include: COMP2311, COMP2381 and BUSM2319

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites	Exclusions
COMP3006	Business Information Technology Project	30	M	None	(COMP3003 and COMP3004 and COMP3005 and COMP3007 and COMP3008 **)**
COMP3302	Nature of Computing	15	O	None	(COMP3202)
COMP3303	Elements of Computer Science	15	O	None	(COMP3104)
COMP3341	Advanced Web Applications Development	30	O	**COMP1341 or BUSM1814** (or COMP1241)	(COMP3243)
COMP3352	Modelling and Simulation	15	O	**COMP1345 or COMP1812 or COMP1347**	(COMP2252 and COMP3252)
COMP3357	Managing Cyber Risks	15	O	None	None
COMP3361	Mobile Application Development	30	O	**COMP1341 or COMP1812 or COMP1347** (or COMP1345 or COMP1241 or COMP1231)	**COMP2361**
COMP3391	Practical Database Applications	15	M	**COMP1341 or BUSM1814** (or COMP1212)	COMP2212
BUSM3019	Enhancing Organisations and Employability	15	O	None	(BUSM3003 and BUSM3103)
BUSM3029	International Business Strategy	15	O	None	(BUSM3004 and BUSM3101)
BUSM3039	Intercultural Perspectives	30	O	**BUSM1039** (or BUSM1031 or BUSM1301) **and BUSM1029** (or BUSM1021 or BUSM1201)	(BUSM3005 and BUSM3021 and BUSM3202 and BUSM3083)
BUSM3069	Consultancy Project	30	O	**None**	None
BUSM3119	Collaborative Leadership	30	O	**BUSM1039** (or BUSM1031 or BUSM1301)	(BUSM3011 and BUSM3012 and BUSM3322)
BUSM3319	Managing Emerging Issues	30	O	**BUSM1039** (or BUSM1031 or BUSM1031)	(BUSM3031)

BUSM3419	Strategic Marketing	30	O	**BUSM1039** (or BUSM1041 or BUSM1401)	(BUSM3041 and BUSM3401 and BUSM3042)
BUSM3439	Brand Management	15	O	**BUSM1039** (or BUSM1041 or BUSM1401)	(BUSM3044 and BUSM3411)
BUSM3449	International Marketing	15	O	**BUSM1039** (or BUSM1041 or BUSM1401)	(BUSM3043 and BUSM3402)
BUSM3509	Strategic Financial Management	30	O	**BUSM1022** (or BUSM1051 or BUSM1501)	(BUSM3051 and BUSM3052 and BUSM3070)
BUSM3558	Audit and Ethics	15	O	**BUSM1029** (or BUSM1051 or BUSM1501)	(BUSM2053)
BUSM3619	Contemporary Advertising: Apps, Guerillas, Viral & More	30	O	**BUSM1039** (or BUSM1041 or BUSM1401)	None
BUSM3719	Spin Doctors, Lobbyists & Other Hidden Persuaders	30	O	**BUSM1039** (or BUSM1041 or BUSM1401)	(BUSM3071 and BUSM2421 and BUSM3072)
BUSM3819	Innovation & Intrapreneurship	30	O	**BUSM1019** (or BUSM1001 or BUSM1101 or BUSM1311) **or COMP1311** (or COMP1211)	(BUSM3081 and BUSM2112 and BUSM3082)
BUSM3919	Strategic Challenges of HRM	30	O	**BUSM1039** (or BUSM1031 or BUSM1301)	(BUSM3091 and BUSM3311 and BUSM3092 and BUSM3312 and SOCG3018)
Work Placement Option					
BUSM3000	Work Placement	NA	O	Prep Workshops	None

Single Honours Requirements at Level 6

Single Honours students must take 45 credits from the table above to include (COMP3391, COMP3006) **PLUS** a choice of 45 credits from Computing options from the Computing options listing in the above table **PLUS** a choice of 30 credits from Business options listed in the above table.