Programme Specification for BSc (Hons) Data Science

This document applies to Academic Year 2024/25 onwards

Table 1 programme specification for BSc (Hons) Data Science

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award or awards**	BSc (Hons)
5.	**Programme title**	Data Science
6.	**Pathways available**	Single
7.	**Mode and/or site of delivery**	Taught modules at the University of Worcester
8.	**Mode of attendance and duration**	Full time, part time, optional work placement year
9.	**UCAS Code**	I111 BSc (Hons) Data Science
10.	**Subject Benchmark statement and/or professional body statement**	QAA Subject Benchmark Statement: Computing (2022) https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/computing
11.	**Date of Programme Specification preparation/ revision**	Approved April 2022 August 2022 – AQU amendments July 2023 – annual updates July 2024 – Course suspended for 1 year (APPG)

12. Educational aims of the programme

This programme aims to provide opportunities to acquire/develop skills in a wide range of topics spanning the entire area of Data Sciences such as:

- Statistical Techniques
- Data Analytics
- Data Mining
- Natural Language Processing
- Machine Learning
- Web Visualisation Technologies

The choice of topics is tailored to suit the specific needs and requirements of the domain of data sciences with a focus on both employable soft and hard skills. 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 teamwork. It also aims to meet computing curriculum recommendations and aims developed by BCS (British Computer Society), IEEE (Institute of Electrical and Electronics Engineers) and ACM (Association of Computing Machinery). In particular, the purpose of the programme is to prepare graduates with the:

1. Skills and domain knowledge that are heavily sought after in the domain of Data Science.

2. Ability to effectively capture, prepare, analyse and communicate data.

3. Capacity to undertake problem identification, analysis, design, development and testing of data analytics.

4. Zeal for lifelong learning as self-directed learners able to acquire new skills as necessary

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	**On successful completion of the named award, students will be able to:**	**Module Code/s**
1.	Evaluate the fundamental concepts related to Data Science.	COMP2421 COMP2411 COMP3407 COMP3410
2.	Examine the limitations and constraints of common algorithms applied to real-world problems.	COMP2421 COMP3407 COMP3408
3.	Comprehend the application of contemporary algorithmic approaches related to Data Science	COMP2445 COMP3407 COMP3408 COMP3410
4.	Discuss the impact of Data Science including legal, social and ethical implications.	COMP2411 COMP2445 COMP3401 COMP3471

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
LO no.	**On successful completion of the named award, students will be able to:**	**Module Code/s**
5.	Examine data to elicit important insights and inform statistical thinking	COMP2445 COMP2463
6.	Identify and critically analyse significant issues within the discipline of Data Science	COMP3401 COMP3471
7.	Synthesis approaches in Data Science in application to a range of problems.	COMP3407 COMP3408 COMP3410

Table 4 skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability		
LO no.	**On successful completion of the named award, students will be able to:**	**Module Code/s**
8.	Critically analyse a real-world problem to elicit an appropriate model through statistical thinking.	COMP2445 COMP3401 COMP3407 COMP3408 COMP3410 COMP3491
9.	Critically analyse the performance of Data Science techniques on a variety of real-world problems.	COMP3401 COMP3407 COMP3408 COMP3410 COMP3491

Skills and capabilities related to employability		
10.	Design, build. test and deploy software solutions.	COMP2421 COMP2411 COMP2461 COMP2445 COMP3401 COMP3409 COMP3491

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	**On successful completion of the named award, students will be able to:**	**Module Code/s**
11.	Produce effective communication through interpretation of results in the context of real-world problems.	COMP2463 COMP3409
12.	Communicate contemporary issues within the discipline of Data Science in a clear, accurate and concise manner.	COMP2411 COMP3407 COMP3401

Learning, teaching and assessment

As a result of a collaborative effort with colleagues across the Business School and in alignment with key factors relating to the University Learning and Teaching Strategy, the following strategic goals have been identified to shape the Business School's approach to learning and teaching such that the Data Science programme:

1. Is intellectually challenging with clear continuity across all levels
2. Incorporates coherent continuous assessment through embedded formative and summative feedback approaches
3. Ensure key skills relating to research, employability and digital literacy are embedded into learning and teaching
4. Develops a sense of belonging and awareness among students through communication, towards shaping mind-sets and building a more cohesive culture.
5. Supports the student learning journey through personalised tutor-led mentoring.

The learning and teaching methods employed in this course will provide students with a range of opportunities to develop the skills necessary to apply computing theories and practice to a variety of situations.

Teaching

Students are taught through a combination of interactive workshops, lectures, seminars, laboratory practical sessions, practical activities, etc. Some examples include:
Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities and can incorporate short lectures, worksheets and tutor supported activities.
Flipped lectures where lecture content and activities are provided prior to an interactive workshop to provide background and context to the sessions.
Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practical sessions are focused on developing subject specific skills and applied individual and group project work.
We also make use of real-world case studies, oral presentations, mock examinations, hands-on experience working with contemporary data analytic tools and programming environments, guest speaker inputs, and self-directed research. Students do not merely learn in isolation and using the university Virtual Learning Environment allows for online collaborative activities to take place.
In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week students will have 12 contact hours of timetabled teaching in lectures, seminars and small-group work. This is in the form of on campus face-face teaching in groups of around 30 students. In the final year there is normally slightly less contact time in order to do more independent study.

Typically, class contact time will be structured around:

- Information giving, facilitated discussions, small group work, presentations
- Practical skills – the opportunity to practise group facilitation, presentation, communication and listening skills
- Visiting speakers and opportunities to visit other settings are regular features of the course.
- Most teaching will take place in state-of-the-art PC labs using a variety of software specific to each module.

Independent self-study

In addition to the contact time, full-time students are expected to undertake around 24 hours of personal self-study per week, plus additional preparation for assessments and examinations. Typically, this will involve meeting with individual tutors to discuss progress and feedback, completing activities, creating and testing artefacts, reading journal articles and books, working on individual and group projects, undertaking research in the library and online.

These activities, challenges and further reading are posed via the University Virtual Learning Environment. Students will also have access to software and other services required for independent studies available for use on University lab machines or for download for home use where possible.

In addition to this, students will spend time sharing ideas with fellow students, taking part in extra-curricular learning activities and engaging with external employers.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources as well as our network of employers and entrepreneurs.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics and professional practitioners with industry experience.

Teaching is informed by research and consultancy, and many lectures are Fellows of the Higher Education Academy. Teaching is informed by the research and consultancy work carried out by staff and staff profiles can be view at the WBS Staff Profile Page.

Assessment

The assessment strategy has been designed so that:

- All modules have both formative and summative assessment elements. Formative assessment allows tutors and students to recognise strengths and weaknesses in learning and to address those issues immediately. Summative assessments are graded and count towards the final module grade, and they are assessed against the specific module learning outcomes.
- Typically 15 credit / one semester modules will have 1-2 assessment items; 30 credit / two semester modules will have 2-3 assessments
- Across each individual year and cumulatively across all three years the concept of continuous assessment and/or building up expertise in different assessment types applies.

This includes expanding upon and enhancing previous artifacts culminating in a final year project.
- Different types of employability skills are embedded in all modules including technical presentation, problem decomposition and design, build and test skills. A variety of assessment types (reports, portfolios, presentations, essays and a final year research or consultancy project) are designed to suit different learning styles

The typical formal summative assessment pattern for each year of the course is:

Year 1

1 x Essay
1 x Practical Assessment
2 x Report (1500 – 2000 word)
2 x Presentation
2 x Unseen Examination (1hr)
1 x Project
3 x Portfolio of work

Year 2

1 x Report (2000 word)
1 x Presentation
1 x Unseen Examination (1hr)
2 x Project
4 x Portfolio of work
1 x Case Study

Year 3

3 x Practical Assessment
4 x Report (1500 - 3000 words)
3 x Presentation
1 x Dissertation
1 x Portfolio of work

14. Assessment strategy

The Assessment strategy has been designed to provide a variety of challenges appropriate to students studying on an academic undergraduate programme in a STEM subject that has high variability in terms of application domain. Modules include assessments which encourage the development of academic and employability skills, wider reading and research and advanced scholarship.
Assessments are heavily focussed on practical applications related to real-world problems. Examples include:

- Portfolios of artefacts such as software code, data and statistical analytics.
- Practical assessment of problem solving related to an artefact within a time restricted, classroom or case study setting
- Reporting or presenting an artifact or finding related to an artifact to a variety of audiences.

An appropriate balance of formative and summative assessments is included. The assessment structure has been developed to support student learning by providing assessment procedures that reflect the nature of the learning experience of each module, and by ensuring that the students are able to demonstrate ability in a wide range of qualities and skills appropriate to the course. The assessment pattern is continuous in many cases allowing student to build upon and enhance their previous work. This structure is under continuous review via WBS quality enhancement procedures including student feedback, comments from the external examiner and other review processes.

Study and assessment at Level 4 is seen as being a formative process in preparation for Levels 5 and 6 when grades count towards the final degree classification. Most assessment methods that are used at Levels 5 and 6 will be initially encountered by students at Level 4. As a student progresses through the levels there is a stronger emphasis on critical synthesis and evaluation.
Marking of student work is internally and externally verified. Typically work is anonymously marked, except where this is impracticable (e.g. oral presentations). Student work is graded according to the University's Generic Grade Descriptors Levels 4–6. Specific assessment criteria, which reflect the Intended Learning Outcomes are also published for each assessment. Constructive, timely and relevant feedback is an integral part of the assessment process.

Feedback
Students will receive feedback on practice assessments and on formal coursework assessments. Feedback on examination performance is available upon request from the module leader.
Feedback is intended to support learning by indicating how students can improve in future assignments and students are encouraged to discuss feedback with personal academic tutors and module tutors to help support academic and personal development and enhance employability skills. Feedback on summative assessments is normally provided within 20 working days of hand-in.

Module	Essay	Practical Assessment	Report	Presentation	Exam	Project	Portfolio	Case Study
	Percentage weighting of assessment							
COMP1421	20		25	30	25			
COMP1441							100	
COMP1447		15				35	50	
COMP1403					50		50	
COMP1482			75	25				
COMP2411						50	50	
COMP2421						70		30
COMP2445			50				50	
COMP2463					50		50	
COMP2461				25			75	
COMP3407			75	25				
COMP3408			100					
COMP3491		40					60	

COMP3471			50	50				
COMP3410		25	75					
COMP3409		80		20				
COMP3401						100		

15. Programme structures and requirements

This course is available to both full-time and part-time students. Full time students also have the option to take a Placement year between Levels 5 and 6.

Course Title: Data Science

Level 4

Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))
COMP1421	Foundations of Computing	30	M
COMP1441	Web Technologies	30	M
COMP1447	Introduction to OO Programming	30	M
COMP1403	Mathematical Fundamentals	15	M
COMP1482	IT Systems Fundamentals	15	M

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules COMP1421, COMP1441, COMP1447, COMP1448, COMP1482.

Level 5

Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))
COMP2411	Systems Analysis & Design	30	M
COMP2421	Distributed Systems	30	M
COMP2445	Data Mining	30	M
COMP2463	Statistics	15	M
COMP2461	Mobile Application Development	15	M

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules COMP2411, COMP2421, COMP2445, COMP2463, COMP2461.

Level 6

Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))
COMP3401	Project *Dissertation-equivalent module*	30	M
COMP3407	Machine Learning	15	M
COMP3491	Practical Database Applications	15	M
COMP3471	Cyber Security	15	M
COMP3408	Advanced Machine Learning	15	M
COMP3409	Internet of Things	15	M
COMP3410	Natural Language Processing	15	M

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include COMP3401, COMP3407, COMP3491, COMP3471, COMP3408, COMP3409, COMP3410.

16. QAA and professional academic standards and quality

The academic standards for the programme have been set and are maintained in accordance sector recognised standards (B5, OfS, 2022) drawn from 'The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies' published in October 2014

The QAA (2022) Subject Benchmark Statement Computing articulates the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field. These have been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules.

This award is located at Level 6 of the OfS sector recognised standards..

Professional Bodies
Data Science and Computing related modules have been mapped to take advantage of curriculum recommendations and aims developed by three professional bodies (BCS, (British Computing Society) IEEE (Institute of Electrical and Electronics Engineers) and ACM (Association of Computing Machinery)

17. Support for students

General approaches to student support

The fundamental approach of Worcester Business School to student support is centred on the need to motivate and inspire our students. Given the nature of the subject material, the need for *active learning* is emphasised through the award.
Students are supported during in-class activities with verbal formative feedback on their progress during seminar activities. They are also supported on a one-to-one basis, as required, outside the classroom through individual tutorials. Tutors allocate timetabled office hours to support student learning.

Student induction

Worcester Business School runs a week of induction events at the start of the academic year. This varies in detail from year to year but includes the following elements: Introduction to the course, introduction to fellow students, introduction to UW support services, meetings with academic tutors, introduction to key IT systems and services and library resources, introduction to study skills.

Support is available beyond Induction Week to ensure that students receive appropriate support at the point of need through the WBS Professional Administrative Services and Personal Academic Tutoring.

Personal Academic Tutoring

Each student has a nominated Personal Academic Tutor (PAT) to provide academic advice and guidance, personal development planning and pastoral support as appropriate throughout their programme of study. In most cases a student will be allocated the same tutor throughout their studies. Key aspects of the role include:

- To support the academic development of students throughout their studies.
- To act as the first point of call for any tutees experiencing issues or problems arising whilst at University.
- To provide the official University reference for tutees
- To advise students on individual course options, module selection and academic planning.
- To identify when a student is ‘at-risk’ due to lack of engagement or poor performance and implement a suitable intervention.

Whilst students can make an appointment to meet with their PAT at any point there are additionally four specific meetings held each year to review and reflect on progress and to provide support for future planning such as careers, time management, module selection and assignment support. In each semester:

- An initial group meeting is held at the beginning of the semester to provide an opportunity to share and reflect on their expectations for the coming semester.
- A follow-up one-one meeting is held around mid-semester to review progress and identify potential challenges with modules, workload management and assignments.

In addition, to the above, the following activities and documents have been put in place to provide development and support for undergraduate students at Worcester Business School:

- Student Handbooks are provided for the Course.
- Module outlines which include module code, module title, level, planned teaching activities, attendance requirements, assessment briefs, assessment criteria and reading lists.
- Learning and study guides, including bespoke guides for Work Placements and assessed projects.
- A Virtual Learning Environment to provide module-specific material, documents, activities and networking, as well as more general announcements and updates.

- Course Leaders to advise on curriculum and other course-related issues.
- A Placements Coordinator who runs a programme of workshops and other support arrangements and activities to prepare students for the placement year and other work experience opportunities. Placement students will be further supported by a dedicated tutor during their placement experience.
- Student course representatives on Course Management Committee to address course-wide issues.
- The University's Disability & Dyslexia Service provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access technology such as voice recognition and text-to-speech software.

https://www2.worc.ac.uk/firstpoint/
https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
https://www2.worc.ac.uk/disabilityanddyslexia/

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 & Dyslexia Service and the International Recruitment Team to support students from a variety of different backgrounds. We actively encourage and welcome applications from people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs including English and Maths (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).
The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html
Applicants with no formal qualifications may be considered for Mature Student Entry Routes
The University welcomes applications from candidates holding qualifications outside the UCAS Tariff including those awarded by professional bodies and overseas qualifications, including the International and European Baccalaureate.
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 or 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 on 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
See Admissions Policy for other acceptable qualifications.

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

Please refer to the Admissions office or
https://www.worc.ac.uk/study/find-a-course/how-to-apply/home.aspx

Full-time applicants apply through UCAS (I111)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria
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 BSc (Hons) Data Science course.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is 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

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Data Science	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Data Science	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.

Award	Requirement
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 the mandatory modules for Level 5 any of the L6 mandatory modules to value of 60 credits (not the Dissertation/Project module) as specified on the award map.
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 specified on the award map.

Classification

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

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.

- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

20. Graduate destinations, employability and links with employers

Graduate destinations

The degree prepares students for a range of interesting and challenging careers in the data science sector, both in the UK and overseas. Employment may be gained with a wide variety of industries due to the ubiquitous and pervasive nature of data science.

Typical roles within the Data Science sector might include analytic roles such as Data Scientist, Data Analysist or Machine Learning practitioner. They might also involve a more engineering focussed role such as Data Architect, Data Engineer or Data Administrator. Some organisations that Worcester Business School graduates have worked for include such prestigious firms as:

- Amazon UK
- Cisco Systems
- DHL
- Enterprise
- HSBC
- Mazda
- Sainsburys
- Vodaphone
- Worcester Bosch

Student employability

Students studying BSc (Hons) Data Science have the opportunity to take a 4-year sandwich degree with a UK or international placement year, normally in the third year of the programme. Students can apply for opportunities in the UK at a large number of well-known organisations across a wide range of industry sectors with support offered by the Worcester Business School placements office.

A range of opportunities are provided to enhance students' employability. Students will benefit from the close links that have been developed with local and national employers. This includes guest speakers, industry visit days and a final project showcase event. Further careers guidance is available through the University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services.

Strategies used to embed employability into the curriculum and enhance graduate employability within the Data Science sector include:

- The option of a paid placement year
- The integration of learning outcomes that meet key Graduate Attributes.
- Access to a broad network of business managers and employers
- Employment preparation includes mock interviews and meetings with employers
- Final projects defined in collaboration with industry partners
- A final year project showcase attended by industry partners
- Opportunities to engage in real-world and practical activities throughout your course.

Links with employers

Worcester Business School aims to promote closer links with employers has worked with a number of business clients in developing and delivering its programmes. This is supported by its Industry Advisory Group, which meets on a regular basis to inform the design and development of all of our Computing courses.

Industry partners also engage with our course at a more fine-grained level by providing guest speaker, industry visit days and contributions to final year projects.

These professional and business networks also involve external events, many of which are open to students, as well as employers. The school liaises with external agencies, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

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