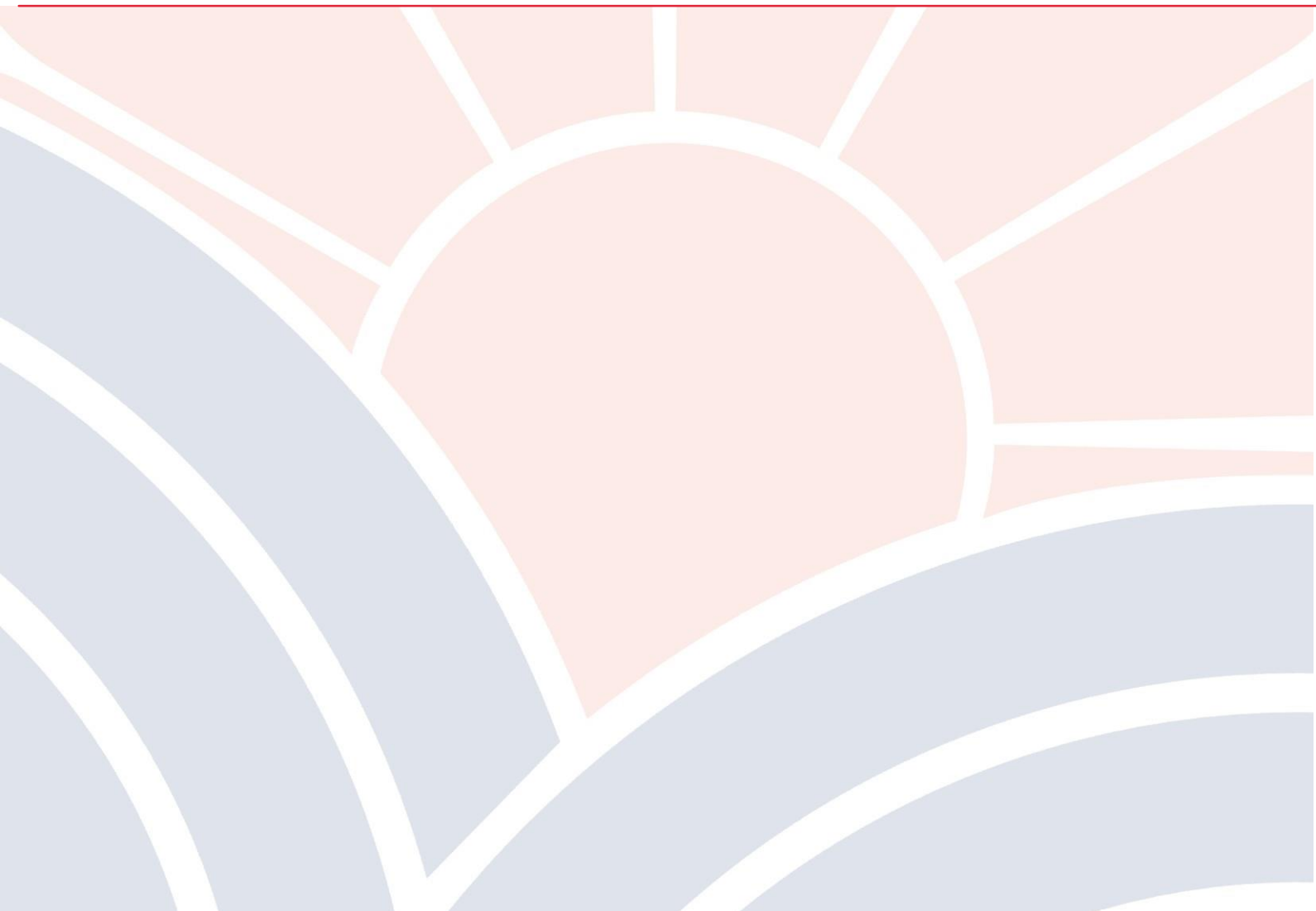


# Programme Specification

BSc (Hons) Business Systems and Technology (Top Up)





## PROGRAMME SPECIFICATION

### 1. Programme Title(s) and UCAS Code(s):

**BSc Hons Business Systems and Technology (Top Up)**  
**UCAS Code - application**

### 2. Available Awards

BSc (Hons) - Business Systems and Technology Diploma  
in Higher Education – (named and unnamed) Certificate  
in Higher Education - (named and unnamed)

### 3. Entry Requirements:

A minimum of 260 UCAS points and five GCSEs at grade C or above, including GCSE English Language (or a recognised equivalent) and Mathematics.

For International students the following levels of English language proficiency are required:

- GCSE/O-Level (or equivalent such as Functional Skills or International recognised qualification) English Language at grade C or above
- An overall score of at least 6.0 in the British Council IELTS test

#### 3.1 Accreditation of Prior Accredited Learning

Applications for the Accreditation of Prior Accredited Learning (APAL) and the Accreditation of Prior Experiential Learning (APEL) are considered according to the principles and procedures set down in Solihull's APL Handbook.

It would be difficult to identify all of the permutations for all of the different types of qualifications that would allow a student to be accepted on to the Degree programme for each year. Suffice it to say a review of the HNC/HND Computing and Systems Development course would allow a student with an overall merit profile and additional units to be accepted on to the final year of the Degree.

These units are as follows:

Moving from Year 1 HND Computing and Systems Development, to Year 2 of the BSc, would require student to have a Merit profile and in addition would have to have completed the additional units Unit 10 HCI and Unit 14 Website Design for the equivalent User Centred Design and Prototyping and Multi-platform website design Modules offered on the Degree.

Moving from Year 2 HND Computing and Systems Development, a student would in addition to the units identified above have to do Unit 33 Data Analysis and Design and the Unit 41 Programming in Java for the Database design and Development and Mobile applications for business modules as well as attend the Introduction to Finance Module on the degree itself. The programme for these APL students would normally be extended over an 18 month period to accommodate these requirements.

#### **4. Aims of the programme:**

The course is concerned with the skills, technologies and methods that are relevant for the creation of computing systems that support business and organisational objectives and strategies in local as well as the global economy.

The BSc (Hons) Business Systems and Technology programme aims to develop:

1. an understanding of the role of technology in the support of the achievement of business and organisational objectives and strategies;
2. skills in the application of appropriate analysis, design methods and tools to meet the challenges of the competitive business environment;
3. an appreciation of professional and ethical issues within the business environment;
4. the ability to adapt to the changing demands of the sector and to equip students with the skills needed to sustain successful careers as Management and Computing professionals;
5. transferable skills of analysis, communication and organisation;
6. independent learning skills and an appreciation of the importance of continuing professional development and lifelong learning.

#### **5. Summary of Programme (for HEAR):**

The BSc Business Systems and Technology is a modular degree that is studied over three years full time. In the first year modules establish the underpinning knowledge and skills that will be built upon in subsequent years. The 'Personal Development, Academic Skills and Employability' module gives students the opportunity to identify and reflect on their strengths and weaknesses and to consider requirements for their future career development, as well as providing them with the skills they need to succeed in their studies. In 'Analysing the Business Environment' students will develop an understanding of the economic environment in which modern business operates. Modules such as 'Multi-Platform Web Design' and 'Networking Fundamentals' will discuss how the Internet has impacted upon communication and the issues involved in delivering content across a variety of devices, as well as discussing the infrastructure that underpins modern business operations. The 'User Centred Design and Prototyping' module considers how research into human psychology, information processing and usability can be used to design computer interfaces that meet the needs of users.

In the second and third year of the course students will build upon the skills and knowledge gained with subjects such as mobile application development, project management, databases, innovation management and business entrepreneurship.

Students studying the Business Systems and Technology course will gain a wide subject knowledge and the ability to examine business problems and construct robust technical solutions that take into account business requirements and the needs of diverse audiences.

They will also gain a set of transferable skills such as planning, project management, critical thinking and writing as well as developing their skills in teamwork, presentation, leadership and communication.

On completion of the course students will be equipped with the skills, knowledge and competence to work in a variety of sectors or to move on to further study at a postgraduate level.

## 6. Intended learning outcomes and teaching, learning and assessment methods used

Intended Learning Outcomes	Teaching Methods	How Demonstrated
<b>A. Knowledge and Understanding</b>		
A1 Demonstrate their understanding of the range of skills which contribute to a rounded education in computing and business and how these different skills manifest themselves in both the learning and work environment	Teaching will be constructed so that students will develop their understanding of this key concept through a number of modules, either explicitly e.g. modules such as Personal Development, Academic Skills and Employability, Managing Innovation and Research and Professional Practice or implicitly in modules that discuss the skills required to deliver technical solutions to business problems.	A range of assessments will be used to enable students to demonstrate their skills, such as skills tests, presentations and reports.
A2 Develop technical knowledge and an understanding of the relationship between technology and business efficiency/success.	Technical knowledge, and the relationship between technology and business processes is a fundamental part of the programme and will be embedded in a number of modules. Teaching methods will include practical work, case studies and simulation.	A range of assessments will be used to enable students to demonstrate their technical knowledge and the understanding of the links between technology and business; these include skills tests, reports and presentations.
A3 Acquire an awareness of and engage with the challenging and contemporary topics that are currently driving the technological revolution in terms of software development and computer networks	Teaching methods will include real life case studies as well as scenarios.	A range of assessments will be used to enable students to demonstrate their knowledge of contemporary topics that are currently driving the technological revolution, including reports and presentations.
A4 Gain knowledge and understanding of the role of information technology in business.	Teaching methods will include real life case studies, debates and set readings.	A range of assessments will be used to enable students to demonstrate their knowledge of the role of information technology in business, including reports and presentations.
A5 Engage in informed critical analysis of current IT developments with an ability to project the values of those developments to societal, commercial and industrial usage.	Teaching will be constructed so that students will engage in critical analysis of developments in technology and how they impact on society, this will include debates as formative assignments and student led presentations.	A range of assessments will be used, including presentations and reports.
A6 Demonstrate a critical understanding of the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment.	Teaching methods will include group work and discussion, case studies and simulations.	Assessment methods include the creation of reports and presentations.

<b>B. Subject Specific Skills, including practical and professional skills</b>		
B1 Develop a sense of purpose, commitment, initiative, determination and self-confidence in the use and development of computing solutions in business contexts	A range of teaching methods will be used that encourage students to gain independence in their learning, such that by the third year they are able to critically analyse business problems and propose appropriate solutions. This will include group work, presentations and problem based learning.	A variety of assessments will be used, including skills tests, reports and presentations.
B2 Acquire the potential to express ideas and opinions in a clear, confident and coherent manner both orally and in writing using appropriate technical terminology	Through modules such as Personal Development, Academic Skills and Employability students will be supported in developing transferable skills in communication i.e. writing, presentations.	Assessments such as presentations, reports and essays.
B3 Develop an ability to be an active and responsive practitioner of technology in order to meet business needs	A variety of teaching methods will be used to encourage students to actively engage in locating and reading about developments in technology. This will include set reading tasks and problem based exercises.	Assessments will include presentations and reports.
B4 Develop a willingness to work effectively with others in computing and business related projects	Students will be encouraged to work with others in order to develop their teamwork, communication and leadership skills. This will be through formative work as well as summative assignments.	Assessed through group presentations and group tasks.
B5 Appreciate the need to be flexible in order to absorb and apply new concepts and ideas.	Students will be supported in becoming reflective and critical learners who can challenge their own beliefs and consider new ideas and concepts. Methods will include reflective writing and group work.	Assessment will include portfolios, reflective writing and presentations.
B6 Understand the need to be able to set realistic and attainable project goals.	A variety of methods will be used in order to develop time management and project management skills, including formative tasks, group work, discussion and reflection.	Reflective portfolios, project plans reports and presentations.
<b>C. Advanced Skills and Experience</b>		
C1 Communicate and present oral and written arguments using specialist vocabulary	Starting at level 4 with the Personal Development, Academic Skills and Employability module students will be supported in developing their communications skills through a number of modules. Teaching methods include presentations, peer review and group work.	A variety of assessments will be used, including group work, reports, essays and presentations.
C2 Use Information and Communications Technology including word processing, data bases, Internet communication, information retrieval and on-line searches	Skills in information literacy will be developed at level 4 and embedded throughout the programme. Students will be supported in developing their research skills and the ability to evaluate sources for validity.	A variety of assessments will be used, including presentations, reports and essays.
C3 Application of number: interpret and present relevant numerical data	Guided reading and set tasks, starting at level 4, will enable students to engage with reports and research in the field of technology and business and	Assessment methods include reports, financial reports and dissertations

	analyse findings for significance, this will include the interpretation of numerical data. Students will be taught how to interpret financial statements. In terms of research, methods for gathering, analysing and presenting data will be considered.	
C4 Work with others, developing interpersonal skills, to plan, share goals, and work as a member of a team	Students will engage with formative tasks in groups in order to develop leadership and communication skills.	Portfolio, presentations.
C5 Improve own learning and performance, including the development of study and research skills, information retrieval, plan and manage learning and also reflect on own learning	Students will be supported in becoming reflective learners, through modules such as Personal Development, Academic Skills and Employability. In the final year the project/dissertation will enable students to demonstrate their skills in self management and reflection.	Presentations, reports, dissertation.
C6 Analyse, synthesise, evaluate and identify problems together with design or advice on appropriate solutions	Through set tasks, guided reading and problem based learning students will develop their ability to analyse a problem and propose solutions.	Presentations, essays, reports.

The QAA benchmarks for 'Computing' and 'General Business and Management' Honours degrees have been used as a guide to the curriculum of this programme.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/GeneralBusinessManagement.pdf>

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/computing07.pdf>

## **7. Learning and Teaching Strategy:**

The Learning and Teaching Strategy reflects the underlying principles that have guided the development of this programme from its concept stage. At an individual level the course aims to develop a wide range of computing and management skills. It also seeks to develop personal qualities that will guide students throughout their lives and careers i.e. interpersonal skills and a critical and questioning approach to work and study. On an organisational level the course recognises that no single, universal approach can be taken to managing computing within an organisational context, the course aims to enable students to think through and understand the practical, social and ethical implications of embedding and exploiting computing and related technologies in organisations.

The levels outlined above will be undertaken simultaneously throughout the course. Hence Computer Systems Project Management, for example, would be carried out as a highly contextualized endeavour rather than as a generic practice. Students will also be required to reflect upon their thinking and behaviours through the submission of reflective portfolios and by working as members of Action Learning Sets.

It is planned to construct learning by aligning teaching using the notion of "constructive alignment" (Biggs 2003). Biggs defines constructive alignment as starting with the notion that the learner constructs his or her own learning through relevant learning activities. The teacher's job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that all components in the teaching system - the curriculum and its intended outcomes, the teaching methods used, the assessment tasks - are aligned to each other.

A key aim in Biggs's thesis is that teaching methods are devised to enable students to acquire both 'declarative' knowledge and 'functioning' knowledge. Declarative knowledge is that which we can speak about to others; it is knowledge of a subject area. Functioning knowledge is that which is demonstrated through application to a task or problem whilst demonstrating a change in behaviour and attitude resulting from that learning.

It is therefore intended to engage with students in the following ways:

- Small group tutorials and interactive group work using Action Learning Sets (Revans 1982; Revans 1998) where the emphasis is on reflecting, experimenting with new action, reflection and starting the cycle again. Learning contracts are a further intrinsic aspect of action learning sets.
- Work-based learning activities
- Problem-based learning
- The use of personal portfolios for addressing learning from feedback
- Provision of a curriculum that is robustly informed by a broader world view and is taught in a range of ways. The programme will when appropriate identify the ethical and moral aspects to gathering of information, or the storage of information the consent to use technological innovation to extend life, for example.

Students will progress through this course following a three-part learning strategy, as follows:

- The first year of the programme, level 4, will be generally devoted to providing students with knowledge of the underlying concepts and principles of business, as well as a foundation in computing and networking skills. Emphasis will also be placed on the development of generic transferable skills. Students will be provided with a conceptual process of reflective practice made available through the module Personal Development, Academic Skills and Employability.
- At level 5 students will develop an analytical and evaluative approach to 'real world' computing management and leadership problems. Level 5 will use the concepts and skill-based tools from level 4 for more applied learning activities. The range of learning activities will increase to facilitate different learning styles.
- Level 6 will involve students using the conceptual tools and experience developed in the first two years. Final year modules will lead students toward research in advanced theory and will focus upon developing practice in analysis, evaluation and synthesis in some critical areas. For this degree these areas will reflect the experience and research of staff. At level 6 students will undertake an individual piece of research which is designed to bring together and assess previous learning.

Of special note is the intended approach towards the 'capstone' Final Business Project module. The completion of an undergraduate final project is widely considered as an academic milestone for any student. It is intended to begin the process of successfully completing this at Level 5 with the 'Research and Professional Practice' module and will involve introducing students to a range of topics that may constitute meaningful lines of enquiry as a research project. The module will provide considerable formative feedback to students who will be working towards researching and developing their final project investigation.



## **8. Assessment Strategy:**

The BSc Business Systems and Technology will incorporate a range of assessments in line with the broad scope of the subject and appropriate to the topic being assessed. These methods have been chosen not only to offer a formative experience for students, which enables them to gain feedback on their progress towards the learning outcomes of the module, but summative assessment of their knowledge, understanding and transferable skills.

The range of assessment methods has been chosen to reflect the authentic activities that they will be engaged in once they have graduated and to enhance their employability so that they can undertake these activities in the workplace. As such the assessments include the creation of reports, group work, delivering presentations and practical activities such as the creation of networks and development of mobile applications. In line with the philosophy of lifelong learning the use of portfolios enables students to reflect on their skills, experiences and career aspirations and develop plans not only in the short term to address weaknesses but to consider in the long term how they will maintain their employability after graduating e.g. through further study or professional certification.

Student work will be marked according to the published criteria with feedback from module tutors identifying both strengths and weaknesses and areas for further work and development.

## **9. Employability Strategy:**

In terms of an employability strategy for students, the curriculum addresses core issues of computing, business and management that will equip graduates for a wide range of roles in the public, private and third sectors involving supervision and management. The course will also provide a critical appreciation of the structure and strategy of organisations and functional activities such as marketing, finance and operations. This robust grounding will provide an ideal base from which students may either enter a business function, start their own enterprise or progress to a postgraduate business management course.

Following the award of BSc Business Systems and Technology, graduates are expected to be able to work as supervisors, junior and middle managers leading teams in:

- The public and voluntary sector
- SMEs
- Professional service organisations
- Other local industry and commerce.

## **10. Student Support:**

Student progression on course is supported both by subject tutors and central College services at Solihull and includes:

- An induction programme introducing new students to the subject of study, higher level skills that need to be developed, and the college facilities (including the library, IT facilities, staff and other students).
- College and course/module handbooks available in print and electronic format on Moodle.
- Personal and academic support is integrated in teaching provided by supportive and accessible tutors and identified one to one support sessions are also available.
- A modern well equipped library and Up-to-date ICT equipment.
- Study skills sessions integrated in programme.
- Personal development planning sessions integrated into programme via specific Personal Development Plan sessions and a Personal Skills Development module.
- Computer laboratories with specialist facilities for computer networking and multimedia computing.
- One to one and group tutorial support
- Access to regularly updated course section and college wide sections on the college's intranet Moodle
- Dedicated HE area for taught sessions

## 11. Programme Quality Indicators and Results

Quality processes are employed within Solihull College and Newman University to maintain academic standard of the qualification offered. The processes employ a series of pre-exam and exam boards with external examiner and representatives from Newman's academic and quality staff, Head of School, Program Coordinators teaching staff and students; separate course reviews, modules reviews and student termly reviews. In addition there are quality checks on the assignments issued, as well as submission from the students through internal verification, which is then rechecked by the external examiner.

These different checks are summaries in annual reviews which allows for the amendments to programme delivery, any professional development needs for the staff – such as attending conferences or performing research, as well as the identification of further resources for the course including reading material and equipment needs such as software.

This formal process is support by the immediate access of academic support from Newman's own staff for the team at Solihull.

In summary these processes are:

- Module reviews (feedback questionnaires and module leader action plan)
- External examiners reports
- Annual Monitoring Reviews, AMR, and SAR with agreed Actions
- Annual staff appraisal
- HE Review

Committees with responsibility for monitoring and evaluating quality and standards

- Programme Quality Board
- Quality and standards in HE
- Programme Exam Board

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Programme Quality Executive
- Mid-module discussion with module tutor and end of module evaluative questionnaire
- Subject questionnaire for final year students

Staff development priorities include

- Consultative supervision and support for staff acting as tutors and facilitators to process issues arising out of the tutoring process.
- HE Research Group
- Community of practice for staff supervising dissertations

## **12. Special Features:**

In the first cohort of the programme the final year of the course will be taught and overseen by Newman University. Final year subjects will be shadowed by the following Solihull Lecturers/University Tutors

- Business Project/Dissertation – Alex Gibb
- Managing Technological Innovation - Shaista Arkram
- Business Entrepreneurship – Shaista Arkram
- Enterprise Systems – Alex Gibb
- Computer Security – Alex Gibb

It is intended that the majority of the teaching will be at the Solihull Blossomfield Campus.

### 13. Proposed structure of the programme

#### Year 1

<b>Module Code</b>	<b>Title</b>	<b>Credits</b>
BTU401	Analysing the Business Environment	20
BTU402	Networking Fundamentals	20
BTU403	Multi platform website design	20
BTU404	Personal Development, Academic Skills and Employability	20
BTU405	Systems Analysis and Design	20
BTU406	User Centred Design and Prototyping	20

#### Year 2

<b>Module Code</b>	<b>Title</b>	<b>Credits</b>
BTU501	Mobile Application Development for Business	20
BTU502	Networking Management	20
BTU503	Research and Professional Practice	20
BTU504	Database Design and Development	20
BTU505	Project Management	20
BTU506	Introduction to Finance	20

#### Year 3

<b>Module Code</b>	<b>Title</b>	<b>Credits</b>
BTU601	Business Project/Dissertation	40
BTU602	Managing Technological Innovation	20
BTU603	Business Entrepreneurship	20
BTU604	Enterprise Systems	20
BTU605	Computer Security	20

## References

Biggs, J. (2003). Teaching for Quality Learning at University, Open University Press.

Newman University (2014) Newman Teaching and Learning Strategy 2014-2020: The Newman Learning Endeavour: Respect, Social Justice and Equity; available at:  
<https://sharepoint.newman.ac.uk/supp/gove/Current%20Strategies/Learning%20and%20Teaching%20Strategy%202011%20-%202013.pdf> (accessed 25<sup>th</sup> November 2014).

Newman University General Academic Regulations available at:  
<https://sharepoint.newman.ac.uk/supp/poli/Student%20Policies/Academic%20Guidelines/General%20Academic%20Regulations%202014%20-%202015%20Final%20Version%202.pdf> (accessed 25<sup>th</sup> November 2014)

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Assessment Map for: **BSc (Hons) Business Systems and Technology**

Please list modules in order that they are to be completed, rather than numerical order, to illustrate the potential workload for students undertaking the programme during each term and level.

<b>METHODS (BY TYPE)</b>	<b>NETWORKING FUNDAMENTALS</b>	<b>MULTI PLATFORM WEBSITE DESIGN</b>	<b>PERSONAL DEVELOPMENT ACADEMIC SKILLS AND EMPLOYABILITY</b>	<b>SYSTEMS ANALYSIS AND DESIGN</b>	<b>USER CENTRED DESIGN AND PROTOTYPING</b>	<b>ANALYSING THE BUSINESS ENVIRONMENT</b>	<b>MOBILE APPLICATION DEVELOPMENT FOR BUSINESS</b>	<b>NETWORKING MANAGEMENT</b>	<b>RESEARCH AND PROFESSIONAL PRACTICE</b>
<b>ESSAY</b>						2000 words (70%)	1600 words (40%)		3000 words (80%)
<b>EXAMINATION</b>	1.25 hours							1.25 hours (60%)	
<b>PROJECT</b>		3000 words equivalent	3000 words equivalent	3000 words equivalent	3000 words equivalent				
<b>PORTFOLIO</b>									
<b>PRESENTATION</b>						15 min (30%)			10 mins (20%)
<b>DISSERTATION</b>									
<b>SKILLS TEST</b>	1.25 hours							1.5 hours (40%)	
<b>ARTEFACT</b>							2400 words equivalent (60%)		



