University of the West of Scotland

Undergraduate Programme Specification

Session: 2022/23
Last Modified: 23/02/24
Status: Published

1	Named Award Title:	BSc (Hons) Business Technology (Sandwich Available) Single
2	Award Title for Each Award: [1]	BSc (Hons) Business Technology (Sandwich Available) BSc Business Technology (Sandwich Available) Dip HE Business Technology Cert HE Business Technology
3	Date of Validation / Approval:	
4	Details of Cohorts Applies to:	All students entering or progressing on the programme from September 2022
5	Awarding Institution/Body:	**University of the West of Scotland**
6	Teaching Institution(s)[2]:	**University of the West of Scotland**
7	Language of Instruction & Examination:	English
8	Award Accredited By:	British Computer Society
9a	Maximum Period of Registration:	6 Years full-time, 8 years part-time. Please note that part-time students wishing BCS Accreditation must complete the course within 6 years.
10	Mode of Study:	Full Time Part Time
11	Campus:	Paisley
12	School:	School of Computing, Engineering and Physical Sciences
13	Programme Board:	Business and Applied Computing
14	Programme Leader:	**Costas Iliopoulos**

15. Admission Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

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[1] Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE
[2] University of the West of Scotland and include any collaborative partner institutions involved in delivery.

Year 1 entry: SQA Highers: BBBB including one of English, Maths or Computing/Computer Science plus English and Maths at least at SQA Standard Grade 3 or above, Intermediate 2 or National 4.

Year 2 entry: SQA Advanced Highers - CCC including English, Maths or Computing plus Highers in 2 other subjects at AB plus English and Maths at least at SQA Standard Grade 3 or above, Intermediate 2 or National 4. Appropriate relevant computing qualification or experience may also be required.

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or GCE

Year 1 entry: GCE A-Levels: BBC including one of English, Maths or Computing plus 3 GCSEs including English and Maths at C or above.

Year 2 entry: GCE A-Levels: BBB in one sitting including English, Maths or Computing plus 3 GCSEs including English and Maths at C or above.

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or SQA National Qualifications/Edexcel Foundation

Year 1 entry: SQA HNC: Business or Administration/IT

Year 2 entry: SQA HNC /BTEC Level 4 HNC : Computing or IT related subject; OR BTEC Extended Diploma: DDM.

Year 3 entry: SQA HND : Computing or IT related subject (Grade B in Graded Unit in Year 2 of the HND); OR BTEC Level 5 HND /Foundation Degree: Computing or IT related subject (Grade B).

Other Required Qualifications/Experience

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)

16	**General Overview**
	The Business Technology programme has been designed to reflect the importance of how and why businesses adopt and make use of new approaches and new technologies and to instil graduates with core IT and business skills. The Business sector has a recognised and growing need for such graduates, who can couple sound business knowledge with the necessary technical expertise to maintain a modern business's technology resource and also to exploit modern software and ICT applications to power the business and drive its growth.
	This programme is distinct from traditional computing programmes in that it does not focus on programming or other specialist technical skills. Rather, it recognises that there is a need for good general technical practitioners working in SMEs outwith the technology sector who have been educated in the key aspects of business technology and who can provide organisations with an exemplary technical support and maintenance skillset as well as being able to function in a key business role.
	The programme delivers a combination of technology and business-related modules in every year, some of which are designed around accredited material from organisations such as Microsoft, Cisco and the British Computer Society, affording students the opportunity to supplement academic studies with professional certification, if they so desire.
	Students are provided with an opportunity to undertake a minimum 36-week placement in an organisational setting, with an approved employer either in the UK or abroad. These placements attract a significant salary and can be taken either between Levels 8 and 9, or between levels 9 and 10, but NOT both.
	Students who graduate with an honours degree will be eligible to proceed to a variety of business and/or technology focused Masters programmes.
	The main teaching instruments are lectures, tutorials and laboratory work. Classes are divided into smaller groups for laboratory work and tutorials. Seminars and group work are used where appropriate. Many of the modules place a focus on interactive student-centred learning using online materials or interactive systems or applications that the students can work through at their own pace. All modules will be delivered through the Moodle VLE which allows for an element of interaction with and among students outwith the normal teaching contact times. Teaching on many of the modules may be supplemented by field trips to and/or guest lectures/seminars from local businesses so as to give students exposure to real businesses and a realistic awareness of the business technology environment. Additional hours are allocated each year to the development of key learning skills and Personal Development Planning (PDP), as outlined in section 28. Between either levels 8 and 9 or levels 9 and 10 of the programme, the students are provided with an opportunity to undertake a minimum of 36 weeks in employment with an approved employer. Further details of this are given in section 29 below. Learning The programme views the student as being the centre of the learning process and students are expected to take responsibility for their own learning and to construct knowledge

through active engagement of learning resources. Students are expected to undertake independent study both to supplement and consolidate what is being taught and to broaden their individual knowledge and understanding of the subject. Assessment The assessment methods used are specified in the individual module descriptors and are identified against specific module learning outcomes, the precise split between continuous assessment exercises and examination being dependent on the nature of the individual modules. Testing of the knowledge base is typically through a combination of unseen written examinations, assessed coursework in the form of reports, laboratory-based exercises and presentations. Formal examination will not be used as a method of assessment for level 7 modules on this programme. In addition, where it is felt appropriate and practical to do so, an element of formative assessment will be utilised early in module schedules to provide effective and meaningful feedback to students that can greatly assist in supporting and enhancing their learning and their approach to the assessment process.

17	**Graduate Attributes, Employability & Personal Development Planning**
	Graduates of the programme will be **U**niversal, **W**ork-ready and **S**uccessful across the three dimensions - academic, personal, and professional which encapsulate the breadth of the learning experience at University level. The main aim of this degree programme is employability, and, as such, a number of mechanisms will be included to help achieve this aim. In addition to the focus on transferable skills that forms an integral part of the programme, students will be encouraged to attend industry talks, careers seminars, guest lectures, mock interviews and an assortment of employer events that will be organised with external agencies at various points throughout the academic year and at various levels within the programme. Students will also be offered the opportunity to achieve vendor accreditation in specific applications, topics and areas as a self-directed complementary qualification. The costs associated with any vendor examinations or other forms of vendor accreditation must be borne by the student. The employability skills and attributes which Students will gain experience in developing, applying and reflecting upon during the sandwich placement will be those identified by The Council For Industry and Higher Education (CIHE) as the key competencies which employers value as defined below • Cognitive skills (attention to detail, analysis and judgment) 1. Demonstrate the use of their knowledge, understanding and skills, in both identifying and analysing problems and issues and formulating, evaluating and applying evidence-based solutions and arguments. 2. Undertake critical analysis, evaluation and/or synthesis of ideas, concepts information and issues. 3. Identify and analyse routine professional problems and issues.

4. Draw on a range of sources in making judgments.

• Generic competencies (planning & organisation, influencing, written communication, questioning, listening, teamworking, interpersonal sensitivity, organisational sensitivity and lifelong learning and development

1. Well-developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include the use of ICT as appropriate to the subject(s).
2. Communication of the results of their own and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs and techniques of the subject(s).
3. Identifying and addressing their own learning needs including being able to draw on a range of current research, development and professional materials.
4. Interpreting, using and evaluating numerical and graphical data to achieve goals targets.
5. Making formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences.
6. Work under guidance with qualified practitioners.
7. Practice in ways which take account of own and others' roles and responsibilities.
8. Take some responsibility for the work or others and for a range of resources.

• Personal capabilities (creativity, decisiveness, initiative, adaptability/flexibility, achievement orientation, tolerance for stress and leadership)

1. Application of their subject and transferable skills to contexts where criteria for decisions and the scope of the task may be well defined but where personal responsibility, initiative and decision-making is also required.
2. Exercising autonomy and initiative in some activities at a professional level.

• Technical ability (knowledge of key trends in modern technology and experience of using modern technology)

1. Use of a range of IT applications to support and enhance work.

• Practical and professional elements (professional expertise, process operation and image)

1. Show familiarity and competence in the use of routine materials, practices and skills and of a few that are more specialised, advanced and complex.
2. Practise in a range of professional level contexts which include a degree of unpredictability.
3. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.

Personal Development Planning (PDP) within the programme

1st year (SCQF 7)

The 1st year (SCQF 7) 'Professional Development in Computing' module is a core module and covers the development of a number of key transferable skills as well as introducing students to Personal Development Planning (PDP). The support for the PDP elements within this module is also the responsibility of the School's Personal Tutors. Students are scheduled to have PDP meetings with their Personal Tutor during the first trimester.
The PDP work and practices introduced in the 'Professional Development in Computing' module are further developed in the second trimester with each student, through supported sessions with their Personal Tutors. These sessions are aimed at assisting in the development of the student's PDP e-portfolio.

2nd Year (SCQF 8)

In the second year of the programme, the Personal Tutors assist the students with developing their PDP e-portfolio and in constructing their reflective learning and planning logs. Aspects of PDP are included in all of the core modules at this level. In addition, in trimester 2, students must either undertake a short placement in an industrial setting or complete an industry focused group project both of which provide opportunity for further personal and professional development planning anf enhancement.

3rd Year (SCQF 9)

Aspects of PDP are included in all of the core modules at this level and particularly in the 'Professional Computing Practice' module. Again Personal Tutors are used to assist students develop their PDP e-portfolio and in constructing their reflective learning and planning logs.
Most direct entry HN students to Year 3 of the programme have already encountered PDP at their colleges. To assists the direct-entry students in understanding and using the PDP tools at the University there will a number of presentations and workshops at Induction.

4th Year (SCQF 10)

Aspects of PDP are included in all of the core modules at this level. Personal Tutors continue to assist students with developing their PDP e-portfolio and in constructing their reflective learning and planning logs. There are scheduled meetings with Personal Tutors.

18	**Work Based Learning/Placement Details**
	Many of the modules within this programme encourage, and in some cases demand, involvement with the SME community as an integral part of the module assessment. Optional placement learning modules can be taken by students at levels 8, 9 and 10 of the programme.

In addition, the BSc (Hons) Business Technology with Sandwich programme includes an Industrial (Sandwich) Placement period of 36 weeks which students can take either between level SCQF 8 and 9 or between SCQF levels 9 and 10 of this programme, but NOT both.

The sandwich placement is designed for students to gain and reflect on work experience attained during their time in the workplace. The experience may also contribute towards meeting the membership requirements of a Professional body. Students undertaking a sandwich placement are required to undertake PDP and maintain a portfolio from which they will be required to produce a comprehensive learning log report charting their development during placement. This is assessed on a pass /fail basis only with the majority of ongoing assessment being formative in nature. The student will be required, through reflection, to explore their own role within their placement organisation and to take account of the roles and responsibilities of themselves and others in the context of the structures in which they operate. On successful completion of the placement, the learner will be more employable as a result of having developed their ability to integrate essential generic skills and attributes with subject/discipline related knowledge.

The placement will be governed by a tripartite learning agreement between the student, placement provider and the University which defines the learning outcomes and confirms elements of support and commitment from all parties. The agreement will be signed by each party prior to the start of the placement and it is expected that Schools will continue to use their existing placement systems for the management of such agreements.

Learning Outcomes

At the end of the placement the student will be able to:

- L1. Critically relate elements of the placement work experience to the main themes and issues of academic study of business technology relevant within the workplace and be confident in articulating this to others
- L2. Analyse organisational cultures and structures with particular relevance to the current workplace and exhibit the ability to critically evaluate employee roles in an applied setting.
- L3. Recognise, critically assess and be able to clearly demonstrate to others the personal development and application of essential employability skills and attributes within a real work situation.

Assessment

Assessment will be based on pass/fail only and all assessment elements must be passed for progression as part of the Sandwich programme. Assignments will be open to external examination in accordance with University regulations.

In order to submit for assessment students need to:

- Attend the workplace(s) in which they have been placed for a minimum total of 36 weeks (180 full working days) and have their employer(s) confirm their attendance
- Receive a satisfactory assessment of work performance from their workplace supervisor(s) and academic tutor (based on two interviews and other evidence as required)
- Maintain a PDP portfolio and use this to submit a satisfactory learning log report reflecting on the placement experience (minimum 2,000 words)
- Successfully complete a subject related project (minimum 3,000 words or equivalent)

Where a student's sandwich placement is made up of two separate planned periods of work experience (i.e. a "Thin Sandwich"), the PDP portfolio report and subject related report will normally be submitted and assessed during the second period of placement. Assessment of the first period of placement will relate to satisfactory performance in the workplace.

Mitigating circumstances will be taken into consideration in accordance with University regulations.

Reassessment

- Minimum period in work: It is essential that the student completes at least 36 weeks (180 working days) in employment. If the student does not meet this minimum requirement then they cannot pass the placement.
- Catch up: Where through no fault of their own a student has been unable to attain at least 36 weeks placement experience they will be entitled to secure the additional work experience required through a suitable additional period of work experience provided this is agreed in advance with the Programme Team.
- Retake of Placement: a repeat or alternative placement will only be considered on health or other mitigating grounds or where the placement is terminated due to no fault of the student. In such cases the student will receive counselling from the placement tutor on how best to proceed.
- Satisfactory Performance: The first interview will be used to assess the student's progress. If it is considered that the student's performance is less than expected at that stage, the student will be advised of this and of the elements of their performance that need to improve. If the student's performance is assessed as unsatisfactory at the second interview then the student will be given further advice on the steps they need to take to achieve a satisfactory assessment and will be reassessed through a third interview at the end of their placement period. Interviews will normally be conducted within the workplace unless a suitable alternative method is agreed by all parties.
- Reflective Report from PDP: If the reflective report is unsatisfactory, the student will be given the opportunity to resubmit in line with University regulations
- Subject related report: If the subject related report is unsatisfactory the student will be given the opportunity to resubmit in line with University regulations

Progression/Award

- Placement students will be assigned to a specific Subject and Programme Panel.
- The relevant Programme Panel will consider the performance of each sandwich placement student enrolled on that Programme and decide eligibility for reassessment, progression and awards in accordance with University Regulations, in particular Regulation 7.10.4
- A student who fails the sandwich placement after reassessment will no longer be eligible for a "with sandwich" award. They will either progress to level 9 or 10 (as appropriate) of a non-sandwich equivalent programme or exit with an equivalent non-sandwich award.

19	**Attendance and Engagement**

In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time.

The engagement and attendance requirements of individual modules are detailed in the module descriptors.

20	**Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Nothing in this programme should present difficulties for students on the basis of their gender, ethnicity, or sexual orientation. In relation to students with additional support needs, when a student discloses a disability, the individual module tutor, in consultation with the disability co-ordinator, will agree the appropriate adjustments to be made. Students will be welcome whatever their religious beliefs and should note that the ethos of the programme is that although computing technology has the potential to cause harm, through misuse or error, it provides significant potential for improving the quality of human life - with careful design and use technology holds great promise as a force for good. The programme team are committed to accommodating the diversity of our student population and recognise their right (morally as well as legally) to equal opportunities to develop their potential and to benefit from the experience of a university education. Students should note that the language of instruction is English and that they will need to have a satisfactory grasp of the language in order to keep abreast of the teaching materials and in submitting assessed work and must also satisfy any University admission regulations in that respect.

With regard to the sandwich placement, opportunities will normally be appropriate for any student and learners will only be placed with employers who have appropriate equal

	opportunity, health & safety and other relevant policies and procedures in place. Students will also only be placed in a job which the University is satisfied offers the student sufficient opportunities to meet the placement learning outcomes.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

21	Learning Outcomes (Maximum of 5 per heading)
	Outcomes should incorporate those applicable in the relevant QAA Benchmark statements. Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool | Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf

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SCQF LEVEL 7 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad, general knowledge of Business Technology.
A2	Develop a knowledge that is embedded in the main theories, concepts and principles of Business Technology.
A3	Be aware of the changing nature of Business Technology.
Practice - Applied Knowledge and Understanding	
B1	Use some of the basic and routine professional skills, techniques and practices associated with Business Technology.
B2	Practice the skills in a routine context.
Communication, ICT and Numeracy Skills	
C1	Be able to convey complex ideas about Business Technology in a well-structured and coherent form.
C2	Use a range of forms of communication effectively in a familiar context.
C3	Use standard business software applications to process a variety of information and data.

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation		
D1	Present and evaluate arguments, information and ideas which are routine in the Business Technology domain.	
D2	Use a range of approaches to address defined problems and issues in the Business Technology domain.	
Autonomy, Accountability and Working With Others		
E1	Work under instruction with others, in groups, in support of current professional practice.	
E2	Exercise initiative in carrying out defined activities at a basic professional level.	

Learning Outcomes - Level 7 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
7	COMP07012	CCNA1: Introduction to Networks	20		✓		
7	COMP07061	Computing Systems	20	✓			
7	COMP07027	Introduction to Programming	20	✓	✓		Delivered over T1 and T2
7	COMP07009	Introduction to Web Development	20	✓			
7	MATH07005	Mathematics for Computing	10		✓		
7	COMP07067	Professional Development in Computing	10	✓			

Footnotes for Core Modules:

Module COMP07027 (Introduction to Programming) is delivered over two trimesters.

Learning Outcomes - Level 7 Optional Modules

	Module Code	Module Name	Credit	Term	Footnotes

SCQF Level				1	2	3	
		Choose 1 module (20 credits) from the list below OR other modules in consultation with Programme Leader.					
7	COMP07063	Business Technology and Enterprise	20		✓		Recommended Option
7	COMP07013	Design for Interaction	20		✓		

Footnotes for option modules

Students who do not wish to take the Recommended or other options shown above can select any other level 7 module that is deemed suitable by the programme leader and which is appropriately timetabled.

22 a	**Level 7** **Criteria for Progression and Award**
	Standard UWS progression regulations will apply. Students who achieve 120 credits at SCQF level 7 or above, including the core modules above, will be eligible for the exit award Certificate of Higher Education (Cert HE) in Business Technology Students who achieve 120 credits at SCQF level 7 or above, but do not achieve all the core credits above for the programme, may be eligible for the Certificate of Higher Education (Cert HE) in Information Technology.

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	Level 8 **Learning Outcomes (Maximum of 5 per heading)**
	Knowledge and Understanding
A1	Demonstrate a broad knowledge of the scope, defining features, and main areas of Business Technology.
A2	Show detailed knowledge in some areas of Business Technology such as business computer networks, databases and business technology provision.
	Practice - Applied Knowledge and Understanding

B1	Use a mixture of routine and advanced skills, techniques, practices and materials associated with appropriate areas of Business Technology.
B2	Carry out routine lines of enquiry, development or investigation into professional level problems and issues in the Business Technology domain.
Communication, ICT and Numeracy Skills	
C1	Be able to convey complex information to a range of audiences and for a range of purposes.
C2	Use a range of standard applications such as spreadsheet, database, project management and web-based packages to process data of a complicated nature.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Display an ability, at a basic level, to undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues which are both routine and non-routine within the Business Technology domain.
D2	Use a range of approaches to formulate evidence-based responses to defined problems.
Autonomy, Accountability and Working With Others	
E1	Exercise autonomy and initiative in undertaking both defined and undefined activities at an intermediate professional level.
E2	Work in support of current professional practice under guidance.
E3	Take account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

Learning Outcomes - Level 8 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	COMP08002	Database Development	20	✓			
8	COMP08033	Object Oriented Analysis	20	✓			
8	COMP08086	Social Media for Business	20	✓			
8	COMP08053	WBL2 – Group Project (20 point)	20		✓		

Footnotes for Core Modules:

Learning Outcomes - Level 8 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Choose 2 modules (40 credits) from the list below OR other modules in consultation with the Programme Leader.					
8	WRKB08002	WBL 2 – Work Placement (20 point)	20		✓		Recommended Option 1
8	COMP08068	Programming for Mobile Devices	20		✓		Alternative Option 1
8	BUSN08032	Creative Business Project	20		✓		Option 2, see Note 1 below
7	COMP07012	CCNA1: Introduction to Networks	20		✓		Option 2, see Note 1 below
7	COMP07063	Business Technology and Enterprise	20		✓		Option 2, see Note 1 below

Footnotes for option modules

Note 1 - Students who do not wish to take any of the modules identified above as Option 2 can select any other level 7 or level 8 module that is deemed suitable by the programme leader, and which is appropriately timetabled.

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22b	Level 8 Criteria for Progression and Award
	Students who achieve 240 credits of which a minimum of 90 credits are at SCQF L8 or above, including the core modules above, will be eligible for the exit award Diploma of Higher Education (DipHE) in Business Technology. Students who achieve 240 credits of which a minimum of 90 credits are at SCQF L8 or above, but do not achieve all the core modules for the award may be eligible for the Diploma of Higher Education (DipHE) in Information Technology.

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	SCQF LEVEL 9 **Learning Outcomes (Maximum of 5 per heading)**
	Knowledge and Understanding
A1	Display a broad and integrated knowledge and understanding of the scope, main areas and boundaries of Business Technology.
A2	Show a critical understanding of a selection of the principal theories, principles, concepts and terminology in Business Technology.
A3	For students who have completed a placement - Demonstrate an understanding of the employer's organisation, and the roles of its staff.
	Practice - Applied Knowledge and Understanding
B1	Select and use appropriate examples from a wide selection of the principal skills, techniques, practices and materials associated with Business Technology.
B2	Expound a practical working knowledge of advanced skills, techniques and practices in the domain of Business Technology.
	Communication, ICT and Numeracy Skills
C1	Use a range of ICT applications to support and enhance work.
C2	Make formal and informal presentations on mainstream topics in the Business Technology field to a range of audiences.
C3	For students who have completed a placement - Demonstrate an ability to secure an employment position relating to business technology.
	Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1	Proficiently demonstrate an advanced level of critical analysis, evaluation and synthesis of ideas in the Business Technology domain.
D2	Identify, analyse and evaluate routine and non-routine problems and issues in the Business Technology domain.
	Autonomy, Accountability and Working With Others
E1	Take some responsibility for the work of others and for a range of resources.
E2	Deal with ethical and professional issues in accordance with current professional and ethical codes or practices, seeking guidance where appropriate.
E3	For students who have completed a placement - Critically reflect on what they have learned in the workplace, and on their performance.

Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	COMP09003	Business Intelligence (Comp)	20		✓		
9	COMP09001	Business Systems Analysis	20		✓		
9	COMP09086	Information Security Management	20		✓		
9	COMP09093	Professional Computing Practice	10	✓			
9	COMP09007	Project Management for IT	20	✓			
9	COMP09092	Research Methods in Computing	10		✓		

Footnotes for Core Modules:

Learning Outcomes - Level 9 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Choose 1 module (20 credits) from the list below OR another module in consultation with the Programme Leader.					
9	WRKB09002	WBL 3 – Work-Based Project (20 point)	20	✓			See note 1 below
9	COMP09006	Web Site Development	20	✓			
8	COMP08068	Programming for Mobile Devices	20		✓		
8	COMP08002	Database Development	20	✓			
8	COMP08033	Object Oriented Analysis	20	✓			

| 8 | COMP08086 | Social Media for Business | 20 | ✓ | | |

Footnotes for option modules

Students who do not wish to take one of the option modules shown above can select any other level 8 or level 9 module that is deemed suitable by the programme leader and which is appropriately timetabled.

Note 1: Module COMP09016 (Placement Project: Computing) is not available to direct entry students who join the programme at Level 9. These students will be provided with an opportunity to take this module as part of their Level 10 studies.

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22c	**Level 9** **Criteria for Progression and Award**
	Either: BSc in Business Technology or BSc in Business Technology with Sandwich Standard UWS progression regulations will apply. In particular, students may not progress to the Honours level of the programme until they have met the requirements for BSc award. Students who have completed 360 credits of which a minimum of 90 credits are at SCQF L9 or above, including the core modules above will be eligible for the award Bachelor of Science (BSc) in Business Technology. Students who achieve 360 credits of which a minimum of 90 credits are at SCQF L9 or above, but do not achieve all the core credits for the programme may be eligible for the Bachelor of Science (BSc) in Information Technology. To be eligible for the award of a sandwich degree, a candidate must have satisfied the requirements for the award of the BSc in Business Technology and have accumulated 36 weeks of appropriate industrial placement experience via the COMP00001 module.

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SCQF LEVEL 10 **Learning Outcomes (Maximum of 5 per heading)**
Knowledge and Understanding

A1	Demonstrate an advanced and integrated knowledge and understanding that encompasses the principal areas, features, boundaries, terminology and conventions of the domain of Business Technology.
A2	Display an advanced critical understanding of the key theories, concepts and principles within the Business Technology domain.
A3	Show detailed knowledge and understanding of one or more specialisms in the Business Technology domain.
A4	For students who have completed a placement - Demonstrate an understanding of the employer's organisation, and the roles of its staff.
Practice - Applied Knowledge and Understanding	
B1	Exhibit competency in identifying, selecting and utilising all of the key skills, practices and materials associated with the use of business technology in an organisational or industrial environment.
B2	Execute a defined project of research, development or investigation in the field of Business Technology.
B3	Use a range of skills, practices and materials which are specialised to the programme.
Communication, ICT and Numeracy Skills	
C1	Make formal presentations about specialised topics in the domain of Business Technology to informed audiences.
C2	Interpret, use and evaluate a wide range of data to achieve identified goals.
C3	For students who have completed a placement - Demonstrate an ability to secure an employment position relating to business technology.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Illustrate some originality and creativity in dealing with professional level issues.
D2	Critically review and consolidate knowledge, skills and practices and thinking in the domain of Business Technology.
Autonomy, Accountability and Working With Others	
E1	Deal with complex ethical and professional issues in accordance with current professional and ethical practices.
E2	Exercise autonomy and initiative in professional activities in the field of Business Technology.

E3	For students who have completed a placement - Critically reflect on what they have learned in the workplace, and on their performance.

Learning Outcomes - Level 10 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	COMP10034	Computing Honours Project	40	✓	✓		
10	COMP10002	Data Warehouse Environment	20		✓		
10	COMP10066	HCI & User Experience Design (UXD)	20	✓			

Footnotes for Core Modules:

Learning Outcomes - Level 10 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Select 1/2 modules (40 credits) from the list below OR other modules in consultation with the Programme Leader.					
10	COMP10003	Strategic Management and Information Systems	20		✓		Recommended Option (See Note 1 below)
10	WRKB10002	WBL 4 – Industrial Project (20 Point)	20	✓	✓		Recommended Option (See Note 1 below)
10	WRKB10001	WBL 4 – Industrial Project (40 Point)	40	✓	✓		Recommended Option (See Note 1 below)
9	BUSN09042	Enterprise Creation	20	✓			Recommended Option

							(See Note 1 below)
9	COMP09050	Database Applications	20	✓			Alternative Option (See Note 1 below)
9	WRKB09002	WBL 3 – Work-Based Project (20 point)	20		✓		Alternative Option (See Note 1 below)
10	COMP10062	Decision Support Systems	20		✓		Alternative Option (See Note 1 below)

Footnotes for option modules

Note 1: Students who do not wish to take the Recommended or Alternative Option modules can select any other level 9 or level 10 module that is deemed suitable by the programme leader and which is appropriately timetabled.

Students can only take one level 9 module in Honours year.

WRKB10001 WBL4 - Industrial Project is an option only available to students who are in employment within a relevant company who can provide a suitable industrial project. Students taking WRKB10001 must also complete the Computing Honours Project (COMP10034) module.

X

22d	Level 10 Criteria for Award
	Either: BSc (Hons) in Business Technology. or BSc (Hons) in Business Technology with Sandwich. Students who have completed 480 credits of which a minimum of 90 are at SCQF L10 or above, including the core modules as above, will be eligible for the award BSc (Hons) in Business Technology. Students who achieve 480 credits of which a minimum of 90 are at SCQF L10 or above,

but do not achieve all the core credits for the programme may be eligible for the BSc (Hons) in Information Technology.

To be eligible for the award of a sandwich degree, a candidate must have satisfied the requirements for the award of the BSc (Hons) in Business Technology and have accumulated 36 weeks of appropriate industrial placement experience.

x

23	Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the [University Regulatory Framework](#) .

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

24	Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
Produced Specification	23/02/2024	Costas Iliopoulos

Version Number: UG 1 (2023-24)