Undergraduate Programme Specification

Session	2026/27	**Last Modified**	15/03/2025
Named Award Title	BSc (Hons) Business Technology (Sandwich Available)		
Award Title for Each Award	BSc (Hons) Business Technology (Sandwich Available) BSc Business Technology (Sandwich Available) Dip HE Business Technology Cert HE Business Technology		
Date of Approval	30/05/2025		
Details of Cohort Applies to	All students entering or progressing on the programme from September 2025		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		British Computer Society, The Chartered Institute for IT (Full CITP)	
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.	
Duration of Study			
Full-time	6 Years	**Part-time**	8 Years
Placement (compulsory)			
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Computing, Engineering and Physical Sciences**		
Divisional Programme Board	**Computing**		
Programme Leader	Costas Iliopoulos		

Admissions 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:

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.

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.

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

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.

All modules on the programme are subject to change.

Typical Delivery Method

The approach adopted within the programme to teaching, learning and assessment incorporates a blended learning style promoting the objectives of the School's eLearning strategy. Learning is supported by use of the Virtual Learning Environment. As well as allowing staff to provide resources online for students such as lecture notes, online quizzes etc., the VLE is used extensively to communicate with students: via email e.g. to provide individual feedback for both formative and summative assessment purposes; via discussion boards to supplement tutorials; and via an electronic notice board to convey module administration information. Staff also make use of the VLE to allow students to electronically submit

assignments, thus allowing both staff and students to make use of software tools such as Turnitin to check for plagiarism. Formal contact with students is via lectures, tutorials and laboratory work.
Classes are divided into smaller groups for laboratory work and tutorials. Seminars and group work are used where appropriate. Throughout the programme these provide the opportunity to demonstrate the application of the theoretical concepts presented in the lectures, and for students to practice such application in given scenarios. At levels 9 and 10, in particular, these also provide the forum where assumptions and issues in the theory and its application are explored. The teaching of programming is largely based on practice, where students learn through problem solving, developing algorithms, and writing and testing code to produce working solutions to problems which become more challenging at each level of the programme.

Most modules have either one or two assessment categories. The development of analytical and problem solving skills and the application of theory to practice are essential features of the programme and so from the very beginning of the programme there is a high emphasis on in-course assessments. Modules in which artefacts are developed often ask for a sequence of assessed deliverables, rather than a single overall submission at the end of the module, to allow for formative feedback on earlier implementation phases before later phases are completed. Class tests are used to allow feedback on the students' grasp of concepts and principles in the modules during the term.

Any additional costs
N/A

Graduate Attributes, Employability & Personal Development Planning
Graduates of the programme will be Universal, Work-ready and Successful 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.

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.

Work Based Learning/Placement Details
The programme provides students with the opportunity to take a 40 credit Placement Learning module in year 3 or a 36 week Sandwich placement between years 2 and 3 or years 3 and 4.

Placement Learning
The School has a policy of supporting short-term work related student placements in relevant computing companies. Consequently, a Placement Learning module is offered as an option within this programme at level 9 offering students the opportunity of a relevant work experience and application of learning and theory in practice. The module takes into account the University's Regulations on Work-based & Placement Learning and the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education Section 9: Work-based and Placement Learning 2007.
The student works in an environment that involves using computers in a way that is relevant to their programme of study in order to meet the module learning outcomes through applying their acquired, often theoretical, knowledge and skills, whilst learning new, often applied, knowledge and skills. Employment will normally be organised by the School but the student can arrange, in coordination with the lecturer responsible for delivering the module, a work placement of his/her own or, if the student is already working in an area related to their programme of study then, with the approval of the School and in agreement with their employer, they may be able to use that work experience in order to meet the learning outcomes.

Regardless of the method of identification of Placement Learning, the experience must be selected and/or approved based on the University's criteria for placement setting and will be governed by a tripartite agreement between the student, the employer and the University. This agreement will define the learning outcomes for the experience and confirm elements of support and commitment from all parties. The agreement will be signed by each party prior to the commencement of the experience.
The module reflects the School's commitment to both the Employability and PDP agendas and is directly related to professional practice skills and transferable skills.

Sandwich Placement
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.

Attendance and Engagement
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

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

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)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
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.
A4	
A5	
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.
B3	
B4	
B5	
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.
C4	
C5	
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.
D3	
D4	
D5	
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.

E3	
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	COMP07012	CCNA1: Introduction to Networks	20	☐	☒	☐	
7	COMP07061	Computing Systems	20	☒	☐	☐	
7	COMP07027	Introduction to Programming	20	☒	☐	☐	
7	COMP07009	Introduction to Web Development	20	☒	☐	☐	
7	MATH07005	Mathematics for Computing	10	☐	☒	☐	
7	COMP07067	Professional Development in Computing	10	☒	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
		Choose 1 module (20 credits) from the list below OR other modules in consultation with Programme Leader.		☐	☐	☐	
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.							

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

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.

SCQF LEVEL 8 Learning Outcomes	
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.
A3	
A4	
A5	
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.
B3	
B4	
B5	
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.
C3	
C4	
C5	
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.
D3	
D4	
D5	
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.

E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	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							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	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-Based Project	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
8	COMP07012	CCNA1: Introduction to Networks	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.							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

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.

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.
A4	
A5	
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.
B3	
B4	
B5	
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.
C4	
C5	
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.
D3	
D4	
D5	
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.
E4	

E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	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							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	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	COMP08086	Social Media for Business	20	☒	☐	☐	
8	COMP08033	Object Orientated Analysis	20	☒	☐	☐	
Footnotes for Option Modules Also: 8, COMP08033, Object Oriented Analysis, 20, Term 1 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.

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

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.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.25 & 3.26)

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.
A5	
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.
B4	
B5	
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.
C4	
C5	
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.
D3	
D4	
D5	
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.
E4	
E5	

Level 10 Modules

CORE

		Module Title	**Credit**	**Term**	**Footnotes**

SCQF Level	Module Code			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							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	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	☐	☒	☐	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.

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

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.

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.

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.

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Change/Version Control

What	**When**	**Who**
2025/26 Template Used	05/03/25	Costas Iliopoulos
Added latest BCS accreditation information (Full CITP)	22/04/26	Costas Iliopoulos