BA (Hons) Business Management and Computing
Programme Handbook

HE Partner

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Introduction to the Programme

Welcome to the BA (Hons) Business Management and Computing!

We are excited that you have chosen to study with us. We hope that you find the programme intellectually stimulating, informative and enjoyable. You are a valuable member of our learning community, and we are looking forward to hearing your thoughts and ideas across each of our modules.

The BA (Hons) Business Management and Computing is a full undergraduate award involving study at levels 4, 5 and 6. It incorporates exit awards for 120 credits at level 4 (CertHE), and 240 credits at levels 120 at 4 and 120 at level 5 (DipHE). The module content of the programme has been selected from across the School of Leadership and Management, and the School of Computing. An outline of the programme's content and assessment methods can be found in the programme specification below. Each 20-credit module is equivalent to approximately 200 hours of self-guided learning.

You will be supported through each module by academic staff who will introduce you to the relevant concepts, theories and models for your subject areas, and help you bring these to life through interactive lessons, discussions, and activities. The programme will introduce you to the inter-related disciplines of leadership and management and computing, and support you in building your confidence, knowledge and transferrable skills, in order to pursue a business with computing career or undertake further relevant study.

We look forward to working with you on your learning journey and supporting you to achieve your academic and professional goals.

Dave Harris
Programme Leader

Introduction to the School

Responsibility for the delivery of the BA (Hons) Business Management and Computing is with the School of Leadership and Management. The school was created in 2020 and is currently led by the Head of School, Dr Alison Watson.

Dr Alison Watson has over 18 years experience in the higher education sector teaching and leading for a range of institutions. She joined Arden (formerly RDI) in 2005 and was involved in transitioning the University to receive taught degree awarding powers. Prior to this she was an operations and project manager within the retail sector. Dr Watson completed her PhD focusing on marketisation and segmentation strategy within student recruitment. Her research interests include digital marketing, branding, student and customer experience, and sustainability.

In the delivery of this joint programme the School of Leadership and Management will work closely with the School of Computing. The modules that comprise the programme have been selected in collaboration between the Schools.

Accreditation

The BA (Hons) Business Management and Computing is accredited by the CMI.

What is CMI?

CMI is The Chartered Management Institute and is an awarding body that delivers qualifications for managers. They are the only chartered professional body dedicated to promoting the highest standards in management and leadership excellence. CMI offers practical, proven solutions for individual managers, employers, and education providers alike. Their mandate is to create better led and managed organisations.

What does the student need to do?

Once the student has enrolled onto the BA (Hons) Business Management and Computing programme and completed the induction, Arden University will register their membership with the CMI. This will provide the student with a wide range of resources that may help them during their studies. CMI offers practical help, fast advice, new ways to learn, handy tools and techniques, regular newsletters, access to events, and mentoring services. Once the student has completed the programme they will receive a Diploma at the relevant level, which is a qualification that is valued by employers making them more marketable.

Programme Overview

Summary of the programme of study (including specific modules) leading to the award of BA (Hons) Business Management and Computing:

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1. Programme Code	TBC					
2. Programme Title	BA (Hons) Business Management and Computing					
3. Target Award Title	BA Business Management and Computing Diploma in Higher Education (Business Management and Computing) Certificate in Higher Education (Business Management and Computing)					
4. Exit Award Title(s)	Diploma in Higher Education (Business Management and Computing) Certificate in Higher Education (Business Management and Computing)					
5. Subject area	Business and Computing					
6. School	Leadership and Management					
7. Programme Team Leader(s)	Sara Ramzani – Level 6 Emmanuel Murasiranwa – Level 5 David Harris – Level 4					
8. Programme Type	Specialist					
9. Delivery Model	DL F/T	X	BL F/T	X	Apprenticeship	
	DL P/T	X	BL P/T	X	Other	X
Where delivery model identified as 'Other' please provide details	Standalone module study					
10. Location of delivery	All BL centres, DL					
11. Proposed Start date	January 2022					
12. Reference points	QAA benchmark statements, business and management (2019) UK Quality Code (2018) FHEQ level 4, 5 & 6 descriptors (2014) FHEQ classification level 6 descriptor (2019) Computing (2016)					
13. Professional, Statutory & Regulatory Bodies (PSRB)	Chartered Management Institute Institute of Enterprise and Entrepreneurs					

14. Programme aims
The overall aim of the Arden University BA (Hons) Business and Computing programme is to enable students to acquire knowledge, understanding and a range of practical skills relating to the two inter-related disciplines which are applicable to commercial and non-commercial sectors, and in a variety of geographical and cultural settings. Simultaneously students will develop a range of transferrable skills that will aid them as they pursue business and computing careers or further relevant study. More specifically it will:

- Allow students to develop managerial and professional level skills and understanding across the two related disciplines of Business and Computing.
- Promote understanding of the key aspects of current practice in the fields of Business and Computing while acknowledging current and emerging developments in related disciplines.
- Equip students with the essential skills and tools to work professionally in a range of commercial and non-commercial situations; and to be creative and professional practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.
- Present multiple perspectives on Business and Computing in a way that fosters critical evaluation.
- Develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications.
- Enable students to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.
- Equip students to work within multicultural settings and to appreciate the complexities of such contexts.
- Provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners. Provide students with the support they require in order to enhance their eventual employability through taught skills, teaching methods and assessment, our values and the Arden Graduate Attributes within the programmes.
- Provide opportunities for development of personal and other key skills appropriate for graduate employment in different areas including industry, commerce and the legal profession or further postgraduate studies.

15. Programme Entry Requirements

To be eligible for our BA (Hons) Business and Computing applicants must have either:

- Passes in two subjects at GCE A-Level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent
- For students whose English is not their first language, IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent

Arden will consider an application from applicants if they can demonstrate appropriate work experience.

16. Graduate Attributes:

The concept of the Arden University Graduate based upon the definition of “graduate attribute” by Bowden et al (2000) has been developed around 6 attributes:

01 Discipline Expertise
02 Effective Communication
03 Responsible Global Citizenship
04 Professional Skills
05 Reflective Practitioner
06 Lifelong Learning

The Means by which Graduate Attributes are Achieved and Demonstrated

1 - Discipline Expertise: achieved through and demonstrated through:

- Gathering, sharing, and consolidating relevant theory via self-study, peer to peer exchanges and discussions, tutor feedback, case study analyses, independent study, and practical applications
- Drafting, constructing, and commenting upon business documents and applications
- Adopting a research informed approach to learning, assessments, and individual and collaborative exercises

2 - Effective Communication: achieved and demonstrated through:

- Participation in team-based activities and tasks
- Online collaborative exercises, discussions, and presentations
- Peer to peer exchanges and feedback
- Tutor feedback discussions
- Collaborative case study analyses

3 Responsible Global Citizen: achieved and demonstrated through:

- Identifying regulatory and ethical issues applicable to accounting and finance
- Reflecting upon "best practice" approaches and strategies
- Evaluating accepted business practice, codes of conduct and protocols
- Exploring international case studies

4 Professional Skills: achieved and demonstrated through:

- Drafting, constructing, and commenting upon business "work products," systems and policies
- Participating in "mock" business practices and situations including role plays and business simulations
- Critiquing own outputs and assessments
- Diagnosing business problems

5 – Reflective Practitioner: achieved and demonstrated through:

- Reflecting upon exercises and tasks
- Reflecting upon case studies and business simulations
- Formulating PDPs and personal SWOT analyses

6 – Lifelong Learning: achieved and demonstrated through:

- Developing a foundational knowledge of developments in business and management
- Developing a personal development plan (PDP) and career strategy

17. **Learning, teaching and assessment methods and strategies**

The programme draws upon an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessments methods are based around blended and online interventions.

Learning and Teaching

In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including: specialist software,

simulations, discussion fora, social media channels, collaborative tools, webinars and e-presentation software.

Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus using interventions such as contemporary case studies and industry data sets. Teaching is largely student led; students are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, datasets, case and study materials and act upon tutor feedback as they develop their knowledge of and skills in business management.

Teaching activities may require students to work both collaboratively and individually, analyse case studies, participate in simulation exercises, devise solutions to "real world" problems by producing "work products", exchange peer to peer feedback and reflect upon their own work experiences (where applicable). Teaching is enriched by a programme of industry guest lectures.

Assessment

The assessment strategy similarly centres on a strong alignment with real world organisational and business practice and embraces a range of assessment methods including work related products, presentations, report writing and group assignments. Students are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations and indicate the requisite levels of academic rigour required at levels 4 – 6.

The programme culminates in the submission of the independent study assessment that builds upon content examined and skills developed in the taught modules.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
At the end of this course you, the student, will be able to:		
1. Evaluate the appropriateness of the structure, functions, processes and management priorities of a business organisation to achieve its strategic objectives.	Through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activities drawing upon a range of academic and professional body source materials; students thus have multiple opportunities to gather knowledge of core concepts. (LOs 1, 2,3, 4, 5, 6, 8, 9, 10) (GA1) Throughout the programme, the student is encouraged to develop intellectual skills further by undertaking further independent study and research, i.e., in addition to "directed study" and learning. (LOs 1, 2, 3, 4, 5, 6, 8, 9, 10) (GA5,6) Analysis of real-world cases; using diagnostic skills to evaluate business and organisational performance and effectiveness. (LOs 2, 3, 4, 5, 6, 8, 9, 10) (GA4,6) Independent and directed student study, supported throughout by comprehensive classroom based and online multi-media teaching materials, activities, simulations, and resources.	**Formative Feedback – informal** Students will have multiple informal opportunities to receive formative feedback as they navigate the programme. The Arden virtual learning environment (VLE) is highly interactive and features embedded tools to facilitate peer to peer and student to tutor discussion opportunities, examples include discussion fora, interactive exercises and activities, self-assessment tools and reflective activities. (LOs 1-10) (GAs 1 – 5) **Formative opportunities – formal** As well as the plentiful opportunities for informal feedback, formative occasions will also be scheduled:
2. Utilise research using a range of data sources and tools to improve performance and analyse and interpret written, visual and graphical data.		
3. Recognise the importance of collecting relevant data in Business and Computing, and the variety or information sources, both primary and secondary.		
4. Analyse leading issues in Business and have a clear view of the		

contemporary and cross-cultural issues facing modern managers. 5. Apply a range of theoretical concepts to practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making. 6. Identify, explain and evaluate current and evolving trends, technologies and methodologies within Computing and Business. 7. Use analytical and critical skills to manage computing systems within a range of contemporary business environments. 8. Systematically appraise relevant principles, theories and methodologies of information systems design. 9. Critically evaluate relevant computer technologies to meet requirements in a range of novel or complex business contexts.	(LOs 1, 2, 3, 5 6, 8, 9, 10) (GA1) Discussion in class and online forums where students discuss and critically engage with themes emerging from the materials they learn from; this might include business problems, case studies, simulations, datasets, and industry reports. (LOs 1, 2,3, 4, 5, 6, 8, 9, 10) (GA2,4) Problem solving and diagnostic skills are developed throughout the programme by formative assessment tasks including problem analyses, drafting business documents and reports, analysing case studies, ethical dilemma exercises, data analyses and self-assessments. (LOs 2, 5, 6, 8, 9, 10) (GA1, 4, 5) Engaging in reflection on study activities such as: feedback (peer and tutor), cases, academic texts and articles, activities, and simulations. Practical business skills are further developed and integrated through a series of in-class and online activities intended to test practical ability, these can include group forums and activities, drafting business documentation, engaging in simulation exercises and informal peer assessment (LOs 4, 7, 8, 9, 10) (GA5) Group discussions and exercises in class and on the online forum promoting argumentation, listening, leadership and team working skills.	Students will be given opportunities to share draft sections of assessments with tutors and (in some modules) peers to garner feedback and guidance. This feedback can then be incorporated in submissions for the summative assessments. Students may also be able to draft plans and outlines for assessment items and receive tutor and peer feedback in a similar manner. (LOs 1-6, 9, 10) (GAs 2, 5) The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the programme modules, for example, examining ethical considerations, business risks and social responsibility. Students are encouraged to not just post discussion items in the relevant fora but also to ensure they comment on posts uploaded by their peers. (LOs 1-6, 9, 10) (GAs 2, 5)

10. Analyse the internal aspects of organisations, their functions and processes 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.	(LOs 5, 7, 9, 10) (GA1, 2, 4) Considering employability and career development options, strategies, and challenges by conducting self-audits, personal SWOT analyses and developing personal development plans. (LOs 1, 7, 8) (GA3, 5, 6)	Students will have access to academic staff in all the modules they study. These staff include subject matter experts (lecturers) and study support tutors. Students are invited to attend synchronous learning activities relating to both these areas (academic content and study support) including online lectures, guest lectures, webinars, and other activities. They will also have opportunities to arrange one to one meeting, normally conducted via video conferencing software, where they can discuss specific areas of concern with the tutor(s). (LO1- 10; GA2, 3). Where the summative assessment diet includes time constrained assessments (TCAs), students will have opportunities to practice "mock" style TCA questions and receive tutor feedback before the summative events. (LOs 2-6, 8) (GAs 1 – 4) Other summative assessments used on the programme include:
GA1 Discipline Expertise Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change GA2 Effective Communication Effectively communicate both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate. GA3 Responsible Global Citizenship Understand global issues and their place in a globalised economy, ethical decision-making, and accountability. Adopt self-		

awareness, openness, and sensitivity to diversity in culture GA4 Professional Skills Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment. GA5 Reflective Practitioner Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions. GA6 Lifelong Learning Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.		Reflecting on development (GA5-6) Producing "work type products" (LOs 1,2,5) (GAs 1-4) Case study analyses (LOs 1 -5, 9, 10) (GAs 3,4) Individual presentations (LOs 1, 2, 5, 9, 10) (GAs 2,4) Group assignments and presentations (LOs 1, 2, 5) (GAs 2,4) Reflections (LOs 2,3,4, 7,8) (GA5)

19. Summary of modules and mapped programme learning outcomes

Level	Module title	Module type *Compulsory (C) or Optional (O)*	Identified pinned modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10		GA1	GA2	GA3	GA4	GA5	GA6
L4	Productivity and Collaboration Tools for Learning and Work	**C**	**P**		**X**	**X**			**X**			**X**	**X**			**X**				
	Contemporary Business Environment	**C**	**P**	**X**		**X**			**X**				**X**				**X**			
	Marketing Dynamics	**C**		**X**	**X**	**X**	**X**						**X**			**X**				
	Introduction to Databases	**C**				**X**			**X**	**X**		**X**			**X**					
	People Management	**C**						**X**	**X**				**X**						**X**	
	Introduction to Web authoring	**C**			**X**				**X**		**X**	**X**				**X**				
L5	Digital Business	**C**							**X**			**X**					**X**			
	Business Start-up	**C**		**X**	**X**	**X**	**X**	**X**					**X**			**X**				
	Sales Management	**C**		**X**		**X**		**X**					**X**					**X**		
	Data Analysis and Visualisation	**C**			**X**	**X**		**X**		**X**						**X**				

	Operations and Supply Chain Management	**C**		**X**				**X**					**X**		**X**					
	Ethics, Quality and Sustainability in Technological Environments	**C**						**X**	**X**			**X**	**X**				**X**			
L6																				
	Project Management	**C**			**X**	**X**	**X**	**X**					**X**		**X**					
	Data Mining	**C**			**X**	**X**	**X**			**X**									**X**	
	International Business Management	**C**					**X**	**X**					**X**		**X**					
	Information Security Management	**C**								**X**	**X**	**X**							**X**	
	Entrepreneurship and Innovation	**C**		**X**	**X**		**X**	**X**					**X**			**X**				
	Independent Study	**C**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**						**X**	**X**