BA (Hons) Business & Computing Programme Handbook

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Introduction to the Programme

Welcome to the BA (Hons) Business & Computing programme. This handbook provides you with information about the structure of your programme and a description of each of the modules that you will study.

The programme is made up of the core modules listed in the tables below.

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)
SKI4002	Effective Interdisciplinary Study	20	C
COM4001	Computer Technology	20	C
COM4005	Information Systems in Organisations	20	C
BUS4001	Understanding the Business Environment	20	C
MKT4001	Principles of Marketing	20	C
HRM4002	People in Organisations	20	C

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)
RES5001	Research Ethics in Action	20	C
COM5001	Data Communications	20	C
COM5004	Quality Systems in IT	20	C
COM5007	Strategic Information Systems	20	C
BUS5001	Managing Across Cultures	20	C
BUS5003	Enterprise & Entrepreneurship	20	C

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)
BUS6017	Independent Study	20	C
COM6002	Current Trends in Networking	20	C
COM6001	Management in IT	20	C
BUS6001	Contemporary Management Issues	20	C
BUS6003	International Management	20	C
BUS6018	Project Management	20	C

Please note that modules may not be delivered in this order; please refer to your course timetable.

Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website http://arden.ac.uk/.

PROGRAMME SPECIFICATION

1. Target Award	BA (Hons) Business & Computing
2. Programme Title	BA (Hons) Business & Computing
3. Exit Awards	Certificate of Higher Education in Business & Computing (120 credits) Diploma of Higher Education in Business & Computing (240 credits) BA Business & Computing (300 credits)
4. Programme Leader(s)	Aleksandra Zysk-Lobo
5. Delivery Model	Online Learning
6. Start date	January 2017
7. Programme Accredited by *(PSRB or other, if applicable)*	N/A
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	Business & Management 2023 Computing

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business & 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.
- To 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.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
A1 Evaluate the appropriateness of the structure, functions, processes and management priorities of a business organisation to achieve its strategic objectives. A2 Utilise research using a range of data sources and tools to improve performance and analyse and interpret written, visual and graphical data. A3 Recognise the importance of collecting relevant data in Business and Computing, and the variety or information sources, both primary and secondary. A4 Analyse leading issues in Business and have a clear view of the contemporary and cross cultural issues facing modern managers. A5 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. A6 Identify, explain and evaluate current and evolving trends, technologies and methodologies within Computing and Business.	Acquisition of knowledge and understanding is facilitated through either: • a combination of online learning blended with face to face learning which will include, workshops and tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources; or • online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources We achieve this through a pedagogy that includes project work, group forums and project-based activities. That is: **Asynchronous** • Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE • Guided group / project based work • Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves • Podcasts and narrated PowerPoints **Synchronous** • Face to face seminars where theory and practice are integrated. • Independent and directed student study, supported throughout by comprehensive teaching materials and resources. • Guided group / project based work	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

A7 Use analytical and critical skills to manage computing systems within a range of contemporary business environments. A8 Systematically appraise relevant principles, theories and methodologies of information systems design. A9 Critically evaluate relevant computer technologies to meet requirements in a range of novel or complex business contexts. A10 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.	Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, time constrained set work, etc. Our assessment strategy informs how feedback is supplied by tutors at the formative and summative assessment phases. Developing critical analysis through a structured taxonomy is encouraged as students progress through levels 4 - 5 levels culminating in a dissertation. All students complete an induction module prior to starting on subject discipline units of work. The induction module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.	
11b. Intellectual Skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
B1 Identify issues and formulate appropriate methods of investigation and evaluation. B2 Select and synthesise information from a variety of sources. B3 Apply theoretical concepts and practical techniques to the solution of complex problems B4 Analyse, evaluate and interpret quantitative and qualitative data, thereby display	Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers both face to face and online. Specific modules support the development self-reflective skills and this is the focus of the Effective Interdisciplinary Study module. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report

numeracy and quantitative skills including data analysis, interpretation and extrapolation. B5 Apply relevant computer based solutions to a range of novel or complex business problems. B6 Synthesise and apply methodologies, techniques, tools and technologies from a range of fields within computing to provide completes solution to novel or complex business problems. B7 Utilise judgement to draw appropriate conclusions and make recommendations demonstrating both business and commercial acumen where relevant.		production, preparation of a targeted plan, etc.
11c. Practical Skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
C1 Engage in academic debate in a professional manner. C2 Demonstrate self-management and work productively and independently both within and between disciplines to produce work in a variety of formats as specified. C3 Present information clearly and coherently in an appropriate form using subject specific terminology. C4 Show an ability to read a range of complex academic works suitable for study at undergraduate level, summarising the	Practical and skills are employed in the production of ethical solutions to real life situations developed through set briefs and are a particular focus in Research and Ethics in Action, Research Planning and Project and Effective Interdisciplinary Study. The important modern day skills of engaging in academic debate, working independently and presenting ideas clearly using appropriate terminology pervade all modules and forms of assessment on the programme. Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented, and particularly support the development of flexibility and adaptation. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills.	To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.

arguments accurately and weighing up the merits and substance of arguments. C5 Examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis. C6 Identify and evaluate alternative academic perspectives to contentious issues and integrate ideas and findings from multiple perspectives, recognising distinctive approaches. C7 Formulate research questions, deploy appropriate research methodologies and data collection methods and evaluate research findings examining practical, ethical and theoretical constraints associated with the chosen methodology and paradigm. C8 Demonstrate a confident understanding of interdisciplinary themes and problem-solving skills.		
11d. Transferable Skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
D1 Communicate succinctly in written and oral forms at a level suitable for an undergraduate student. D2 Work effectively in collaboration with others and evaluate own strengths and weaknesses in engaging in critical reflection and acting on feedback.	Transferable skills are developed through in-course study, online study and independent work. Successful completion of activities for both in-course and online study demonstrates the ability to interpret written and oral stimuli. Development of critical self-reflection and interpretation is embedded into the programme through in-course participation and online study of reflective theory, activities and formative feedback and summative feedback. Collaborative work is introduced at the beginning of the programme and in the first module students are introduced to the concept of community of practice. The study of reflection and	To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical

D3 Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance.	collaborative practice allows students to engage with personal and professional development from the outset of the programme. Students demonstrate this through completion of incremental activities designed to develop professional skills, personal skills and academic integrity such as reflection on career and personal development and completion of activities on academic integrity.	enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.

Business and Computing Exit Awards: Programme Outcomes

As a joint honours award, students will be required to meet the credit thresholds set out in the AU Assessment Regulations. It is therefore not possible to map precisely which outcomes will be met for each exit award as this will depend across which modules the credits have been achieved. However, the table below provides an indication which Programme Outcomes will typically be achieved for each exit award.

Exit Award	**Knowledge & Understanding**	**Intellectual Skills**	**Practical Skills**	**Transferrable Skills**
BA (Ordinary) (300 credits)	A1, A3, A4, A5, A6, A7, A10	B2, B5, B6, B7	C1, C2, C3, C4, C6	D1, D2, D3
Diploma of Higher Education (240 credits)	A1, A3, A4, A5, A6,A7,A9	B4,B5, B6, B7	C1, C2, C3	D1,D3
Certificate of Higher Education (120 credits)	A1, A3,A4, A6,A7,A9	B5, B6,B7	C1, C2, C3	D1, D3

12. Graduate Attributes and the means by which they are achieved and demonstrated

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 these attributes:

- Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).
- Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.
- Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.
- Professionally knowledgeable in their subject area, with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

The means by which these outcomes are achieved and demonstrated

All six attributes are relevant to this programme but will be developed through levels 4-6 of the undergraduate award where they are integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment
- Guided group / project based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous

- Face to face seminars where theory and practice are integrated for blended learning students
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources

- Guided group / project based work

Based upon our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.
Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc. All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the summative assessment.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.'

The development of key skills for future employability is reflected and embedded through the AU values (Programme Outcomes C & D) and the AU Graduate Attributes (LO5 on the MDFs). This development is supported throughout the student journey with the suite of tools provided by the Ab Integro Careers Portal on the student home page.

16. Entry Requirements

Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or

Completion of a recognised Access Programme or equivalent.

IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.

Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

Exemptions may be granted in respect of other qualifications subject to Arden University's APL regulations.

17. Programme Structure

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)
SKI4002	Effective Interdisciplinary Study	20	C
COM4001	Computer Technology	20	C

COM4005	Information Systems in Organisations	20	C
BUS4001	Understanding the Business Environment	20	C
MKT4001	Principles of Marketing	20	C
HRM4002	People in Organisations	20	C

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)
RES5001	Research Ethics in Action	20	C
COM5001	Data Communications	20	C
COM5004	Quality Systems in IT	20	C
COM5007	Strategic Information Systems	20	C
BUS5001	Managing Across Cultures	20	C
BUS5003	Enterprise & Entrepreneurship	20	C

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)
BUS6017	Independent Study	20	C
COM6002	Current Trends in Networking	20	C
COM6001	Management in IT	20	C
BUS6001	Contemporary Management Issues	20	C
BUS6003	International Management	20	C
BUS6018	Project Management	20	C

18. Subject:	***Select from:*** https://www.hesa.ac.uk/component/content/article?id=1787

Annex – Mapping of Programme Learning Outcomes and Modules

	Programme Learning Outcomes / Modules	Module Type	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
Level 4	Effective Interdisciplinary Study	C																			X					X	X		X	X
	Computer Technology	C						X			X							X	X											
	Information Systems in Organisations	C			X				X									X												
	Understanding the Business Environment	C	X		X			X											X		X									
	Principles of Marketing	C	X		X								X						X			X								
	People in Organisations	C				X	X							X																
Level 5	Research Ethics in Action	C					X						X		X	X								X		X				X
	Data Communications	C						X			X							X	X											
	Quality Systems in IT	C						X			X							X												
	Strategic Information Systems	C			X				X							X														

	Programme Learning Outcomes / Modules	Module Type	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
	Managing Across Cultures	C				X	X					X										X							X	
	Enterprise & Entrepreneurship	C													X						X							X		
Level 6	Independent Study	C				X	X						X	X		X		X		X	X				X				X
	Current Trends in Networking	C						X			X				X		X											X		
	Management in IT	C							X						X		X													
	Contemporary Mgt Issues	C				X	X					X										X	X							
	International Management	C				X	X					X										X	X					X	X	
	Project Management	C				X	X						X	X		X		X		X	X				X					X