BSc (Hons) Business Information Technology

Programme Specification

Last exit 2018

Primary Purpose
Course management, monitoring and quality assurance.

Secondary Purpose
Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer
The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards
BSc (Hons) Business Information Technology

2. Course Code (and UCAS Code if applicable)
C2331S (G562)

3. Awarding Body
University of Portsmouth

4. Teaching Institution
University of Portsmouth

5. Accrediting Body
None

6. QAA Benchmark Groups
General Business and Management
Library and Information Management
Computing

7. Document Control Information
Version 1, September 2016

8. Effective Session
2016/17

9. Author
Dr Adrian Benfell

10. Faculty
Portsmouth Business School

11. Department
Operations and Systems Management

12. Educational Aims
   • To provide an interdisciplinary and multidisciplinary understanding of the complex role of Information and Communication Technologies (ICTs) within business organisational functions, processes and strategies
   • To provide an interdisciplinary and multidisciplinary understanding of the complex role of Information and Communication Technologies (ICTs) within business organisational functions, processes and strategies
• To produce graduates who are equipped to engage in management of IT Services, in order to support efficiency and effectiveness in business operations and enable competitive strategies to be developed and realised
• To develop students’ intellectual skills, prepare them for a wide range of employment opportunities and provide a sound foundation for lifelong learning

13. Reference Points

• University of Portsmouth Curriculum Framework Document
• The University of Portsmouth Policy for the Assessment of Students
• The scholarship and research expertise of academic members of staff
• QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
• Framework for Higher Education Qualifications (FHEQ)
• National Qualifications Framework
• Subject Benchmark Statements (SBS)

From the Library and Information Management (I) benchmark, the programme addresses the following topic areas:

• *Information services and intermediary roles* - Understanding of the functions and activities of information specialists in mediating access to information for particular communities in specific contexts. The ability to anticipate, determine, stimulate and satisfy the changing needs of existing and potential information users in a global technology-rich environment. The ability to design, develop and deliver information products, systems and services to match customer requirements in conformity with appropriate quality standards.

• *Information environment and policy context* - Awareness of the cultural, ethical, economic, legal, political and social issues surrounding the use of information by individuals and groups in organisations and society, at local, regional, national, international and global levels. Familiarity with the legal and regulatory framework within which information professionals operate, including the law relating to freedom of information, data protection, defamation, copyright, patents and other intellectual property. The ability to identify and apply appropriate policies and procedures to the creation, capture, storage, dissemination, retrieval and destruction of information to ensure compliance with regulatory frameworks.

From Computing (C) benchmark, the programme addresses the following topic areas:


• *Management issues* - Software project management, management and economic aspects of outsourcing and off-shoring. Aspects of managing IT systems, eg documents, resources, networks, websites. The management of risk.

• *Programming fundamentals* - The nature of programming. Use of some well-designed and appropriate programming language. The idea of syntax and semantics, and related errors. Problem analysis, program design, coding including interface considerations. Simple programs and simple algorithms. Abstraction mechanisms, parameter passing. Simple quality considerations, including strategies for testing and debugging. Use of libraries. Different kinds of documentation serving different purposes.

• **Systems analysis and design** - Systems theory. Systems within an organisation. Different kinds of systems serving different purposes. Systems in support of an enterprise which is potentially complex and may have to adapt. Typical computer systems lifecycles. Systems requirements and specification. Feasibility concerns. System design: strengths and weaknesses of relevant methodologies and techniques. People and interface issues.

• **Web-based computing** - The specification, design, implementation and operation of web-based technologies and services: currently wired and wireless internet protocol (IP) protocol-based technologies, mark-up languages, HCI. Enterprise systems: intranets and extranets: access control, security, authentication, and encryption. Searching and search engines. Impact of networked economy at regional, national and international levels.

From the General Business and Management (B) benchmark the programme addresses the following topic areas:

• **Organisations** - this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment.

• **External environment** - this encompasses a wide range of factors, including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour, management and sustainability of organisations.

- Occupational Standards
- The IBM Whitepaper on IT Service Management (Salavage & Dhanda, 2007)

### 14. Learning Outcomes

A. **Knowledge and Understanding of:**

A1. Primary and ‘back office’ processes required to ensure that IT is an effective enabler of organisational functioning, including Service Oriented Architecture (SOA), Enterprise Resource Planning (ERP) and Customer Relationship Management (CRM) methods (I,C,B)

A2. Ways in which business operations combine to produce value, within the opportunities/constraints of the wider economic and social context (B)

A3. Use and application of a range of software in structuring and solving business problems (I,C,B)

A4. Key elements of organisational behaviour, such as motivation, group dynamics, leadership styles, cross-cultural awareness, corporate culture and organisational change (I,B)

A5. Nature, types and practical application of tools/techniques used in business systems analysis and software development (I,C)

A6. Principles for good governance of IT Services, including compliance with legislation, due attention to ethical and security issues, and awareness of the global nature of business services and systems (I,C)

A7. Techniques for development and use of Web-based systems, including e-Commerce development, models, infrastructure, and applications (B,C)

A8. The foundations of sustainability through continuous improvement, holistic thinking and organisational learning (B,C)
Learning and Teaching Strategies and Methods

Core knowledge is acquired through a range of activities, such as lectures, work-related learning, practical laboratory work, tutorials, seminars, formative and summative assessment, individual and group research projects and directed reading. Students are exposed to current business software applications, input from visiting speakers, on-line resources, case studies, and library resources. A blended learning approach is adopted, using a VLE to provide interactive and multimedia materials and opportunities for on-line discussion.

Assessment

Assessment is by coursework and examinations. Examinations may be composed of questions requiring a logically written, in-depth answer; questions requiring a shorter more factually based answer; or multi-choice questions where the answer is selected from a given set of options. Coursework includes essays, reflective commentaries, case studies, presentations, reports, and practical projects. Where appropriate, it may take the form of a portfolio containing a variety of items. Both individual and group activities may be included. Both formative and summative assessments will be incorporated.

B. Cognitive (Intellectual or Thinking) Skills, able to:

B1. Select, apply, integrate and evaluate methods and techniques from the Business, Information Management and Computing subject disciplines to the solution of socio-technical problems (B,I,C)

B2. Develop critical skills with regard to searching, appraising and evaluating information from a variety of sources, for a range of business and sociotechnical purposes (B,I)

B3. Analyse, interpret, evaluate and synthesise information from a variety of viewpoints (B,I)

B4. Demonstrate creativity in engaging with business and sociotechnical scenarios (B,I,C)

B5. Plan, conduct, report and evaluate a programme of original research (B,I,C)

Learning and Teaching Strategies and Methods

Cognitive skills are developed by the use of structured and unstructured scenarios and problem solving exercises, where creativity, critical thinking and logical argument are required. Presentation of results will be made to peer groups, tutors and clients in both class-room and work-related contexts. Additionally, in the case of sandwich students, via employer reports and a self-completed learning log discussed with an academic tutor.

Assessment

Assessment is by coursework and examinations. Examinations may be composed of questions requiring a logically written, in-depth answer; questions requiring a shorter more factually based answer; or multi-choice questions where the answer is selected from a given set of options. Coursework includes essays, reflective commentaries, case studies, presentations, reports, and practical projects. Where appropriate, it may take the form of a portfolio containing a variety of items. Both individual and group activities may be included. Both formative and summative assessments will be incorporated. Opportunities will be provided for assessment through project work, where the main vehicles will be a written report and/or an oral presentation.

C. Practical (Professional or Subject) Skills, able to:

C1. Demonstrate awareness of/sensitivity to aspects of organisational behaviour in a range of contexts (B)

C2. Demonstrate mastery of skills in creating Web-based and other artefacts in relation to sociotechnical, business challenges (B,C)

C3. Recommend a suitable IT service management strategy for a given purpose, taking into account organisational context (B,I,C)

C4. Manage projects within a personal, business or information service environment (C)
C5. Select and use a range of software tools in structuring and solving business problems (B,C)

C6. Locate, select and make effective use of information from a variety of sources in addressing business challenges (B,I)

C7. Select and use relevant approaches, techniques and tools to analyse, design and develop a range of systems and evaluate their effectiveness for those wishing to use them (B,I,C)

C8. Prepare, analyse, interpret and evaluate financial, legal, economic and other business related documents (B,I)

Learning and Teaching Strategies and Methods
Sociotechnical skills are acquired through practical, lab-based and work-related exercises. Business skills are acquired through a range of activities, such as lectures, work-related learning, practical laboratory work, tutorials, seminars, formative and summative assessment, individual and group research projects and directed reading. Students are exposed to current business software applications, input from visiting speakers, on-line resources, case studies, and library resources. A blended learning approach is adopted, using a VLE to provide interactive and multimedia materials and opportunities for on-line discussion. Where appropriate, opportunities for work-based learning will be incorporated.

Assessment
Assessment is by coursework and examinations. Examinations may be composed of questions requiring a logically written, in-depth answer; questions requiring a shorter more factually based answer; or multi-choice questions where the answer is selected from a given set of options. Coursework includes essays, reflective commentaries, case studies, presentations, reports, and practical projects. Where appropriate, it may take the form of a portfolio containing a variety of items. Both individual and group activities may be included. Both formative and summative assessments will be incorporated. Opportunities will be provided for assessment through project work, where the main vehicles will be a written report and/or an oral presentation.

D. Transferable (Graduate and Employability) Skills, able to:

D1. Communicate effectively visually, orally, and in writing; and read and understand complex documents

D2. Identify and Interpret numerical data effectively and perform numerical analyses effectively

D3. Demonstrate awareness of the global and multicultural context within which business is conducted

D4. Use Information & Communication Technologies (ICTs) effectively for a range of purposes

D5. Solve problems of various types within business problem domains and evaluate solutions

D6. Manage own time effectively in relation to study, projects and assessed work

D7. Reflect upon on-going achievements in order to improve own learning performance and develop a foundation for lifelong learning

D8. Plan future activities in relation to personal, professional and academic aspirations

D9. Act in an ethical and socially-responsible manner, demonstrating respect for co-workers, clients and other stakeholders

D10. Work autonomously and collaboratively to achieve business objectives, while developing individual skills

Learning and Teaching Strategies and Methods
Graduate skills are acquired through a range of work-related or work-based activities, practical projects, seminars and formative and summative assessments. A personal tutorial system will provide opportunities for discussion and reflection upon personal, professional and academic aspirations, in order to support creation of individual development plans. Where appropriate,
opportunities for work-based learning will be incorporated and students will be encouraged to undertake a work placement as part of their programme of study.

Assessment

Both formative and summative assessment will be carried out and students will be encouraged to reflect upon feedback received, in order to identify opportunities to improve their learning and skills. Coursework tasks, reflective logs, placement/work-related portfolios and self-managed projects will form the main vehicle for assessment of skills. Where appropriate, students will be encouraged to make use of reflection upon work experience outside of their formal programme of study.

15. Course Structure, Progression and Award Requirements

Overview

The Programme is offered in sandwich mode over 4 years and full-time mode over 3 years. The sandwich year consists of a paid industrial placement normally undertaken in year 3. To be awarded the degree "in sandwich mode" students must complete an approved work placement of at least 48 weeks and submit and pass the reflective report. The Programme consists of 20-point credit units, which represents 200 hours of study time, with the exception of the Individual Study unit at Level 6, which carries 40 credits, representing 400 hours of study. The Programme offers 120 credits per year at Levels 5 and 6. Level 4 students are permitted to study an additional 20-credit unit from the University-wide Language Programme (UWLP). The Placement Year carries an additional 20 credits.

Level 4

The theme of Level 4 is to develop knowledge and understanding of enterprise concepts, general business functions and the business environment. Unit content includes an introduction to IT applications development, business operations, accounting and finance, economics, and marketing. This level also enables students to develop a variety of IT skills, study skills, Internet skills, and numerical skills through the units in enterprise analytics and enterprise, systems & people. Level 4 lays down a foundation for later study since students are not assumed to have pre-knowledge of business and IT. The purpose of Level 4 is developing general business understanding, together with specific IT and study skills required for Level 5.

Level 5

The theme of Level 5 is to develop pathway specific knowledge and skills with a focus on IT services, data management, system development and their application in business enterprises. Core units include IT Service Management, Managing Data & Security, Enterprise Resource Planning, Customer Relationship Management and eCommerce. Options are offered for students to develop their interests, knowledge or skills in related disciplines including personal and organisational creativity, communication technology, decision modelling, and law.

Although it is not compulsory, students are strongly encouraged and supported to take an Industrial Placement for a year between their Level 5 and 6 studies. The placement will help students to turn theories into practice and develop skills and knowledge beyond the scope of the classroom setting to enhance their employability. Students on placement are given work – based, reflective assignments to complete in discussion with a visiting tutor.

Level 6

The theme of Level 6 is to develop awareness, critical thinking and judgement of strategic issues related to developing and managing IT services in business enterprises. This includes issues relating to strategic management, systems management and project management. One of the key features of this stage is the 40-credit Independent Study that will develop students skills further in planning, synthesising information and knowledge, conducting independent investigation, formulating argument and judgement, and communicating findings to intended parties. Students can choose to complete a Work – based Project linked to the placement, an academic Dissertation, a study based upon a live business case study, or an enterprise project. Option units enable students
to develop specialist interests in business intelligence, advanced systems analysis, the networked society or business improvement and creativity.

Progression and Award

The number of credits required to achieve the degree: 360 credits for an Honours degree, Standard University rules apply.

Credit rating of units:

- 20-point Unit - a notional 200 hours;
- 40-point Unit - a notional 400 hours;

Contact time: 36-72 hours at Level 4; 24-48 hours at Level 5; and 18-48 hours at Level 6.

Routes offered: Single honours, 3 year full time, 4 year sandwich full time

16. Employability Statement

The content of the programme demonstrates command of a significant body of subject knowledge expected in a professional capacity, e.g. in the units IT Service Management, Managing Data & Security, Enterprise Systems and processes, Business Systems Management and the range of optional units available to students. In developing the programme, reference was made to the opinions of employers, contacts with IT-based companies, and IT employment and curriculum portals. Alumni and current students were also consulted in developing the syllabus.

The programme incorporates opportunities for work-related learning, e.g. in Enterprise Systems and Processes where students work with enterprise grade software applications used extensively within businesses.

Opportunities are incorporated for students to reflect upon the skills acquired in relation to their future career aspirations, e.g. through the units Enterprise Systems & Processes, Customer Relationship Management, Social Computing for Business, eCommerce, and Managing Data and Security all at Level 5. These were designed to reflect modern IT. In addition, Industrial Placement activities at Level 5, doing an Industrial Placement and the Independent Study unit at Level 6, as well as the Personal Tutorial programme provide valuable insights into work. Finally, a unit at Level 6, Business Systems Master-class has invited speakers selected from leading IT companies, and takes students on field trips to businesses within the IT sector.

All students have the opportunity to undertake an Industrial Placement and/or work-based/work-related learning as part of their programme of study.

A Personal Tutor system is available for all students at each stage. A named personal tutor is assigned to each student, and to meet students at regular intervals, both individually and in group settings. Students are supported to develop their Personal Development Plans to identify the skills they need for employment or further study and the opportunities within and beyond the curriculum by which they may be enhanced. Identified skills are developed through centrally or departmentally produced materials, learning contracts or professional portfolios.

17. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing, counselling etc
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities are in place and a Readers’ Advisor for Business is available to help students to make the best use of library resources in their studies
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections
- Student course and unit handbooks provide information about the course structure and University regulations etc
- Feedback is provided for all assessments
- Personal Development Planning (PDP) is supported for all awards

18. Admissions Criteria

A. Academic Admissions Criteria

Students are recruited with a variety of different qualifications. General guidance:
- 280 points from 3 A Levels or equivalent
- 5 GCSEs at grade C or above to include English and Mathematics
- International students; equivalent to normal entry requirement, plus English language IELTS 6.0 or requirements
- Professional qualifications & experience: considered positively
- Access courses 60% overall (Mathematics–based course required if no other mathematics qualification offered)
- Other qualifications are considered in accordance with normal entry requirements

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader’s Annual Standards and Quality Evaluative Review
- Head of Department’s Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Undergraduate Programmes
- Associate Dean (Academic)
- Associate Dean (Students)
C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake PgCert Learning and Teaching in Higher Education
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff new to teaching required to undertake APEX
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

20. Assessment Strategy

A variety of assessment methods are used throughout the Programme. The fundamental assessment strategy is to

- Provide formative assessments which:
  - allow students the opportunity to explore and research, different ideas, concepts, and methods
  - expose students to relevant case studies where there is the opportunity to apply theory to realistic business scenarios
  - provide students with practice on using various tools, techniques and methods and which consolidates student knowledge
  - provide students with the opportunity to practice writing and preparing extended pieces of work included essays, reports, and oral/visual presentations
  - allow students the opportunity to develop skills in using IT tools and developing IT systems

- Provide summative assessments which:
  - provide a finite measure of student learning which has taken place
  - enable all students to be measured on a level playing field
  - allows the understanding of important issues and concepts to be tested

Students are normally given the opportunity to comment on the assessment method used for a particular unit as part of the unit feedback forms, which are then summarised and discussed at a unit review board. Changes may be recommended and put forward to a Board of Studies for approval.

Samples of assessment are subject to internal pre-assessment moderation and post-assessment verification where changes may be suggested. All units of more than 20 - credits which are assessed by a single piece of work are subject to blind double marking. External examiners review samples of assessment and again changes in assessment methods may be suggested.
21. Assessment Regulations
Standard university rules apply (see Assessment and Regulations).

22. Role of Externals
Subject External Examiners who will:
- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.
Award External Examiners (usually also a Subject External Examiner) who will:
- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality
A. Professional Accreditation/Recognition
None sought for the programme. However, opportunities may arise for students to seek external certification in relation to IT Governance or Project Management.

B. Periodic Programme Review (or equivalent)
N/A.

C. Quality Assurance Agency
QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations. For full report see Higher Education Review of the University of Portsmouth, March 2015

D. Others
None.

24. Other Sources of Information
Other sources of information may be found in:
- Course Approval Document
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Undergraduate Prospectus
- Assessment Regulations
- University of Portsmouth and Department of Strategy and Business Systems websites
### Unit Assessment Map

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Code</th>
<th>Credit</th>
<th>Delivery</th>
<th>Core/ Option</th>
<th>Total %</th>
<th>Type of Artefact</th>
<th>Duration/ Length</th>
<th>Weighting %</th>
<th>Total %</th>
<th>Open/ Closed</th>
<th>Duration (hrs)</th>
<th>Weighting %</th>
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<tbody>
<tr>
<td>5</td>
<td>Enterprise Systems and Processes</td>
<td>U22059</td>
<td>20</td>
<td>Year long</td>
<td>Core</td>
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<td>Essay – An ERP Industry Analysis</td>
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<td>U21792</td>
<td>20</td>
<td>Year long</td>
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<td>Portfolio of exercises</td>
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<td>Year Long</td>
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<td>E-Commerce</td>
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<td>20</td>
<td>Year long</td>
<td>Core</td>
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<td>Develop an e-shopping site</td>
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<td>Option</td>
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<td>Report</td>
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<td>Option</td>
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<td>Portfolio of workshop activities</td>
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<td>Yearlong</td>
<td>Option</td>
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### Unit Learning Outcomes Map

#### Units

| Level | Name                                        | Code  | Credit | Delivery | Core/Option | A01 | A02 | A03 | A04 | A05 | A06 | A07 | A08 | B01 | B02 | B03 | B04 | B05 | C01 | C02 | C03 | C04 | C05 | C06 | C07 | C08 | D01 | D02 | D03 | D04 | D05 | D06 | D07 | D08 | D09 | D10 |
|-------|---------------------------------------------|-------|--------|----------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5     | Business Systems Development                | U21771| 20     | Year     | Option      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | Customer Relationship Management            | U24035| 20     | Year     | Core        | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | Social Computing for Business               | U24036| 20     | Year     | Option      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | Enterprise Systems and Processes            | U22059| 20     | Year     | Core        | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | Managing Data & Security                    | U21792| 20     | Year     | Core        | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | IT Service Management                       | U21788| 20     | Year     | Core        | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | E-Commerce                                  | U21779| 20     | Year     | Core        | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | The Learning Organisation                   | U21796| 20     | Year     | Option      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | Business Communication Technology           | U21765| 20     | Year     | Option      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | Applied Decision Modelling                  | U21763| 20     | Year     | Option      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | IT Law & Cyber Crime                        | U21787| 20     | Year     | Option      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5     | Business and Employment Law                 | U21764| 20     | Year     | Option      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 6     | Business Systems Master Class               | U24038| 20     | Year     | Core        | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |

1 A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills
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