BSc (Hons) Business and Systems Management

Programme Specification

Primary Purpose

Course management 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. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

Copyright

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Course Details

1. Named Awards

BSc (Hons) Business and Systems Management

2. Course Code (and UCAS Code if applicable)

C2526S

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

General Business and Management, Librarianship and Information Management and Computing Benchmark Groups are used to distinguish the various routes taken to set the specialist contexts on this degree.

7. Document Control Information

September 2017

8. Effective Session

2017/18

9. Author

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10. Faculty

Business and Law

11. Subject Group

Operations and Systems Management

Curriculum

12. Educational Aims

- To provide an interdisciplinary and multidisciplinary understanding of the complex role of Information Systems within business organisational functions, processes and strategies
- To produce graduates who are equipped to engage in the use of Information Systems in business, and other organisational settings, in order to support operational efficacy, efficiency and effectiveness and to enable competitive strategies to be developed and realised

- To develop students' intellectual skills by preparing them for a wide range of employment opportunities whilst providing a sound foundation for lifelong learning

These aims are reached by achieving the following objectives:

- To provide a challenging and stimulating study environment
- To provide students with the opportunity to study a flexible coherent programme up to and including a maximum of 40 credits worth of non-related subject option units (for example IWLP Languages 20 credits in Levels 4 and 5)
- To provide students with the opportunity to develop key skills
- To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities
- To provide students with skills and knowledge in Information Systems which include the development, management and exploitation of them and their impact upon organisations
- To develop the comprehension and use of relevant communication and information technologies for application in business and management
- To promote understanding of pervasive issues such sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management
- To encourage on-going critical, evaluative and strategic ways of thinking in all areas associated with general business and management aligned to QAA benchmarking
- To enable students to view change and enterprise as constants in business and society and an integral part of business learning
- To encourage students to recognise the importance of the industry and education relationships
- To provide a platform for subsequent professional development in general business and management and Information Systems
- To integrate research undertaken by academic staff into teaching

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 evidenced by REF submission, Knowledge Services, Journal submission and Conference attendance
- 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 General Business and Management (B) benchmark (QAA, 2015) the programme addresses the following topic areas:

- Organisations: this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment;
- The business environment: this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations;

- Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations .

From the Librarianship and Information Management (I) (QAA, 2015) benchmark, the programme addresses the following:

- Understanding of the functions and activities of information, knowledge, records and archives specialists in mediating access to information and knowledge for particular communities in specific contexts;

- The ability to design, develop and deliver information products, systems and services to match customer requirements in conformity with appropriate quality standards, (including, for example, interoperability and linked data, website architecture protocols, and usability requirements);

- Awareness of the cultural, ethical, economic, legal, political, security and social issues surrounding the use of knowledge, information, records and archives by individuals and groups in organisations and society, at local, regional, national and international levels;

- Understanding of the legal and regulatory framework within which information professionals operate in relation to, for example, intellectual property, copyright, licensing, patents, information risk, freedom of information, data protection, information ownership and accountability;

- The ability to develop, identify and apply appropriate policies and procedures to the creation, capture, storage, dissemination, retrieval and destruction of information to ensure the mitigation of risk and compliance with regulatory frameworks.

From the Computing (C) benchmark (QAA, 2016), the programme addresses the following:

- Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs;

- Requirements, practical constraints and computer-based systems (and this include computer systems, information, security, embedded, and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solutions;

- Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development;

- Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems;

- Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices;

- Interaction: reflection and communication: the ability to succinctly present rational and reasoned arguments that address a given problem or opportunity, to a range of audiences (orally, electronically or in writing).

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

15. Learning Outcomes

A. Knowledge and Understanding of:

A.1 Primary businesses processes required to ensure that Business Information Systems of different types enable organisational functioning (for example, Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), e-Commerce and Business Intelligence) (I,C,B);

A.2 Ways in which business operations combine to produce value and opportunities within constraints of wider economic and social contexts (B);

A.3 Use and application of a range of software in structuring and solving business problems (I,C,B);

A.4 Key elements of organisational behaviour, such as motivation, group dynamics, leadership styles, cross-cultural awareness, corporate culture and organisational change (I,B);

A.5 Nature, types and practical application of various tools/techniques used in IS in support of a functioning business (I,C);

A.6 Principles for good governance of IS and associated data, including compliance with legislation, due attention to ethical and security issues, and awareness of the global nature of business services and systems (I,C);

A.7 Techniques for development and use of Web-based systems, including e-Commerce and enterprise systems, models, infrastructure and applications (B,C).

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

B.1 Select, apply, integrate and evaluate methods and techniques from the Business, Information Management and Computing subject disciplines to the solution of Business and BIS orientated problems (B,I,C);

B.2 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);

B.3 Analyse, interpret, evaluate and synthesise information from a variety of viewpoints (B,I);

B.4 Demonstrate creativity in engaging with business and sociotechnical scenarios (B,I,C);

B.5 Plan, conduct, report and evaluate a programme of original research (B,I,C).

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

C.1 Demonstrate awareness of/sensitivity to aspects of organisational behaviour in a range of contexts (B);

C.2 Demonstrate mastery of skills in creating Web-based and other artefacts in relation to business challenges (B,C);

C.3 Recommend Business Information Systems for a given purpose, taking into account organisational context (B,I,C);

C.4 Manage projects within a personal, business or service orientated environment (C);

C.5   Select and use a range of software tools in structuring and solving business problems (B,C);
C.6   Locate, select and make effective use of information from a variety of sources in addressing business challenges (B,I);
C.7   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);
C.8   Prepare, analyse, interpret and evaluate financial, legal, economic and other business related documents (B,I).

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

D.1   Communicate effectively visually, orally, and in writing; and read and understand complex documents;
D.2   Identify and Interpret numerical data effectively and perform numerical analyses effectively;
D.3   Demonstrate awareness of the global and multicultural context within which business is conducted;
D.4   Use Information & Communication Technologies (ICTs) effectively for a range of purposes;
D.5   Solve problems of various types within business problem domains and evaluate solutions;
D.6   Manage own time effectively in relation to study, projects and assessed work;
D.7   Reflect upon on-going achievements in order to improve own learning performance and develop a foundation for lifelong learning;
D.8   Plan future activities in relation to personal, professional and academic aspirations;
D.9   Act in an ethical and socially-responsible manner, demonstrating respect for co-workers, clients and other stakeholders;
D.10   Work autonomously and collaboratively to achieve business objectives, while developing individual skills.

16. 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 also exposed to current Information Systems "real world" experience through visiting speakers, site visits, on-line resources, case studies, and library resources. A blended learning approach is adopted where possible, and the use of both a Virtual Leaning Environment (VLE) and Technology Enhanced Active Learning (TEAL) facilities provide interactive and multimedia materials and opportunities for on-line discussion.

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 classroom 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.

Business skills are developed 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. Technical skills applicable to business are acquired through practical, lab-based and work-related exercises. Students are exposed to current business positioned Information Systems, input from visiting speakers and site visits, on-line resources, case studies, and library resources. A blended learning approach is adopted, using a Virtual Learning Environment to provide interactive and multimedia materials and opportunities for on-line discussion. Where appropriate, opportunities for work-based learning will be incorporated.

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.

17. Assessment Strategy

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.

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. Feedback will be both informal as an ongoing process throughout the programme and formal as a result of assessment. 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.

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.

18. Course Structure, Progression and Award Requirements

See Unit Web Search[1] for full details on the course structure and units

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 (between Levels 5 and 6). 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 4, 5 and 6. Level 4 and 5 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.

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[1] www.port.ac.uk/unitwebsearch

Level 4

The theme of Level 4 is to develop knowledge and understanding of enterprise concepts, general business functions and the business environment. Example unit content includes business operations and how to manage systems, accounting, finance, economics, decision modelling, and working in organisations. Level 4 provides the foundation for later study since students are not assumed to have pre-knowledge of business. In addition, the intention of Level 4 is to develop general business and management knowledge ready for merging with Information Systems at Level 5. Students may also choose to study an additional unit from the University Wide Languages Programme at Level 4.

Level 5

The theme of Level 5 is to foster pathway specific knowledge and skills with a focus on Information Systems including, data management, enterprise systems development and their application in business. Topics may include data management, security, enterprise systems such as Enterprise Resource Planning and Customer Relationship Management, commerce supported by the web, and how to develop Information Systems. Options are offered to students to develop their interests, knowledge or skills in related disciplines such as social computing platforms, law and cybercrime and quantitative approaches and methods used in business. Students may also choose to study a unit from the University Wide Languages Programme at Level 5.

Industrial Placement Year

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 IS for business and other organisational contexts. This includes issues relating to strategic management, systems management and project management and contemporary use of Information Systems. This approach is evidenced in different units. One of the key features of this stage is the 40-credit independent study unit 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 have a choice of doing a traditional dissertation, may build upon experience gained whilst on placement as work-based learning, or carry out and enterprise study. Optional units enable students to develop specialist interests in project management, business improvement, or cultural awareness for business.

Progression and Award

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

- One credit is equivalent to 10 hours of learning.
- Each level comprises of a minimum of 120 credits.
- Units are offered as 20 credits or 40 credits.
- The final year project is a 40 credit unit.

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

19. Employability Statement

The content of the programme demonstrates a command of subject knowledge expected in a professional capacity, example topics include, Enterprise Resource Planning, Customer Relationship Management, managing data, security, Electronic commerce, and Business Intelligence. In developing the programme and identifying these topics to sit alongside general

business and management, reference was made to e-Skills UK, the EU digital skills directive, QAA suggested topics, industrial partners, alumni and current students.

In an employer survey conducted for this programme, the result indicates this course is well designed to offer both business and system specialist knowledge and up to date practical skills that are highly demanded by employers. Two selected quotes are shown as below:

> "I think this course has a great balance in key business principles from accounting, economic, and marketing accompanied by deeper technical principles. I especially like the practical hands on experience with software packages mentioned such as CRM and SAP software packages. To also offer certification in SAP is an especially good competitive advantage in the job market. Data analysis through quantitative methods is an essential part of any job and good to see its inclusion here". (Business Development Manager, Google London)

> "I am very keen to see that combined course are being used as I believe this brings a great balance to a graduate and will set them apart from the rest of the crowd and increase their employability". (Xbox Advertising Product Manager, Microsoft London).

Market research shows that there is greater demand for Information Economy professionals in the UK. For example, the UK Government is currently engaged in a programme of expansion in the UK digital sector including the creation of a technology cluster in east London, Tech City UK (Cable, Cameron, Maude and Willetts, 2013). The CEO of e-skills UK, has stated that employers across the Information Economy are currently committed to driving growth further and faster to ensure that the UK meets it potential to be a global leader in the digital industries (British Computer Society, 2014). Other drivers of the current expansion in the Information Economy range from the increased use of technologies such as Cloud Computing, "Big Data" databases, mobile devices and social media and also the need to develop 'green', sustainable IT to minimise adverse environmental impact both nationally and globally (Vitae, 2013).

Demand in all Information Economy sector vacancies has grown significantly since 2009, particularly for Business Analysts, Enterprise Resource Planning (ERP, e.g. SAP) professionals, Business Intelligence roles, "Big Data" specialists and CRM professionals (Cook, 2013). Burnham (2013) concurs that demand for Big Data skills will continue to rise and adds that demand for Social Media specialists is showing an upward trend as both recruiting and talent management become 'more social'. IT consultancy is also noted as being associated with one of the largest increases in employment in recent years, with 26% employment growth during 2009-2012, a figure well above the average for the Information Economy sectors as a whole (eSkills UK et al., 2013, p. 11). It is also predicted that strong growth in the Information Economy sector is likely to be in highly skilled areas, particularly software professionals along with ICT managers, those with good understanding of risk and security issues and IT strategy and planning professionals (Vitae, 2013).

The employment arenas mentioned above are targeted by the BSc (Hons) Business & Systems Management which includes strong elements of ERP-SAP, CRM, IT Strategy, Social Media, Big Data and Cloud Computing, Security and Risk and IT Planning and Management (see level 5 and level 6 for indicative subjects/topics). A growing arena within the overall Information Economy is Enterprise Resource Planning (ERP) Systems, particularly those implemented by SAP. Rapid expansion in the small and medium enterprise segment has created demand for qualified SAP professionals for selling and implementing ERP solutions (Sommer, 2014) and these SAP voids are hard to fill (Cook, 2013). The BSc (Hons) Business & Systems Management programme addresses this issue in two specific ways. Firstly, all ERP education is conducted using SAP software and Portsmouth Business School is a member of the SAP University Alliance, so exposing students to real-world ERP systems to increase employability. Secondly, students are provided with an opportunity to gain professional SAP certification through SAP Academy which is an extended service from SAP University Alliance whilst doing their degree and after able to carry on using the SAP e-Academy after their studies.

The BSc (Hons) Business & Systems Management programme also emphasises developing sought-after 'soft' skills for Information Economy graduates; the first year concentration on business knowledge and skills ensures that requirements for business and commercial awareness with a customer focus are met. The programme overall aims to develop strong competencies in other required soft skills which are seen to be: communication (written and verbal) and interpersonal

skills; system thinking, critical thinking, teamwork; organisation and planning; problem solving; enthusiasm and motivation; adaptability and flexibility; willingness and an ability to learn new skills quickly, and global awareness, again key drivers for student success in employment.

The programme incorporates opportunities for work-related learning, for example:

- Opportunities are incorporated for students to reflect upon the skills acquired in relation to their future career aspirations, for example through Personal Development Planning at Level 4. At Level 5, core units also reflect upon contemporary skills and knowledge required in the work place. At Level 6, core units that belong to the programme provide foci for student reflection;
- All students have the opportunity to take a unit from the UWLP at Levels 4 and 5;
- 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 discussion. 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.

Strategy for development of employability skills are as follows:

A wide range of employment opportunities will be open to students graduating from the programme. A number of specific roles which are experiencing high levels of demand for which graduates will be equipped are identified as:

- Business Analysts;
- Enterprise Resource Planning specialists, especially for SAP;
- Business Intelligence roles;
- Big Data Specialists;
- CRM professionals;
- Social Media managers;
- Information Systems Consultants;
- BIS Risk and Security specialists;
- BIS Strategy and Planning Professionals
- eCommerce/m-commerce managers
- Digital products/accounts manager
- Online marketing, business intelligence specialist

Note that these specific roles do not represent the full list of possible roles which may be open to programme graduates, since the Information Systems sector is developing rapidly and new types of roles continue to emerge over time.

Whilst the BSc (Hons) Business & Systems Management programme aims to provide students with sufficient employability skills to enter into any one of the above specific roles or others not specified, certain units on the programme will equip graduates to specialise in particular areas. The following matrices map the individual units to both the overall programme aims and specific graduate destination roles.

Aim - To provide an interdisciplinary and multidisciplinary understanding of the complex role of Information Systems within business organisational functions, processes and strategies

Prior to attempting to address knowledge and skills related to Information Systems, graduates must firstly gain an in-depth knowledge of general business issues to address the need to understand organisational functions, processes and strategies. This is addressed in the Level 4 units primarily, and carried through into other Level 5 and 6 units which are not specifically concerned with Information Systems. There are some specific graduate skills which are addressed in all units on the programme, including:

- Interpersonal communication
- Problem solving

- Working with others
- Critical thinking
- Time management

However, more specific skills are addressed by Level 4, 5 and 6 units not specifically addressing Information System skills and knowledge (although the skills are required by Information Systems specialists), as illustrated in the table below:

Indicative subject/topic areas	Skills and Knowledge
Level 4	
Business Accounting	- Context, concepts and techniques of accounting in the provision of information for various planning, control and decision making purposes - Numerical skills
Personal Development Planning	- Entrepreneurial skills - Holistic consideration of business environment and interaction of learning on other units - Reflective praxis
Business Operations	- Operations concepts - Positioning of Information Systems within business operations - Learning and performance - Improvement
Economics	- Principles of economic analysis with reference to the behaviour of consumers and producers - Behaviour of macroeconomic agents in the UK economy to explain business environments - The behaviour of financial markets to demonstrate the business environment
Managing People	- The principles governing the reality of managing people in organisations - Key concepts and principles of managing people at work
Marketing	- Application of Marketing Principles - Consideration of marketing as a key business operation
Quantitative Methods	- Advanced use of MS Excel for numerical reasoning - Numerical and analytical skills - Decision making skills
Level 5	
Quantitative Methods/Analysis	- Use of MS Excel for numerical reasoning - Numerical skills - Decision making skills - Business modelling
Individual development and working in teams	- Opportunities for students to explore and develop personal creativity - Application of creativity to business innovation
Level 6	
Independent study (40 credit unit)	- Independent in-depth study of a Information Systems related issue requiring research and analysis - Opportunities to work closely with employers to further general employability skills and deepen understanding of business in the 'real world'

Indicative subject/topic areas	Skills and Knowledge
Project Management	• Principle and practice of project management using 'real world' cases
Improving Business	• Business improvement toolbox • Performance and visual measurement • Innovation in organisations
Business Awareness	• Enhancement of self-awareness • The nature of culture • Preparation for working in multicultural business environments.

Aim -   To produce graduates who are equipped to engage in the use of Information Systems in business, and other organisational settings, in order to support operational efficacy, efficiency and effectiveness to enable competitive strategies to be developed and realised.

When progressing into Levels 5 and 6, skills and knowledge to equip graduates to engage in the use of Information Systems are built up through the operation of all core units. All skills and knowledge will be useful in all graduate roles. However, certain units will provide skills particularly suited for specific graduate roles. It should be noted, though, that Customer Relationship Management skills, for example, will also be extremely useful for Enterprise Systems Specialists.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader from within the Faculty of Business and Law – Portsmouth Business School
- 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 PBS Study Support Unit
- 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

21. Admissions Criteria

A. Academic Admissions Criteria

Students are recruited with a variety of different qualifications. General guidance:

- 112 UCAS tariff 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 where equivalence is sought.

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.

22. 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)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

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, e.g. 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, including professional training (e.g. SAP trainer), attending national and international conferences/events related to Business Information systems
- Managers undertake a variety of management development programmes
- New academic staff required to undertake various APEX routes
- All academic staff encouraged to seek Higher Education Academy membership (one route on APEX)
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF)
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (*see [Assessment and Regulations](#)*[2]).

24. Role of Externals

Subject External Examiners who will:
- Oversee unit assessment and usually attend Unit Assessment Boards
- Review 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

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None sought for the programme. However, opportunities and support are offered to students to seek external certification in relation to SAP (the SAP Academy and certification), and other IT-based skills or Project Management.

B. Periodic Programme Review (or equivalent)

The course will be subject to normal monitoring and review policy and procedures.

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](#)*[3]).

D. Others

None.

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[2] www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

[3] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)[4] and [Operations and Systems Management](#)[5] websites

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[4] www.port.ac.uk/

[5] www.port.ac.uk/operations-and-systems-management/