



**Lincoln Bishop
University**

BSc (Hons) Computing and Business with Foundation Year

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	Senate approval – date and outcome of last approval	(i) Latest Periodic Programme review/approval (delete if not relevant)
2	Next Scheduled Review Date: [Month/Year]	Foundation Degree & Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time. (delete if not relevant)
3	Programme Specification - Effective date: [Day/Month/Year] (i.e., date from which the outcome of approval or review is effective)	September 2026
4	Version Number	1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information
 Section B – Outcomes
 Section C – Structure
 Section D – Teaching, Learning and Assessment
 Section E – Programme Management
 Section F – Mapping
 Section G – Graduate Attributes
 Section H – Log of Modifications

Any field in yellow is to be filled in by the Data Team at their point in the Validation Process.

The only exception to this is where a course retains existing validated modules. Please indicate the use of existing modules in the relevant section (21).

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BSc (Hons) Computing and Business with Foundation Year	
1a	Programme Code
<i>Please liaise with the Data team.</i> <i>For new programmes/pathways, a new programme code will need to be generated by Data. This should be inserted as a working programme code ahead of a Stage 1 Event.</i> <i>For revalidating programmes, please liaise with Data regarding changes to the versioning of the existing programme code.</i>	
2	Brief Summary (for Marketing Purposes)
<i>Please include a summary of up to 120 words that describes what prospective students should know about the course and what is distinctive about the programme (NB this should contain the main headlines of what you wish to be published in the prospectus).</i> The Foundation Year provides a supportive and engaging introduction to Higher Education, offering students the confidence, skills, and academic grounding needed to thrive at undergraduate level. Through intensive teaching, personalised pastoral support, and a well-structured curriculum, learners develop essential intellectual, interpersonal, and study-related competencies alongside a strong portfolio of transferable skills that enhance future employability. Designed for applicants who are building towards meeting standard entry requirements, the Foundation Year creates a clear and assured pathway into degree-level study at ICON. Successful completion enables direct progression to the BSc (Hons) Computing and Business programme, ensuring students begin Level 4 fully prepared and ready to succeed. The BSc (Hons) Computing and Business programme provides students who want to go beyond simply using technology and instead learn how to shape it into a powerful driver of business success. The programme blends technical skills with commercial insight, giving students the ability to apply emerging technologies, data analytics, and systematic problem-solving to real organisational challenges in support of Decision-making. Students will explore how innovations like AI and cloud computing can transform industries, while also gaining the strategic vision to align IT with business goals and foster a culture of innovation. With a strong focus on hands-on learning, ethical awareness, and adaptability, the course prepares students to implement modern digital solutions and create real value in areas such as customer support, supply chains, and cybersecurity. Graduates will be highly sought after across diverse sectors, from finance and	

healthcare to retail and technology, equipped with the flexibility to pursue a wide range of career paths in the digital economy.			
3	Awarding institution <i>(normally Lincoln Bishop University but may also include PSRBs which confer a joint or additional qualification on successful completion of programme).</i>	Lincoln Bishop University	
3a	Programme Length <i>Number of years of programme length</i>	Full-Time 4	Part-Time N/A
3b	Mode(s) of Study	Full-time, In-person	
4	Home Academic Programme Portfolio <i>Owning/Originating Academic Programme Portfolio</i>	Faculty of People and Society	
5	HECoS/CAH2/ITT/UCAS code(s) <i>Enter appropriate HECoS code/s (use Ctrl-F to search the HECoS Vocabulary) Enter appropriate CAH2 code, this should match the one entered in the Programme Viability Document.</i>	HECoS 100360	
6	Framework for HE Qualifications position of final award(s) https://www.lincolnbishop.ac.uk/document-download/62962	Foundation Year: Non-award bearing (Level 0) Certificate (Level 4) Diploma (Level 5) Honours (Level 6)	
7	Alignment with University Credit Framework https://www.lincolnbishop.ac.uk/document-download/62962	Foundation Year: Non-award bearing Undergraduate	
8	Compliance with University Assessment Regulations https://www.lincolnbishop.ac.uk/about/policies-and-procedures/policies-and-procedures-academics-2	Academic Regulations Governing Taught Qualifications and Supplement to the Regulations for Undergraduate Awards with Foundation Year.	
9	Progression routes with Foundation Degree (FdA) or Top-up <i>If more than one award in programme specification, indicate which have links with the relevant Foundation Degree or top up</i>	N/A	

Awards

10	Final Award title(s)	BSc (Hons) Computing and Business with Foundation Year
10a	Exit or Fall back Award title(s)	Certificate of Higher Education in Computing and Business (120 credits) Diploma of Higher Education in Computing and Business (240 credits) BSc Computing and Business (300 credits) Students who are judged to have passed the Foundation Year criteria required to progress, will be issued a 'Record of Achievement' for the Lincoln Bishop University Foundation Year.
10b	Pathway	N/A
11	(i) Combined Honours Awards available eg: • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A N/A

Arrangements with Partners *(where relevant)*

12a	Available for delivery by a collaborative partner	<i>(PLEASE INDICATE WHETHER OR NOT THE PROGRAMME HAS BEEN WRITTEN FOR USE BY COLLABORATIVE PARTNER EITHER NOW OR IN THE FUTURE)</i> YES/NO	
12b	Approved Collaborative partner(s) <i>Provide name of each approved partner, the award they deliver (if they do not deliver all awards within the programme specification, and type of partnership).</i>	Partner Name	Type of Collaborative Partnership
		ICON College of Technology and Management	Validated Provision*
13	Articulation Arrangements with Partners <i>(other than collaborative). Include for each partner named:</i> • the Lincoln Bishop award(s) (inc levels) to which the arrangement relates; • the approved date of the Memorandum of Co-operation governing the arrangement; • whether the arrangement provides guaranteed entry to the Lincoln Bishop award(s).	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies *(where relevant)*

14	PSRB(s) associated with final award of any route within the programme specification <i>(ie those which offer professional status/membership/license to practise as result of successful completion of the final award as included in the University PSRB database). If not applicable insert N/A.</i>	N/A
15	Date and outcome of last PSRB approval/accreditation <i>If not applicable insert N/A.</i>	N/A
16	Expiry Date of PSRB approval	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s) The programme has been written to correspond closely with the: • <i>UK Quality Code for Higher Education</i> (QAA 2024) • <i>QAA Benchmark Statements for Business</i> (08 March 2023) • <i>QAA Benchmark Statements for Computing</i> (30 March 2022) • <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) <i>QAA Benchmark Statements are available from the QAA website: https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</i>
18	Programme Aim <i>The main purpose of the Programme.</i>
	The overall aim of the programme of awards is to develop students' intellectual, practical and interpersonal skills to the best of their abilities at their selected level of study, and to prepare them for, or further their prospects in, a career in the diverse industries and able to create tangible value by aligning IT initiatives with business. This will be achieved by providing a thorough educational basis in the fundamental theoretical, practical, sustainable and managerial aspects of Business and Computing, together with other complementary topics appropriate for the award's level of study. The Integrated Foundation Year course will prepare students to move onto the full degree programme and, with computing technologies playing an ever-greater role in all dimensions of modern life, graduates are sure to find their skills in high demand across a wide range of industries. The programme has the following general educational and specific aims: • To provide students with the skills necessary to succeed at degree-level study through a Foundation Year • To develop an in-depth understanding of the role, design, development, and operation of computer-based information systems in relation to the information requirements of business organisations, enabling effective problem-solving and supporting informed decision-making • To integrate the appropriate design, technology and commercial aspects to develop an ability to provide innovative and targeted solutions to problems • To apply appropriate tools and development methodologies to design solutions • To equip students to adapt and learn new skills as the industry evolves throughout their careers • To prepare students, through the acquisition of a wide range of advanced theoretical concepts and practical skills, for employment, the advancement of their career prospects within existing roles, continuing professional development, or postgraduate study

- To ensure students have access and exposure to the latest methodologies and development techniques
- To develop essential workplace skills such as report writing, presentations and interpersonal skills needed for the modern workplace
- To equip students with the knowledge necessary to understand the ethical and environmental issues they will encounter in industry in general.

19 Programme Specific Outcomes

To help with mapping, please number these as required

(a) Final Award Learning Outcomes

On successful completion of BSc (Hons) Computing and Business, students will be able to:

Knowledge & Understanding

- **KU1:** Demonstrate comprehensive understanding of essential concepts, principles and theories in computing and business, critically applying them to professional practice across global and organisational contexts.
- **KU2:** Identify, analyse, specify, design, test, implement, and evaluate computer-based systems using appropriate theories, practices, and tools, while addressing management, leadership and project planning issues in organisational settings.
- **KU3:** Integrate advanced theoretical and practical knowledge across computing sub-fields (such as programming, Big Data and security) and business disciplines (including finance, marketing, entrepreneurship and human resources), engaging with scientific, engineering and organisational perspectives.
- **KU4:** Critically evaluate ethical, legal, social, and professional issues in the exploitation of technology and business practice, addressing contemporary challenges such as equality, diversity, inclusion and responsible leadership.
- **KU5:** Extend knowledge through self-directed study, research, and critical engagement with emerging trends in computing and business, fostering adaptability, innovation and continuous professional development.

Subject-specific and professional skills

- **SPS1:** Critically apply frameworks, theories, and principles of business leadership and management, alongside project planning and organisational practices, to propose effective resolutions to complex business and computing challenges.
- **SPS2:** Interpret and evaluate diverse business and technical data using statistical tools, industry standards, and technical literature, while demonstrating competence in relevant materials, equipment, processes, version control, and continuous integration.
- **SPS3:** Apply a critical understanding of the roles of entrepreneurs, intrapreneurs, innovators, and leaders in society, while engaging with professional standards, codes of practice, and technologies appropriate to computing and business contexts.
- **SPS4:** Employ initiative, creativity, inclusivity, responsibility, and commercial acumen to develop proposals for successful outcomes in dynamic environments, while critically evaluating legal, social, ethical, and professional issues in both business and computing practice.

- **SPS5:** Engage in critical reflective practice to develop personal responsibility in decision-making, uphold professionalism in computing and business, and plan and manage large-scale projects, fostering continuous improvement and ongoing professional development in a global marketplace.

Intellectual skills

- **IS1:** Critically develop, analyse, and evaluate specifications for specialist computer systems, applying theoretical considerations and practical design principles to construct effective solutions.
- **IS2:** Apply scholarly frameworks, modelling techniques, and information management tools to analyse complex organisational and computing problems, proposing controlled compromises and evidence-based solutions in dynamic contexts.
- **IS3:** Synthesise data and information from diverse sources to compose systems and documents, while demonstrating awareness of the commercial, organisational, and global marketplace in which computing and business solutions are developed and consumed.
- **IS4:** Work collaboratively with emotional intelligence, empathy, and cultural sensitivity, utilising digital technologies and academic conventions to convey ideas, arguments, and solutions effectively to varied audiences.
- **IS5:** Identify risks and benefits in computing and business projects, engaging in reflective practice and upholding ethical, social, and professional standards to ensure responsible and sustainable outcomes.

Transferable skills

- **TS1:** Communicate complex information, ideas, problems, and solutions effectively to specialist and non-specialist audiences, work collaboratively within diverse teams, and convey requirements and proposals across technical and organisational domains.
- **TS2:** Independently locate, critique, and evaluate a wide range of information, data, and tools; apply sound research methods; and critically analyse arguments, assumptions, and abstract concepts to address organisational and technical challenges.
- **TS3:** Demonstrate strong, responsible, and ethical digital literacy; adapt computing skills across diverse application domains; and assess risks, safety aspects, and engineering processes in the operation of computing and information systems.
- **TS4:** Deploy numerical and statistical skills to interpret and model business problems, synthesise data from multiple sources, and apply evidence-based decision-making in industry-relevant contexts aligned with future aspirations.
- **TS5:** Manage personal time and work effectively, design and execute methodologically sound studies, uphold professional standards, and engage in reflective practice to ensure continuous improvement and responsible professional growth.

20	Exit Award Learning Outcomes
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On successful completion of a **Certificate of Higher Education in Computing and Business** students will be able to:

Knowledge and Understanding

- **Ku1:** Demonstrate understanding of essential concepts, principles and theories in computing and business, and apply them to practical organisational contexts.

- **KU2:** Identify, analyse, specify, and design computer-based systems using appropriate tools and practices, while developing awareness of management, leadership and project planning issues.
- **KU3:** Gain theoretical and practical knowledge across key computing areas (such as programming, data management, and security) and business disciplines (including finance, marketing, and human resources).
- **KU4:** Recognise and evaluate ethical, legal, social, and professional issues in technology and business practice, with attention to equality, diversity, inclusion and responsible leadership.
- **KU5:** Begin to extend knowledge through guided and self-directed study, developing adaptability, critical thinking and preparation for continuous professional development.

Subject-specific and professional skills

- **SPS1:** Apply key frameworks, theories, and principles of leadership, management, and project planning to address business and computing challenges in structured contexts.
- **SPS2:** Interpret and evaluate business and technical data using appropriate tools, standards, and processes, demonstrating competence in core materials, equipment and practices.
- **SPS3:** Develop an understanding of the roles of entrepreneurs, innovators and leaders in society, while engaging with professional standards, codes of practice and relevant technologies.
- **SPS4:** Employ initiative, creativity, inclusivity, and responsibility to propose solutions, while recognising ethical, legal and social issues in business and computing practice.
- **SPS5:** Begin to engage in reflective practice to build personal responsibility in decision-making, manage projects at an intermediate level and prepare for continuous professional development.

Intellectual skills

- **IS1:** Develop and evaluate specifications for computer systems, applying theoretical and practical approaches to construct effective solutions.
- **IS2:** Use scholarly frameworks, modelling techniques, and information management tools to analyse organisational and computing problems and propose appropriate solutions.
- **IS3:** Gather and integrate data from diverse sources to produce systems and documents, demonstrating awareness of organisational and commercial contexts.
- **IS4:** Work effectively in teams with empathy and cultural sensitivity, using digital technologies and academic conventions to communicate ideas and solutions clearly.
- **IS5:** Recognise risks and benefits in computing and business projects, engaging in reflective practice and upholding ethical, social and professional standards.

Transferable skills

- **TS1:** Communicate information, ideas, and solutions clearly to different audiences and work effectively in diverse teams across technical and organisational domains.
- **TS2:** Locate, evaluate, and use information, data, and tools responsibly, applying research methods to analyse organisational and technical challenges.
- **TS3:** Demonstrate ethical and responsible digital literacy, apply computing skills across varied contexts, and recognise risks and safety aspects in computing and information systems.

- **TS4:** Use numerical and statistical techniques to interpret and model business problems, synthesising data to support evidence-based decision-making.
- **TS5:** Manage time and tasks effectively, engage in reflective practice, and uphold professional standards to support continuous improvement and growth.

On successful completion of a **Diploma of Higher Education in Computing and Business** students will be able to:

Knowledge and Understanding

- **KU1:** Demonstrate understanding of essential principles and theories in computing and business and apply them to basic organisational contexts.
- **KU2:** Identify, analyse and design simple computer-based systems using appropriate tools, while developing awareness of basic management and project planning issues.
- **KU3:** Gain introductory theoretical and practical knowledge in key computing areas (programming, data management, security) and business disciplines (finance, marketing, human resources).
- **KU4:** Recognise ethical, legal, social, and professional issues in technology and business practice, with initial attention to equality, diversity, and responsible leadership.
- **KU5:** Begin guided and self-directed study to develop adaptability, critical thinking, and preparation for ongoing professional development.

Subject-specific and professional skills

- **SPS1:** Apply basic frameworks and principles of leadership, management, and project planning to address structured business and computing tasks.
- **SPS2:** Interpret business and technical data using appropriate tools and processes, demonstrating competence in core materials and practices.
- **SPS3:** Develop an introductory understanding of the roles of entrepreneurs, innovators, and leaders, while engaging with professional standards and relevant technologies.
- **SPS4:** Use initiative, creativity, and responsibility to propose solutions, with recognition of ethical, legal and social issues in practice.
- **SPS5:** Begin reflective practice to build personal responsibility in decision-making, manage projects at a basic level and prepare for ongoing professional growth.

Intellectual skills

- **IS1:** Develop and apply basic specifications for computer systems, using theoretical and practical approaches to construct simple solutions.
- **IS2:** Use introductory modelling techniques and information management tools to analyse straightforward organisational and computing problems.
- **IS3:** Gather and integrate data from different sources to produce systems and documents, showing awareness of organisational and commercial contexts.
- **IS4:** Work effectively in teams with empathy and cultural sensitivity, using digital technologies and academic conventions to communicate ideas clearly.
- **IS5:** Recognise risks and benefits in computing and business projects, beginning to engage in reflective practice and uphold ethical and professional standards

Transferable skills

- **TS1:** Communicate information and ideas clearly to different audiences and work effectively as part of a team.

- **TS2:** Locate and use information, data, and tools responsibly, applying basic research methods to address straightforward problems.
- **TS3:** Demonstrate responsible use of digital technologies and apply fundamental computing skills, with awareness of risks and safety in information systems.
- **TS4:** Apply basic numerical and statistical techniques to interpret data and support simple decision-making.
- **TS5:** Manage time and tasks effectively, begin reflective practice, and show awareness of professional standards in computing and business contexts.

In order to qualify for an Ordinary Degree (Level 6):

The student must meet the requirements as laid down in the Regulations for Undergraduate Awards (which is available from the ICON College and Lincoln Bishop University Website).

SECTION C – STRUCTURE

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4 (0 credit)

Semester 1 14 weeks	Core: FDY009_1.0 Academic Skills 28 weeks	Core: FDY010_1.0 Introduction to Higher Education 14 weeks	Option 1: FDY012_1.0 Working with Evidence 11 weeks
			Option 2: FDY013_1.0 Introduction to Data 11 weeks
Semester 2 14 weeks		Core: FDY011_1.0 Critical Thinking and Engagement 14 weeks	Option 1: FDY014_1.0 Big Thinkers and Ideas 11 weeks
			Option 2: FDY015_1.0 Community and Social Purpose 11 weeks

21b	Module Structure
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Core & Optional Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY009_1.0	CORE	Academic Skills	1 & 2 (Autumn & Spring)	N/A
FDY010_1.0	CORE	Introduction to Higher Education	1 (Autumn)	N/A
FDY011_1.0	CORE	Critical Thinking and Engagement	2 (Spring)	N/A
FDY012_1.0	Optional	Working with Evidence	1 (Autumn)	N/A
FDY013_1.0	Optional	Introduction to Data	1 (Autumn)	N/A
FDY014_1.0	Optional	Big Thinkers and Ideas	2 (Spring)	N/A
FDY015_1.0	Optional	Community and Social Purpose	2 (Spring)	N/A

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
FDY009_1.0	Academic Skills	N/A	Portfolio 50%	1500 words	Sem 1 November
			Portfolio 50%	1500 words	Sem 2 April
FDY010_1.0	Introduction to Higher Education	N/A	Portfolio 100%	1500 words	Sem 1 January
FDY012_1.0	Working with Evidence (Option)	N/A	Poster 100%	1500 words equivalent	Sem 1 January
FDY013_1.0	Introduction to Data (Option)	N/A	Poster 100%	1500 words equivalent	Sem 1 January
FDY011_1.0	Critical Thinking and Engagement	N/A	Essay OR Report 100%	2000 words	Sem 2 May
FDY014_1.0	Big Thinkers and Ideas (Option)	N/A	Presentation 100%	10 mins + 5 mins Q&A	Sem 2 May
FDY015_1.0	Community and Social Purpose (Option)	N/A	Presentation 100%	10 mins + 5 mins Q&A	Sem 2 May

Note: For complete information on the Foundation Year, including its structure, learning outcomes, and assessment framework, please refer to the Foundation Year Programme Specification.

SECTION C2 (YEARS 2-4) BSc (HONS) COMPUTING AND BUSINESS: STRUCTURE

Level 4 – 120 credits

Level 4	Semester 1	BUS41423 Organisational Environments 15 credits	BUS41523 Marketing Fundamentals 15 credits	NEW MOD CODE 1 Introduction to computer programming 15 credits	NEW MOD CODE 2 Digital technologies in organisation 15 credits
	Semester 2	BUS41623 An Introduction to Human Resource Management 15 credits	NEW MOD CODE 3 Introduction to database management 15 credits	NEW MOD CODE 4 Problem solving for business computing 15 credits	BUS41823 Finance and Business Performance 15 credits

Level 5 – 120 credits

Level 5	Semester 1	BUS51922 Digital Marketing Strategies 15 credits	NEW MOD CODE 5 Web / mobile development 15 credits	NEW MOD CODE 6 Cloud Computing 15 credits	BUS53123 Exploring strategy and Risk Management 15 credits
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	Semester 2	NEW MOD CODE 7 Big Data and data management 15 credits	L5 NEW CODE Innovation and Creativity 15 credits	L5 NEW CODE Project Management and Implementation 15 credits	NEW MOD CODE 8 Data Analytics 15 credits
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Level 6 – 120 credits

Level 6	Semester 1	BUS63423/New code needed? Computing and Business Project 30 credits	BUS63023 Equality, Diversity, and Inclusion in the Workplace 15 credits	BUS63223 Business Start-up 15 Credits	NEW MOD CODE 9 Applied programming in business 15 credits
	Semester 2		BUS63323 Social Innovation, Social Inclusion and Entrepreneurship 15 credits	NEW MOD CODE 10 Fundamentals of Artificial Intelligence 15 credits	NEW MOD CODE 11 Cyber Security 15 credits

21c	Module Structure
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Level 4

Core Modules				
Code	Status <i>(if applicable)</i> - Pre/Co-requisites - Mandatory module - Existing Module	Module Title	Period (number)	No of credits
BUS41423	Mandatory	Organisational Environments	1	15
BUS41523	Mandatory	Marketing Fundamentals	1	15
NEW MOD CODE 1	Mandatory	Introduction to computer programming	1	15
NEW MOD CODE 2	Mandatory	Digital technologies in organisation	1	15
BUS41623	Mandatory	An Introduction to Human Resource Management	2	15
NEW MOD CODE 3	Mandatory	Introduction to database management	2	15
NEW MOD CODE 4	Mandatory	Problem solving for business computing	2	15
BUS41823	Mandatory	Finance and Business Performance	2	15

Level 5

Core Modules				
Code	Status <i>(if applicable)</i> - Pre/Co-requisites - Mandatory module - Existing Module	Module Title	Period (number)	No of credits
BUS51922	Mandatory	Digital Marketing Strategies	1	15
NEW MOD CODE 5	Mandatory	Web / mobile development	1	15
NEW MOD CODE 6	Mandatory	Cloud Computing	1	15
BUS53123	Mandatory	Exploring strategy and Risk Management	1	15
NEW MOD CODE 7	Mandatory	Big Data and data management	2	15
L5 NEW CODE	Mandatory	Innovation and Creativity	2	15
L5 NEW CODE	Mandatory	Project Management and Implementation	2	15
NEW MOD CODE 8	Mandatory	Data Analytics	2	15

Level 6

Core Modules				
Code	Status <i>(if applicable)</i> - Pre/Co-requisites - Mandatory module - Existing Module	Module Title	Period (number)	No of credits
BUS63023	Mandatory	Equality, Diversity, and Inclusion in the Workplace	1	15
BUS63223	Mandatory	Business Start-up	1	15
NEW MOD CODE 9	Mandatory	Applied programming in business	1	15
BUS63323	Mandatory	Social Innovation, Social Inclusion and Entrepreneurship	2	15
NEW MOD CODE 10	Mandatory	Fundamentals of Artificial Intelligence	2	15
NEW MOD CODE 11	Mandatory	Cyber Security	2	15
BUS63423/New code needed?	Mandatory	Computing and Business Project	1 & 2	30

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design <i>Outline a clear rationale for the curriculum design, draw on your knowledge of your articulation of the Graduate's prospects upon finishing the course.</i>
The Computing and Business programme intentionally designed to address the growing need for graduates who can operate effectively in environments where business practice, digital technologies, and data driven decision making intersect. Employers increasingly seek individuals who can understand organisational needs, interpret data, evaluate digital solutions, and contribute	

to innovation. The curriculum therefore integrates business knowledge, computing skills, and analytical capability in a progressive structure that prepares students for a wide range of technology enabled professional roles.

The Foundation Year constitutes a structured preparatory stage designed to ensure that students requiring additional academic development, or those returning to education, are appropriately supported prior to progression to Level 4. Through a defined set of five modules, the programme develops core academic and transferable skills such as effective communication, personal development planning, and digital capabilities embedded within both theoretical and applied learning. This provision enables learners to meet baseline academic expectations and ensures they progress to degree-level study with the requisite confidence, study skills, and foundational knowledge to engage successfully with Level 4 learning outcomes.

At Level 4, the curriculum establishes a broad foundation across business functions, organisational behaviour, digital technologies, programming, and problem solving. These modules ensure that all students, regardless of prior experience, gain the essential conceptual and technical grounding required for further study. This foundation supports the development of core competencies such as digital literacy, commercial awareness, and analytical thinking.

At Level 5, the programme deepens students' understanding of applied digital solutions, data management, strategic decision making, and applied computing. The curriculum at this stage is intentionally practice focused, enabling students to analyse organisational challenges, evaluate digital tools, and apply data driven decision-making approaches to business problems. This level strengthens students' readiness for roles that require both technical insight and strategic understanding.

At Level 6, students engage with advanced topics including artificial intelligence, cyber security, applied programming, entrepreneurship, and social innovation. Ethical, sustainable, and inclusive practice is emphasised throughout, ensuring that graduates understand the wider societal implications of digital technologies. The final year project consolidates learning through an extended piece of independent, applied work that demonstrates professional competence and specialist interest (such as software development, data analysis, AI applications, or applied digital solutions).

The curriculum is structured to ensure that graduates develop a blend of transferable skills (communication, problem solving, teamwork, project management, digital literacy) and specialist capabilities (programming, data analytics, cloud computing, AI, cyber security). This combination equips graduates for diverse career pathways across business and technology enabled environments. Typical graduate prospects include roles in technology-enabled business support, data analysis, software development, IT consultancy, project management, and innovation focused business functions.

Overall, the curriculum design ensures a coherent progression from foundational knowledge to advanced, applied expertise, enabling graduates to contribute confidently to contemporary organisations and adapt to emerging opportunities in an increasingly digital economy.

23 Learning and Teaching Strategies

The teaching and learning strategy is designed to support students' progression into Higher Education, develop their academic confidence, and enable them to acquire the technical and professional skills required for success in digitally focused business environments. The approach combines structured guidance, active learning, and differentiated support to ensure that all students can engage effectively with the curriculum.

At the start of each module at all levels (4, 5, and 6), students receive a briefing to help them understand the academic expectations of that stage of study. These briefings introduce key study skills, assessment requirements, and digital learning tools, ensuring students are well prepared for the increasing complexity of the programme. Throughout their studies, students also have access to both general and individual study skills support provided by the College.

Teaching is delivered by tutors with relevant academic and professional expertise. A range of methods is used to create an engaging and supportive learning environment, including interactive lectures, seminars, tutorials, and practical workshops. Web based tools and digital platforms are integrated into teaching to enhance engagement with module content and assessment preparation. The Virtual Learning Environment (VLE), along with eBooks and other online resources, provides structured opportunities for directed reading, independent study, and formative learning activities.

Learning takes place in both whole group settings and smaller seminar groups. Smaller group activities encourage peer support, collaborative learning, and the development of communication and problem-solving skills. Students are encouraged to share experiences, discuss ideas, and work together on practical tasks that reflect real organisational and technological challenges.

The programme recognises that students enter with varied backgrounds, experiences, and levels of prior knowledge. Teaching and learning are therefore differentiated to meet diverse needs. Key concepts may be contextualised through discussion of workplace examples, practical demonstrations, or applied activities that help students connect theory to practice. This approach supports the development of authentic learning experiences and fosters confidence in applying digital tools and business concepts.

Individual and group tutorials are embedded within each module to provide personalised academic support. These tutorials offer opportunities for feedback, reflection, and guidance on academic progress, helping students to develop as independent, confident learners.

24 Assessment Strategies

A broad range of skills and knowledge are in demand in the computing profession and assessments are tailored to the activity being undertaken and to student learning needs. Assessed activities include the development of working software, the design of computer network systems, the application of theory to practical problems, teamwork, project work and the communication of problem analysis and solutions through reports and presentations. The assessment of these activities is guided by relevant assessment criteria.

The assessment strategy aims to measure the skill and competence of the individual student by means of a structured and integrated approach to a defined coursework schedule. The assessment strategy has been devised to reflect the diverse nature of the module content with a balance

between those modules assessed through assignments, coursework and class tests, and others that are examined during or at the end of the session. A coursework descriptor will be issued with each element of assessment, which will provide details and guidance notes on the specified requirements.

Oral presentations aimed at developing the student's communication and oratory skills are used at all levels, especially in design and project modules, where the ability to express ideas, concepts and thoughts are required. This addresses modern industry requirements for graduates to be able to present information confidently.

The programme team is mindful of the dangers of over-assessment through the imposition of an excessive number of individual items of work. Therefore, it is proposed to review annually the number of individual assignments specified within the coursework weighting of each module to ensure that student workloads are appropriate for the level of the award.

Further details of assessments including types of assessment, word counts for reports, tests and presentation duration will be given in assessment briefs for each of the Levels 4, 5 and 6 respectively.

Summative Feedback

Feedback on assessment is given in a variety of ways in order to maximise student learning opportunities. For written reports or problem-solving tasks, the feedback may be written, while feedback on lab work, presentations and some group work will be given face-to-face. In all cases feedback is given in such a way that students can learn the most they can from the work that they have done and apply that learning to future activities.

Feedback will be provided in accordance with the College Assessment Policy. Students will normally receive feedback within two to three weeks of the submission deadline or assessment date, including a provisional grade or mark.

The Foundation Year incorporates structured assessments across all modules to support the development of students' academic skills, subject knowledge, and confidence. Completion of these assessments enables students to demonstrate their readiness for progression to Level 4. This approach provides a supportive entry point into higher education, allowing learners to build capability gradually while benefiting from feedback and feedforward to guide their ongoing development.

Formative Feedback

Non-mark bearing (formative) assessment also constitutes an important part of the assessment process. Formative assessment includes all feedback received from tutors, along with feedforward guidance to support students' ongoing development. It offers structured opportunities to receive constructive guidance on work at key stages throughout each module. Students can use this feedback to shape the work being submitted for summative assessment. For Level 4 to Level 6, assessments will progressively provide less scaffolding and more space to explore individual interests in ways that individuals determine will be most effective. This is to ensure that students

will be confident in independently developing and pitching their own solutions by the time they graduate.

Degree Modules

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
BUS41423	Organisational Environments	15	1	-		100%-
BUS41523	Marketing Fundamentals	15	1			100%
NEW MOD CODE 1	Introduction to computer programming	15	1	40% (Class Test)	60%	
NEW MOD CODE 2	Digital technologies in organisation	15	1	40% (Class Test)		60%
BUS41623	An Introduction to Human Resource Management	15	1			100%
NEW MOD CODE 3	Introduction to database management	15	2	40% (Class Test)		60%
NEW MOD CODE 4	Problem solving for Computing and Business	15	1	40% (Class Test)	60%	
BUS41823	Finance and Business Performance	15	1			100%
BUS51922	Digital Marketing Strategies	15	2			100%
NEW MOD CODE 5	Web / Mobile development	15	1			100%
NEW MOD CODE 6	Cloud Computing	15	2	40% (Class Test)		60%
BUS53123	Exploring strategy and Risk Management	15	2			100%
NEW MOD CODE 7	Big Data and data management	15	2	40% (Class Test)	60%	
L5 NEW CODE	Innovation and Creativity	15	2			100%
L5 NEW CODE	Project Management and Implementation	15	2	40% (Class Test)		60%
NEW MOD CODE 8	Data Analytics	15	2	40% (Class Test)		60%
BUS63023	Equality, Diversity, and Inclusion in the Workplace	15	3			100%
BUS63223	Business Start-up	15	3			100%
NEW MOD CODE 9	Applied programming in business	15	3	40% (Class Test)		60%
BUS63323	Social Innovation, Social Inclusion and Entrepreneurship	15	3		100%	

NEW MOD CODE 10	Fundamentals of Artificial Intelligence	15	3	40% (Class Test)		60%
NEW MOD CODE 11	Cyber Security	15	3	40% (Class Test)	60%	
BUS63423/New code needed?	Computing and Business Project	30	3		30%	70% (30%+40%)

Note: The duration of each class test will be one hour.

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
BUS41423	Organisational Environments	15	Coursework 100%	2000 words	Sem 1 January
BUS41523	Marketing Fundamentals	15	Coursework 100%	2000 words	Sem 1 January
NEW MOD CODE 1	Introduction to Computer Programming	15	Vodcast Presentation 60%	10 minutes	Sem 1 January
NEW MOD CODE 2	Digital Technologies in Organisation	15	Coursework 60%	2,500 words	Sem 1 January
BUS41623	An Introduction to Human Resource Management	15	Coursework 100%	2000 words	Sem 2 June
NEW MOD CODE 3	Introduction to Database Management	15	Coursework 60%	2500 words	Sem 2 June
NEW MOD CODE 4	Problem solving for Computing and Business	15	Vodcast Presentation 60%	10 minutes	Sem 2 June
BUS41823	Finance and Business Performance	15	Coursework 100%	2000 words	Sem 2 June
BUS51922	Digital Marketing Strategies	15	Coursework 100%	2500 words	Sem 1 January
NEW MOD CODE 5	Web / Mobile development	15	Practical Project (Report) 100%	2,500 words	Sem 1 January
NEW MOD CODE 6	Cloud Computing	15	Coursework 60%	2500 words	Sem 1 January
BUS53123	Exploring strategy and Risk Management	15	Coursework 100%	2500 words	Sem 1 January
NEW MOD CODE 7	Big Data and data management	15	Vodcast Presentation 60%	10 minutes	Sem 2 June
L5 NEW CODE	Innovation and Creativity	15	Two parts: 1. Report (40%) week 7 2. Report (60%) and	Each 1500 words Presentation 1-2 minutes for each	Sem 2 June

			Presentation week 14	person in the group	
L5 NEW CODE	Project Management and Implementation	15	Coursework 60%	2500 words	Sem 2 June
NEW MOD CODE 8	Data Analytics	15	Vodcast Presentation 60%	10 minutes	Sem 2 June
BUS63023	Equality, Diversity, and Inclusion in the Workplace	15	Coursework 100%	3000 words	Sem 1 January
BUS63223	Business Start-up	15	Coursework 100%	2500 words	Sem 1 January
NEW MOD CODE 9	Applied programming in business	15	Coursework 60%	2500 words	Sem 1 January
BUS63323	Social Innovation, Social Inclusion and Entrepreneurship	15	Production of Podcast	20 minutes	Sem 2 June
NEW MOD CODE 10	Fundamentals of Artificial Intelligence	15	Coursework 60%	2500 words	Sem 2 June
NEW MOD CODE 11	Cyber Security	15	Vodcast / Practical Project	10 minutes	Sem 2 June
BUS63423/New code needed?	Computing and Business Project	30	Coursework (30% + 40%) 70%	All together: about 6000-8000 words Excluding supporting materials	Sem 1 & 2 January and June
			Vodcast 30%	10-12 minutes	

25 Inclusive Practice and Personal Development Planning

The College is responsible for supporting students' learning, both through regular support by the programme team, and any specific skills/learning support needed by individual students.

The programme aims to recruit students from a range of backgrounds to promote widening participation. Recruitment includes students from diverse backgrounds and those who do not have English as a first language. The recruitment process is sympathetic to these diverse characteristics and the College will take steps to determine individual readiness and ensure applicants are on the right programme for their needs and abilities.

Induction/transition sessions are included on starting Foundation, level 4, 5 and 6 to support student expectations of the progressive requirements of each level of study. This is especially important at the start of the programme. For example, students returning to education after a break are supported by both the programme team and specialist study skills staff to ensure a seamless transition into Higher Education.

The College will offer support to students in personal development and career planning in keeping with its usual provision and facilities for student engagement and student support. This may be enhanced within-programme where appropriate to do so.

The College will operate a personal tutoring system so that each student has a designated personal tutor, to work with them on personal development planning.

Where necessary, the programme team can draw upon the expertise of specialist staff to identify, assess, and plan for specific learning needs (such as dyslexia screening), providing subsequent support and reasonable adjustments.

26 Technology Enhanced Learning

The Library provides access to a wide range of subject-specific learning resources, both physically and online. Detailed module-specific materials are provided within individual units of study. Technology-enhanced learning is integrated through the systematic use of a VLE, supplemented by applications such as Kaltura to further enrich the teaching and learning experience.

While all modules are delivered in person, digital tools are used strategically to deepen student understanding. These activities—such as directed reading or audio-visual materials—are designed to stimulate critical thinking, reflection on practice, and specific learning exercises.

To facilitate peer engagement, secure online discussion boards may be used for sharing reflections and examples. These forums are monitored by the programme team and restricted to internal users to ensure a secure environment. The College emphasises ethical boundaries and confidentiality in these spaces, applying relevant codes of conduct and fair-use policies in line with Lincoln Bishop University expectations.

27 Work-related Learning and/or Placement

Work-related learning is embedded throughout the programme through authentic, practice-based activities that reflect real organisational challenges across a wide range of sectors. As students may be employed in diverse fields, tasks are designed to be flexible and broadly applicable, enabling learners to draw on any professional or personal context when completing assessments. Across all levels, modules require students to analyse real situations, evaluate digital and business practices, interpret information, manage projects, and propose improvements or innovations. This approach ensures that all students, regardless of their current employment area, can meaningfully apply their learning, develop transferable professional skills, and enhance their readiness for future career progression without the need for formal placements.

28 Employability

Employability is a central focus of the programme, and careful consideration has been given to balancing vocational relevance with the academic rigour expected at degree level. As graduate attributes are embedded across all modules, students are expected to develop the transferable skills required for employment, self-employment, and portfolio careers. Each module has been intentionally designed to build, strengthen, and apply employability skills in ways that reflect current industry expectations and employer needs, ensuring that graduates leave with both the practical

capabilities and the critical understanding necessary to succeed in a competitive and evolving professional landscape.

In addition to the broad business-related roles typically accessible to graduates of a BA (Hons) Business Studies programme, this degree equips students for a wider range of specialist and emerging roles that reflect the programme's applied, future-focused curriculum. These include roles such as:

- Business Transformation Assistant
- Digital Operations Coordinator
- Innovation and Change Support Officer
- Business Data and Insights Assistant
- Entrepreneurial Venture Support Officer
- Project and Process Improvement Assistant

These roles differ from traditional Business Studies graduate destinations by emphasising digital capability, organisational change, innovation, and applied problem-solving, areas that are explicitly developed within this programme's curriculum design and assessment strategy.

Through sustained engagement with employers and key stakeholders, the programme has been shaped to ensure students acquire future-fit skills that will enable them to enhance their career prospects and contribute meaningfully to contemporary organisational environments.

Where appropriate, the programme-level Learning Outcomes relating to Transferable Skills are embedded within specific module-level Learning Outcomes. As a result, these employability-focused skills are consistently reinforced through learning activities and are frequently demonstrated through assignment tasks.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	There is no formal requirement for UCAS point to join the foundation year. To meet the entry criteria for admission, the applicant should have one of the followings: • Minimum three GCSE or level 2 equivalent qualification or, • Professional work experience supported by a professional CV with reference letter, where possible and, • Demonstrate capability in English (normally GCSE English or equivalent is desirable) and, • Demonstrate a commitment to study and a reasonable expectation of success on the course All Applicants will be interviewed by the College Admission Tutor to assess their English and suitability for the Foundation Year. The Admission Tutor will assess the applicant's skills in listening, speaking and writing. International qualifications at the appropriate level will also be accepted. The College will use ECCTIS (formerly UK NARIC) to determine the equivalence of any international qualifications.

30	Programme Specific Management Arrangement
	<u>General</u> The BSc (Hons) Computing and Business programme is authored and validated at Lincoln Bishop University. It is subject to ICON College/ Lincoln Bishop University Codes of Practice and Regulations, including admissions, quality assurance, external examining, and awards. The programme will be managed through the Faculty structure at ICON College. It will have a named programme leader within the Computing and Business subject team. <u>Collaborative Partnerships</u> Collaborative, academic partnerships are subject to relevant processes and formal agreements being implemented at institutional level. Where the BSc (Hons) Computing and Business programme is delivered by an ICON College, this collaboration is executed under the terms and conditions of individual institutional partnership agreements and the Lincoln Bishop University Code of Practice for Collaborative Provision. ICON College will oversee the day-to-day management of the programme. This includes developing schemes of work, teaching materials and assignment briefs, as well as planning and resourcing all teaching, learning, and assessment activities. ICON College is also responsible for conducting assessments, marking, and carrying out internal moderation. Course timelines and assessment points will be agreed between the ICON and Lincoln Bishop University, enabling suitable time frames for cross moderation and external examining, and Lincoln Bishop University Boards of Examiners. Lincoln Bishop University will be responsible for ensuring that a suitable EE has been appointed. The named programme leader within the subject team at Lincoln Bishop University (or delegated) will act as the subject-specialist link tutor. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the Lincoln Bishop University Collaborative Handbook. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Partnerships team at Lincoln Bishop University, as per the Code of Practice. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Partnerships team at Lincoln Bishop University. ICON College will satisfy the requirement for three Programme Committees per year by holding two SSLP meeting plus one or two Student Reps meeting with VP, annual monitoring reports (AMR), and enhancement planning. The programme will adhere to Codes of Practice at Lincoln Bishop University/ICON College as set out in the institutional agreement.
31	Staff Responsibilities

The programme leader at ICON College of Technology and Management is responsible for producing module guides and for day-to-day organisation, including producing schemes of work and teaching materials, and planning and resourcing all teaching, learning and assessment on the programme. The programme team at the College remains under the leadership and management of the Department of Information Technology at ICON College of Technology and Management. Module leadership will be delegated, accordingly under the Programme leader or Head of Department.

In keeping with the Lincoln Bishop University Code of Practice for Collaborative Provision, the named programme leader within the subject team at the University (or delegated colleague) will act as the subject-specialist link tutor. This work will be overseen by the relevant Head of Programmes, on behalf of the academic faculty at Lincoln Bishop University. The College will refer to the University's Collaborative Handbook for further detail about the specific responsibilities of link tutors and programme leaders when necessary.

The College as a collaborative partner believes that sharing of teaching resources across institutions delivering the same/similar programmes is a good practice and is encouraged, wherever possible to enhance the teaching and learning on the programme and promote a positive student experience.

The College notes that the effective management and quality assurance of the programme will be further facilitated and supported by the Academic Partnerships team at Lincoln Bishop University, as per the Code of Practice.

32 Programme Specific Academic Student Support

The ICON College will be responsible for specific academic support related to this programme, such as IT support, access to VLE and other applications, relevant software, and data bases. The College will be responsible for the conduct of assessment and associated support for students during the assessment process.

33 Programme Specific Student Evaluation

The programme operates in full accordance with current Lincoln Bishop University institutional evaluation policies. ICON College will ensure that students are able to participate in all relevant evaluations and surveys. The Student–Staff Liaison Panel (SSLP) provides a structured forum for students to share their views and raise any concerns with management and academic staff at least twice a year, and this is complemented by at least one direct student survey annually.

In line with ICON College policies and procedures, student representatives play an active role in the governance of the institution. They provide a formal channel for the student voice across all major committees, including the Academic Board and the Board of Governance, ensuring that student perspectives contribute meaningfully to decision making and continuous enhancement processes.

SECTION F – MAPPING

SECTION F (YEARS 2-4) BA (HONS) BUSINESS STUDIES: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Modules				Programme Outcomes for Level 4																
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	IS5	TS1	TS2	TS3	TS4	TS5
Organisational Environments	x	x		x							x	x	x	x		x	x	x	x	
Marketing Fundamentals	x	x		x							x	x	x	x		x	x	x	x	x
An Introduction to Human Resource Management	x	x	x	x		x		x			x	x	x	x		x	x	x	x	
Digital technologies in organisation	x	x		x	x		x	x		x	x			x	x		x	x		x
Finance and Business Performance	x	x	x				x				x	x	x	x		x	x	x	x	x
Problem solving for Computing and Business	x			x	x		x		x		x		x	x		x		x		x
Web / Mobile development	x	x		x		x	x	x			x		x	x		x	x		x	x
Introduction to computer programming	x	x	x	x			x		x		x		x		x	x			x	x

Modules			Programme Outcomes for Level 5																	
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	IS5	TS1	TS2	TS3	TS4	TS5
Digital Marketing Strategies	x		x			x			x	x	x	x		x		x	x	x	x	x
Introduction to Database Management	x	x	x	x		x		x	x	x	x	x	x	x		x	x	x	x	
Cloud Computing	x			x	x		x			x	x		x	x	x	x	x	x		x
Exploring strategy and Risk Management	x	x	x	x		x	x		x	x	x	x		x		x	x	x	x	x
Big Data and Data Management	x	x	x	x	x	x	x	x		x		x	x		x		x	x	x	
Innovation and Creativity	x	x	x	x		x		x		x	x	x	x	x		x	x	x	x	x
Project Management and Implementation	x		x			x	x		x	x	x	x		x		x	x	x	x	x
Data Analytics	x	x	x	x	x	x	x	x		x		x	x		x		x	x	x	x

Modules			Programme Outcomes for Level 6																	
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	IS5	TS1	TS2	TS3	TS4	TS5
Applied programming in business	x	x	x		x	x	x			x	x	x			x	x	x		x	x
Equality, Diversity, and Inclusion in the Workplace	x	x	x	x		x		x	x				x	x		x	x	x		
Fundamentals of Artificial Intelligence			x	x		x		x		x	x		x	x			x	x		x
Business Start-up	x	x	x	x		x	x	x	x	x				x		x	x			
Cyber Security	x	x	x	x		x		x	x	x	x	x	x	x		x	X	x	x	x
Social Innovation, Social Inclusion, and Entrepreneurship	x	x	x	x		x		x	x				x	x		x	x	x		
Computing and Business Project	x	x	x	x	x	x	x		x	x	x	x	x	x		x	x	x	x	x

SECTION G

MAP 2

SECTION G1 (YEAR 1) FOUNDATION YEAR

Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies	x	x	x	x	x	x
Global Citizenship					x	
Information Literacy	x	x	x			
Digital Fluency	x		x			
Employability	x			x	x	x
Being Enterprising				x	x	

Graduate Attributes

- GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
- GA3. **Information Literacy** This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

SECTION G2 (YEARS 2-4) BSc (HONS) COMPUTING AND BUSINESS

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute																				
	K&U 1	K&U 2	K&U 3	K&U 4	K&U 5	SPS 1	SPS 2	SPS 3	SPS 4	SPS 5	IS1	IS2	IS3	IS4	IS5	TS1	TS2	TS3	TS4	TS5
Academic Literacies	x	x		x	x							x		x		x				
Global Citizenship				x						x			x							
Information Literacy			x		x		x					x	x			x	x		x	
Digital Fluency	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Employability	x	x		x	x	x	x	x			x			x				x	x	x
Being Enterprising						x		x	x	x									x	

Graduate Attributes

- GA7. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA9. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA10. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA12. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

Version Reference	Brief Outline of Modification	Date of Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						