



# **BA (Hons) Business and Computing with Foundation Year**

## **Programme Handbook**

Published December 2019  
V1

## Arden University QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

<b>1. Target Award</b>	BA
<b>2. Programme Title</b>	BA (Hons) Business & Computing with Foundation Year
<b>3. Exit Awards</b>	Certificate of Higher Education in Business & Computing (120 credits) Diploma of Higher Education in Business & Computing (240 credits) BA (Ordinary) Business & Computing (300 credits).
<b>4. Programme Leader(s)</b>	Angela Burns
<b>5. Delivery Model</b>	Blended Learning Online Learning
<b>6. Start date</b>	September 2019
<b>7. Programme Accredited by</b> (PSRB or other, if applicable)	N/A
<b>8. UCAS Code (If applicable)</b>	
<b>9. Relevant QAA subject benchmark statement</b>	Business & Management (2015) Computing (2016)

### 10. Programme Aims

The overall aim of the AU BA (Hons) Business & Computing with Foundation Year is to enable students to acquire knowledge, understanding and a range of practical skills relating to the two inter-related disciplines which are applicable to commercial and non-commercial sectors, and in a variety of geographical and cultural settings. Simultaneously students will develop a range of transferrable skills that will aid them as they pursue business and computing careers or further relevant study.

More specifically at Level 0 it will:

- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of management and technology disciplines.

At Levels 4-6 it will:

- allow students to develop managerial and professional level skills and understanding across the two related disciplines of Business and Computing.
- promote understanding of the key aspects of current practice in the fields of Business and Computing while acknowledging current and emerging developments in related disciplines.
- equip students with the essential skills and tools to work professionally in a range of commercial and non-commercial situations; and to be creative and professional practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.
- present multiple perspectives on Business and Computing in a way that fosters critical evaluation.
- develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications.
- enable students to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.

- equip students to work within multicultural settings and to appreciate the complexities of such contexts.
- provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners. Provide students with the support they require in order to enhance their eventual employability through taught skills, teaching methods and assessment, our values and the Arden Graduate Attributes within the programmes.
- To provide opportunities for development of personal and other key skills appropriate for graduate employment in different areas including industry, commerce and the legal profession or further postgraduate studies.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>At Level 0: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks</p> <p>At Levels 4-6:</p> <p>A1 Evaluate the appropriateness of the structure, functions, processes and management priorities of a business organisation to achieve its strategic objectives.</p> <p>A2 Utilise research using a range of data sources and tools to improve performance and analyse and interpret written, visual and graphical data.</p> <p>A3 Recognise the importance of collecting relevant data in Business and Computing, and the variety or information sources, both primary and secondary.</p> <p>A4 Analyse leading issues in Business and have a clear view of the contemporary</p>	<p>Acquisition of knowledge and understanding is facilitated through either:</p> <ul style="list-style-type: none"> <li>• a combination of online learning blended with face to face learning which will include, workshops and tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources; or</li> <li>• online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources</li> </ul> <p>We achieve this through a pedagogy that includes project work, group forums and project-based activities.</p> <p>That is:</p> <p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE</li> <li>• Guided group / project based work</li> <li>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves</li> <li>• Podcasts and narrated PowerPoints</li> </ul> <p><b>Synchronous</b></p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.</p>

<p>and cross cultural issues facing modern managers.</p> <p>A5 Apply a range of theoretical concepts to practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making.</p> <p>A6 Identify, explain and evaluate current and evolving trends, technologies and methodologies within Computing and Business.</p> <p>A7 Use analytical and critical skills to manage computing systems within a range of contemporary business environments.</p> <p>A8 Systematically appraise relevant principles, theories and methodologies of information systems design.</p> <p>A9 Critically evaluate relevant computer technologies to meet requirements in a range of novel or complex business contexts.</p> <p>A10 Analyse the internal aspects of organisations, their functions and processes including their diverse nature, purposes, structures, governance, operations and</p>	<ul style="list-style-type: none"> <li>• Face to face seminars where theory and practice are integrated.</li> <li>• Independent and directed student study, supported throughout by comprehensive teaching materials and resources.</li> <li>• Guided group / project based work</li> </ul> <p>Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers.</p> <p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, time constrained set work, etc. Our assessment strategy informs how feedback is supplied by tutors at the formative and summative assessment phases. Developing critical analysis through a structured taxonomy is encouraged as students progress through levels 4 - 5 levels culminating in a dissertation.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The induction module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
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management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment.		
<b>11b. Intellectual Skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>At Level 0 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems.</p> <p>At Levels 4-6: B1 Identify issues and formulate appropriate methods of investigation and evaluation.</p> <p>B2 Select and synthesise information from a variety of sources.</p> <p>B3 Apply theoretical concepts and practical techniques to the solution of complex problems</p> <p>B4 Analyse, evaluate and interpret quantitative and qualitative data, thereby display numeracy and quantitative skills including data analysis, interpretation and extrapolation.</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers both face to face and online.</p> <p>Specific modules support the development self-reflective skills and this is the focus of the opening Skills for Interdisciplinary Study module. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc.</p>

<p>B5 Apply relevant computer based solutions to a range of novel or complex business problems.</p> <p>B6 Synthesise and apply methodologies, techniques, tools and technologies from a range of fields within computing to provide complete solution to novel or complex business problems.</p> <p>B7 Utilise judgement to draw appropriate conclusions and make recommendations demonstrating both business and commercial acumen where relevant.</p>		
<b>11c. Practical Skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>Level 0</p> <p>C1/0 Demonstrate a range of core academic skills to support study at undergraduate level.</p> <p>C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility.</p> <p>At Levels 4-6:</p> <p>C1 Engage in academic debate in a professional manner.</p> <p>C2 Demonstrate self-management and work productively and independently both within and between disciplines to produce work in a variety of formats as specified.</p>	<p>Practical and skills are employed in the production of ethical solutions to real life situations developed through set briefs and are a particular focus in Research and Ethics in Action, Research Planning and Project and Skills for Interdisciplinary Study. The important modern day skills of engaging in academic debate, working independently and presenting ideas clearly using appropriate terminology pervade all modules and forms of assessment on the programme.</p> <p>Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented, and particularly support the development of flexibility and adaptation. Activities are provided so that students can work</p>	<p>To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.</p>

<p>C3 Present information clearly and coherently in an appropriate form using subject specific terminology.</p> <p>C4 Show an ability to read a range of complex academic works suitable for study at undergraduate level, summarising the arguments accurately and weighing up the merits and substance of arguments.</p> <p>C5 Examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis.</p> <p>C6 Identify and evaluate alternative academic perspectives to contentious issues and integrate ideas and findings from multiple perspectives, recognising distinctive approaches.</p> <p>C7 Formulate research questions, deploy appropriate research methodologies and data collection methods and evaluate research findings examining practical, ethical and theoretical constraints associated with the chosen methodology and paradigm.</p>	<p>independently to consolidate their knowledge and grasp of practical skills.</p>	
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C8 Demonstrate a confident understanding of interdisciplinary themes and problem-solving skills.		
<b>11d. Transferable Skills</b>	<b>The means by which these outcomes are achieved and demonstrated</b>	<b>The means by which these outcomes are demonstrated</b>
<p>D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience.</p> <p>At Levels 4-6:</p> <p>D1 Communicate succinctly in written and oral forms at a level suitable for an undergraduate student.</p> <p>D2 Work effectively in collaboration with others and evaluate own strengths and weaknesses in engaging in critical reflection and acting on feedback.</p> <p>D3 Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance.</p>	<p>Transferable skills are developed through in-course study, online study and independent work. Successful completion of activities for both in-course and online study demonstrates the ability to interpret written and oral stimuli. Development of critical self-reflection and interpretation is embedded into the programme through in-course participation and online study of reflective theory, activities and formative feedback and summative feedback. Collaborative work is introduced at the beginning of the programme and in the first module students are introduced to the concept of community of practice. The study of reflection and collaborative practice allows students to engage with personal and professional development from the outset of the programme. Students demonstrate this through completion of incremental activities designed to develop professional skills, personal skills and academic integrity such as reflection on career and personal development and completion of activities on academic integrity.</p>	<p>To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.</p>

### Business and Computing Exit Awards: Programme Outcomes

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

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

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

#### Graduate Attributes

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

- E1 - Discipline Expertise
- E2 - Effective Communication
- E3 - Responsible Global Citizenship
- E4 - Professional Skills
- E5 - Reflective Practitioner
- E6 - Lifelong Learning

#### The means by which these outcomes are achieved and demonstrated

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

### 13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity.

#### For Online Learners:

##### Asynchronous

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

#### For Blended Learners:

##### Synchronous

- Face to face activity workshops and seminars where theory and practice are integrated.

- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group / project based work

Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

#### 14. Assessment methods and strategies

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

#### 15. Employability

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

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

#### 16. Entry Requirements

- IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) or interview taking into account:
  - their motivation for undertaking the programme
  - relevant work experience
  - prior qualifications
  - references

#### 17. Programme Structure

##### Level 0

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	
	Using Numeracy, Data & IT	20	C	

	Research Skills and Using Information	20	C	
	Values, Ethics & Working Collaboratively	20	C	
	Structure of Business	20	C	
	Technology in Organisations	20	C	

#### Level 4

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

#### Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES5001	Research Ethics in Action	20	C	Report and Reflective Learning Statement
COM5001	Data Communications	20	C	Case Study Assessment
COM5004	Quality Systems in IT	20	C	Case Study Assessment
COM5007	Strategic Information Systems	20	C	Case Study Assessment
BUS5001	Managing Across Cultures	20	C	Report
BUS5003	Enterprise & Entrepreneurship	20	C	Business Plan and Business Idea Pitch

#### Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES6004	Research Planning & Project	40	C	Interdisciplinary Research Project
COM6002	Current Trends in Networking	20	C	Case Study Assessment
COM6001	Management in IT	20	C	Business Plan
BUS6001	Contemporary Management Issues	20	C	Report
BUS6003	International Management	20	C	Group Presentation with Individual Report and Written Assignment Task

<b>18. Subject:</b>	<b>Select from:</b> <a href="https://www.hesa.ac.uk/component/content/article?id=1787">https://www.hesa.ac.uk/component/content/article?id=1787</a>
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**Last Updated: 03.06.19**

**Mapping of Programme Learning Outcomes and Modules – Level 0**

Programme Learning Outcomes Modules		Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
<b>Level 0</b>	Developing Academic Skills	C	√		√	√	√
	Using Numeracy, Data & IT	C			√		
	Values, Ethics & Working with Others	C	√	√			√
	Research Skills and Using Information	C	√		√	√	√
	Structure of Business	C	√	√		√	√
	Technology in Organisations	C	√	√		√	√

Annex – Mapping of Programme Learning Outcomes and Modules – Levels 4-6

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

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