



Education & Skills  
Funding Agency



# **BSc (Hons) Digital & Technology Solutions (Business Analysis) (Degree Apprenticeship)**

## **Programme Handbook**

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Version 3



**European Union**  
European  
Social Fund

## Introduction to the Programme

Welcome to the BSc (Hons) in Digital & Technology Solutions (Business Analysis) (Degree Apprenticeship) programme handbook. This handbook provides you with information about the structure of your programme and a description of each of the modules that you will study.

The programme is made up of the modules listed below. An outline of the content of each of the modules and the assessment methods used can be found in the Module Definition Forms.

### BSc (Hons) Digital & Technology Solutions (Business Analysis)

#### Level 4

Module Code	Module Title	Credits	Module Type (Core/Route)
	Professional Development	20	Core
	Computer Systems Security	20	Core
	Information Systems in Organisations	20	Core
	Information Security Deployment	20	Route
	IT Governance	20	Route
	Risk and Incident Management	20	Route

#### Level 5

Module Code	Module Title	Credits	Module Type (Core/Route)
	Systems Analysis and Design	20	Core
	Programming	20	Core
	Database Design and Implementation	20	Core
	Data Communications	20	Core
	Organisational Analysis	20	Route
	Business Modelling	20	Route

#### Level 6

Module Code	Module Title	Credits	Module Type (Core/Route)
	Emerging Technology	20	Core
	Business Organisations	20	Core
	Project Management and Strategy	20	Core

	Enterprise Architecture	20	Route
	Computing Project	40	Core

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

Alongside these modules, students will complete the requirements of the apprenticeship and will benefit from workplace coaching and development days to ensure that they achieve all the Knowledge, Skills, and Behaviours that are required.

After completing the degree and when all of the apprenticeship requirements have been completed, and with the agreement of Arden University and the apprentice's employer, the apprentice will go through gateway and will be entered for the End Point Assessment. The End Point Assessment requires the presentation of a work-based project and a professional discussion. If successful, the apprentice will then receive the apprenticeship qualification.

## ARDEN UNIVERSITY QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

<b>1. Target Award</b>	BSc (Hons)
<b>2. Programme Title</b>	BSc (Hons) Digital and Technology Solutions (Business Analysis)
<b>3. Exit Awards</b>	BSc Digital and Technology Solutions (Business Analysis) (300 credits) Diploma of Higher Education Digital and Technology Solutions (Business Analysis) (240 Credits) Certificate of Higher Education Digital and Technology Solutions (120 Credits)
<b>4. Programme Leader(s)</b>	Tim Robson
<b>5. Delivery Model Restrictions</b>	Apprenticeship – with work-based learning Online P/T PT/FT campus based delivered at approved delivery centres
<b>6. Start date</b>	October 2018
<b>7. Programme Accredited by (PSRB or other, if applicable)</b>	
<b>8. UCAS Code (If applicable)</b>	
<b>9. Relevant QAA subject benchmark statement</b>	QAA Benchmarks for Bachelors Degrees in Computing (2016), I260 (Data Management)

<p><b>10. Programme Aims</b></p> <p>The primary aim of the BSc (Hons) Digital and Technology Solutions (Business Analysis) (Degree Apprenticeship) programme is to provide an apprenticeship route to enable students to gain a broad understanding of computing, and related topics, and to develop their practical and intellectual skills in relation to the deployment of technology in the workplace.</p> <p>The core aims to provide generic computing and business knowledge and skills including the fundamentals of databases, programming, security and systems analysis and design. The programme will also equip students with knowledge and skills related to business analysis, designing requirements specifications and evaluating the outcomes of analysis activities.</p> <p>In particular, the purpose of the programme is to provide participants with:</p> <ul style="list-style-type: none"> <li>• An ability to analyse systems development and deployment needs within organisations and apply agreed standards and tools.</li> <li>• A critical and applied understanding of the fundamentals and application of database design solutions.</li> <li>• An ability to analyse risks associated with cyber security and propose applied resolutions.</li> <li>• To critically analyse and apply organisational and project management theory in practical situations to delivery technology solutions to generate competitive advantage</li> <li>• To evaluate core networking theory and apply it effectively</li> <li>• A critical appreciation of requirements elicitation and modelling to support requirements specification design and testing</li> <li>• An ability to evaluate analysis outcomes against objectives using industry standard tools</li> </ul> <p>The programme provides for the opportunity for applicants to gain exemptions against modules based on their previous certificated learning on comparable programmes. In addition, Accreditation of Prior Experiential Learning will also be considered for exemptions on the apprenticeship route only.</p>
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**Arden Values Mapping:** the table below identifies how programme outcomes (listed within section 11) meet provide for full coverage of Arden University Values.

	<b>Knowledge &amp; Understanding</b>	<b>Intellectual Thinking</b>	<b>Practical Skills</b>	<b>Transferable Skills</b>
<b>We Support People</b>	A3	B2		D5
<b>We Do The Right Thing</b>	A4	B2	C3	
<b>We Innovate</b>	A1, A2, A5	B3	C1, C2, C3	
<b>We Take Ownership</b>	A1, A2, A3	B2	C1, C2, C5	D6, D8

#### 11. Intended programme learning outcomes and the means by which they are achieved and demonstrated

##### **BSc (Hons) 360 credits**

11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>A1 – Critically understand the value of technology investment, how to formulate a business case and generate competitive advantages</p> <p>A2 – Understand how to design, develop and test software to agreed standards</p> <p>A3 – Analyse the strategic process and roles related to technology in an organisation and how teams function</p> <p>A4 – Evaluate the role of data management ethics, and security in a technology context</p> <p>A5 – Analyse approaches to project management and delivery including associated constraints with an understanding of business needs.</p>	<p>Learning and Teaching methods and strategy:</p> <p>Apprenticeship – All apprentices will be enrolled on modules that will have a variable amount of face to face contact alongside online learning. All of the knowledge criteria will be delivered via this method and will make use of the approaches developed in the delivery of distance and blended learning provision as well as support offered in additional contact sessions.</p> <p>Acquisition of knowledge and understanding in a distance learning context (A1 – A8) at all levels is through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p>Asynchronous Independent and directed student study, supported</p>	<p>Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, time-constrained examinations, report-based assignments and for the apprenticeship route through practical activities that evidence the achievement of these core aims.</p> <p>Formative assessments are the precursor to the summative assessments. Appropriate and diverse formative assessments are provided for students and are communicated to them via a clear overview to be found in the assessment brief for each module.</p>

<p>A6 – Demonstrate how to analyse requirement and then use requirements engineering methods to generate solutions</p>	<p>throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE Guided group / project-based work.</p>	
<p>A7 – Analyse appropriate tools and models to assess the impact of business analysis techniques</p>	<p>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</p>	
<p>A8 – Demonstrate a critical understanding of a specified Digital and Technology solutions issue explored via an extended project</p>	<p>Podcasts and narrated PowerPoint's</p> <p>Synchronous Online seminars facilitated by VOIP's where theory and practice are integrated. Live chats</p> <p>Blended delivery is facilitated by a combination of synchronous face to face classroom-based delivery and Asynchronous Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE</p> <p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience supported by engagement with the specialist tutor and peer engagement. There is a requirement for written work at all levels including reports, essays, practical tasks, developed targeted plans etc., and our</p>	

	formative assessment policy informs how feedback is supplied by tutors at the draft assessment phase.	
11b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>B1 - Engage in critical thinking and be able to accurately identify issues and formulate an articulate response in given contexts. This will include the selection and use of information from a variety of sources, discerning between assumptions and evidence.</p> <p>B2 - Apply theoretical concepts and practical techniques to problem solving and decision-making in order to generate solutions to digital and technology problems</p> <p>B3 – Analyse and interpret quantitative and qualitative data to extrapolate important data/conclusions with which to reach a conclusion based upon logic and evidence.</p> <p>B4 - Generalise appropriately to utilise judgement to draw appropriate conclusions and make recommendations from one context to another.</p>	<p>Intellectual skills (B1 – B4) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B3 &amp; B4) is further encouraged via formative assessment tasks including set briefs, in-module activities, case studies, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).</p> <p>Specific modules support the development of quantitative and qualitative analysis, and the development of criticality and self-reflective skills. 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 contextually relevant solutions, and a willingness to explore and engage with a range of media.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research.</p>	Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios, self-reflective evidence, statistical analyses, qualitative judgements, and research reports/dissertation.
11c. Practical skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>C1 – Critically analyse business needs and generate information systems and development opportunities to meet needs.</p> <p>C2 – Identify data needs and implement solutions to meet</p>	<p>Practical and professional skills (C1-C8) are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. In the case of apprentices, these are developed specifically in the workplace and</p>	To support the development of practical skills students must supply worked materials and evidence in support of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. For apprentices,

<p>them including ongoing database tasks.</p> <p>C3 – Analyse and apply methods to assess security risks and mitigate against them.</p> <p>C4 – Apply effective project management and organisational change strategies.</p> <p>C5 – Effectively implement networking solutions</p> <p>C6 – Analyse business requirements and then develop requirements specifications based on the outcomes of appropriate modelling techniques</p> <p>C7 – Evaluate solutions using appropriate tools and models to demonstrate added value</p> <p>C8 – Carry out extended research into an identified Digital and Technology solutions issue demonstrating a critical approach to research and generating appropriate recommendations</p>	<p>the assessments target the development of solutions to real problems. The important modern-day skills of managing projects, working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision-making skills related to digital and technology solutions management; managing others; and managing knowledge.</p> <p>Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills.</p>	<p>assessment briefs are targeted towards creating solutions in their own workplaces. For other deliver modes, assessment briefs include a variety of commercial and geographical contextual setting. All students receive feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.</p>
<b>11c. Transferrable skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>D1 - Critically reflect to support enhanced learning, self-awareness and interaction with others</p> <p>D2 - Identify and critically analyse issues in order to generate contextually relevant and workable solutions.</p> <p>D3 - Undertake effective communication and presentation skills</p>	<p>(D1-D8) Personal responsibility becomes an increasingly important skill as students Progress, culminating in the writing of the Dissertation.</p> <p>As the programme progresses work becomes more complex and students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. Students are required to complete a number of</p>	<p>To develop transferable skills all assignments must meet time deadlines and word count guidelines. 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 adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students.</p>



<p>D4 - Effectively use CIT to communicate and in a variety of settings</p> <p>D5 - Work effectively as a member of a team, including leadership and team working skills, and cross-cultural awareness</p> <p>D6 - Work independently and to take responsibility for own learning</p> <p>D7 - Undertake multidisciplinary research through the acquisition of skills relevant to the context of management</p> <p>D8 - Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making</p>	<p>assignments and a 'research artefact' that rewards independence originality, and critical enquiry, and which further enhance communication and self-reflective skills.</p>	
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#### Exit Awards: Programme Outcomes

Exit Award	Knowledge & Understanding	Intellectual Skills	Practical Skills	Transferrable Skills
<b>Ordinary Degree (300 credits)</b>	A1-A7	B1-B4	C1-C7	D1 – D8
<b>Graduate Diploma (240 credits)</b>	A1, A2, A3, A4	B1 – B4	C1, C2, C3	D1 – D8
<b>Graduate Certificate (120 credits)</b>	A1-A3	B1, B2	C1-C3	D1-D4

12. Graduate Attributes and the means by which they are achieved and demonstrated
Graduate Attributes
<p>The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes.</p> <p><b>Lifelong Learning:</b> Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.</p> <p><b>Reflective Practitioner:</b> Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions</p>

**Professional Skills:** Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment

**Discipline Expertise:** Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.

**Responsible Global Citizenship:** Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.

**Effective Communication:** Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.

**Discipline Expertise:** Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change

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

All six attributes are relevant to this programme and will be developed throughout the BSc (Hons) Digital & Technology Solutions (Business Analysis) award where they are integrated into all modules and assessed via unit study tasks (individual and group work) and through summative assessment tasks.

#### Mapping

Module	Graduate Attribute
Professional Development Computing Project Data Communications	<b>Lifelong Learning:</b> Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.
Database Design and Implementation Emerging Technology	<b>Reflective Practitioner:</b> Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions
Risk and Incident Management Organisational Analysis Business Modelling Enterprise Architecture	<b>Professional Skills:</b> Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.
Information Systems in Organisations Computer Systems Security IT Governance	<b>Responsible Global Citizenship:</b> Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.
Systems Analysis and Design Information Security Deployment	<b>Effective Communication:</b> Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.
Business Organisation Project Management and Strategy	<b>Discipline Expertise:</b> Knowledge and understanding of chosen field. Possess a range of skills to operate within

Programming	this sector, have a keen awareness of current developments in working practice being well positioned to respond to change
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### 13. Learning and teaching methods and strategies

#### Apprenticeship

Much of the apprenticeship programme will be studied via 'ilearn' (VLE), however it will also include 20% structured 'off-the-job' training, prior to the end-point assessment, this will help develop competences within an occupation. 'Off-the-job' training is defined as learning which is undertaken outside the normal day-to-day working environment and contributes towards the achievement of the apprenticeship. Although this can include training that is delivered at the apprentice's normal place of work, it must not be delivered as part of their normal working duties. The 'off-the-job' training must be directly relevant to the apprenticeship. The bulk of the delivery approach will reflect that used in distance and blended learning which is detailed below.

#### Distance Learning

Acquisition of programme outcomes is via engagement with the online module learning material and the online tutoring and programme participant support mechanisms, both of which are delivered via Arden University's ilearn platform (a Moodle-based system). The learning material comprises purpose-written self-contained lessons with frequent activities and feedback to generate learning and reinforce the knowledge acquisition through frequent application of learning to specific examples.

Embedded within the text are links to further reading and appropriate websites. Feedback within the learning material is provided to allow programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.

Each of the 20 credit modules provide programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.

Teaching/learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises/case studies and group discussions.

For each subject being taught a programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module.

Learning and Teaching activities are:

#### Asynchronous

Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment

Guided group / project-based work

Research tasks

Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves  
Podcasts and narrated PowerPoints

### **Synchronous**

Online seminars facilitated by VOIP's (voice over internet protocol) where theory and practice are integrated

Live chats

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

### **Blended Learning**

A strategy which incorporates elements from the above criteria plus the support of face to face input will be utilised.

Asynchronous learning will be supported by in class face to face lectures, seminars and workshops. Students will have full access to the 'ilearn' platform (VLE) and all programme resources within it. Formative opportunities will be available in class and also via forum / e mail feedback.

Student leaning will be supported and nurtured at our partner institutions by our tutor team and dedicated centre administrator and online via our student support team.

Summative submissions will all be made via the 'Turn it In' platform.

## **14. Assessment methods and strategies**

The assessment process involves both formative and summative elements and is continuing in nature.

There will be a focus on encouraging students to apply their knowledge to practical situations within their own workplaces. A significant part of this comes from the Dissertation module. Here students will be required to identify a topic of interest to them, which falls within the specified route that they are following. Students will explore this, and will apply their research to the topic, putting forward recommendations which are of practical benefit to the organisation.

The approach to coursework assignments will be to encourage students to apply their knowledge to their own organisation, adding value whilst they learn.

The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module and mapped in the table below. Assessment questions and cases are seen to be dynamic and are reviewed quarterly in order to maintain rigour and reflect changes in professional focus and practice.

There is a requirement for written work at all levels including reports, essays, developed plans, portfolios of work etc. supplemented by other approaches as identified in the apprenticeship standard assessment guide. Our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in a final project.

**In addition, for apprenticeship students only**

Skills and behaviours will be observed and assessed within the workplace throughout the duration of the programme and an end point assessment associated with the apprenticeship process.

The end point assessment is constituted of:

Project showcase, based on work-based project, including report, presentation and questioning

Professional discussion based on review of portfolio. In addition, students will be assessed on various skills and competencies within the workplace

### **15. Employability**

Entrants to this programme on an apprenticeship route must be employed and due to the nature of the content and assessment, should the programmes be used as distance or blended learning products, it would be advantageous for the student to be employed in a relevant field. The Digital and Technology Solutions programme is designed to offer the degree of flexibility required to ensure that all students have the maximum opportunity to fulfil their programme of study. The programme aims to develop skills, behaviours and knowledge such that graduates can confidently enter the project management environment or can improve their existing career prospects within it. The degree develops a range of transferrable skills and provides opportunities for these to be evidenced. In particular the final dissertation provides the ability to demonstrate higher level academic skills.

Arden values are imbedded within the programme as a whole and these values will be instilled in students as they progress through their studies, thus ensuring that graduating students are fully equipped with highly current, appropriate and ethically sound knowledge, procedures and processes.

The addition of imbedded graduate attributes adds value to the qualification in terms of providing 'industry ready' graduating students.

### **16. Entry Requirements**

- Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects, including Maths and English at GCSE level or equivalent; or
- Completion of a recognised Access Programme or equivalent.
- IELTS 6.0 or equivalent for students whose medium of prior learning was not English.
- Evidence of eligibility for funding
- Written employer support and evidence of appropriate employment

Exemption may be offered to students where they are able to demonstrate alignment of modules studied to those on the programme offered at Arden University. The specialist nature of the modules makes it unlikely that a large number of exemptions will be given on any route and as such there is no specified option to apply for direct entry to a top up qualification based on possession of

an appropriate qualification at level 5. In addition to this APCL route, Applicants who possess work related experience may be able to gain module exemptions through demonstration of prior experiential learning via an APEL process. Each case will be considered on its own merits and sufficient evidence will have to be provided to demonstrate competence equivalent to the outcomes of any given module.

17. Programme Structure			
<b>Level 4</b>			
Module Code	Module Title	Credits	Module Type (Core/Route)
	Professional Development	20	C
	Computer Systems Security	20	C
	Information Systems in Organisations	20	C
	Information Security Deployment	20	R
	IT Governance	20	R
	Risk and Incident Management	20	R
<b>Level 5</b>			
Module Code	Module Title	Credits	Module Type (Core/Route)
	Systems Analysis and Design	20	C
	Programming	20	C
	Database Design and Implementation	20	C
	Data Communications	20	C
	Organisational Analysis	20	R
	Business Modelling	20	R
<b>Level 6</b>			
Module Code	Module Title	Credits	Module Type (Core/Route)
	Emerging Technology	20	C
	Business Organisations	20	C
	Project Management and Strategy	20	C
	Enterprise Architecture	20	R
	Computing Project	40	C
<b>18.Subject:</b>			
I230 (Systems Analysis and Design)			

**Annex – Mapping of Intended Programme Learning Outcomes and Modules**

Programme Learning Outcomes		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
Modules																													
Level 4	Professional Development	X	X							X												X		X					X
	Computer Systems Security				X											X						X							
	Information Systems in Organisations	X		X							X		X	X									X						
	Information Security Deployment		X		X			X		X		X				X			X							X			
	IT Governance	X									X					X												X	
	Risk and Incident Management				X		X	X					X			X			X	X		X							
Level 5	Systems Analysis and Design	X		X							X		X	X									X						
	Programming		X							X		X			X												X		
	Database Design and Implementation				X							X			X								X		X				
	Data Communications				X					X						X		X								X		X	
	Organisational Analysis	X		X		X	X	X			X			X					X	X			X						
	Business Modelling	X				X	X	X				X	X	X					X	X			X		X				
Level 6	Emerging Technology	X		X						X	X			X									X				X		

