BSc Business Information Technology
For students entering Part 1 in 2004

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Computing
Faculty of Science	Programme length: 3 years
Date of specification: 28 March 2006	
Programme Director:	Dr Shirley Williams
Programme Adviser:	
Board of Studies:	Information Technology and Business

Accreditation: British Computer Society (individual exemption can be applied for)

Summary of programme aims
This broad programme aims to prepare students for responsible leadership roles in the Information Technology industry, with a particular emphasis on the business elements. Graduates will be well qualified to play a disciplined and creative part in a research, development or support environment.

Note the choice of modules will in some cases be constrained by the timetable. Students should consult the Programme Advisor to ensure that a coherent set of modules are followed.

Transferable skills
The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

As part of this programme students are expected to have gained experience in the following transferable skills IT (programming, word processing, databases and use of standard software), technical writing, oral presentations, team-working, problem-solving, use of library resources, time-management, career planning and management, and business awareness.

Programme content
The profile below states which modules must be taken (the compulsory part), together with lists of modules from which the student must make a selection (the "selected" modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The credit for each module is shown in the second column from the right. The codes C, M, I, H in the right most column show the level of each module.

Part 1 (three terms)

Compulsory modules

Mod Code	*Module Title*	*Credits*	*Level*
CS1TQ2	*COTS 1*	20	C
CS1TS2	*Software Engineering 1*	20	C
CS1TR2	*E-business 1*	20	C

Optional Modules
Students should take 60 credits of optional material from Economics or Management.
Such as:

MM1F4	*Introductory Management*	20	C
MM1F2	*Introductory Financial Accounting*	20	C
EC1F5	*Introductory Quantitative Techniques*	20	C

Part 2 (three terms) *Credits* *Level*

Compulsory modules

Mod Code	*Module Title*		
CS2BB5	*Databases*	10	I
CS2TZ3	*PC Infrastructure*	10	I
CS2TR3	*E-business 2*	20	I

Optional Modules

Students should take 60 credits of optional material from Information Technology and Economics or Management.

Such as:

CS2TX5	*Business Programming and Design*	20	I
CS2TS3	*Software Engineering 2 and Career management*	20	I
MM255	*Marketing Management*	20	I
MM258	*Introduction to Information Systems Management*	20	I

Part 3 (three terms) *Credits* *Level*

Compulsory modules

Mod Code	*Module Title*		
CS3TU4	*Individual Project*	40	H
SE3Z5	*Social, Legal and Ethical Aspects of Science and Engineering*	20	H
MM270	*Practice of Entrepreneurship*	20	I
MM372	*Advanced Knowledge and IS Policy*	20	H

Optional Modules

Students must take 20 further credits of level H modules from those offered by the Schools of Systems Engineering and Business, subject to meeting pre-requisites and timetabling constraints.

Progression requirements

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1 and obtain at least 30% in all compulsory modules.

To gain a threshold performance at Part 2 and qualify for the DipHE a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2.

To be eligible for Honours, students must obtain an overall average mark of 40% **and** pass the Individual Project (CS3TU4).

Summary of teaching and assessment

Teaching is organised in modules that typically involve both lectures and practical work. Most modules are assessed by a mixture of coursework and formal examination. However, some

modules are assessed only as coursework. While others are assessed solely by examination. Details are given in the relevant module descriptions.

Admission requirements
Entrants to this programme are normally required to have obtained:
Grade C or better in English in GCSE and grade B or better in GCSE Mathematics; and achieved UCAS Tariff: 320 points, from three A2's plus:
(i) Maths either at A level or GCSE grade A; and (ii) either an essay-based A or AS level, or GCSE Grade A English

Equivalent qualifications are acceptable.

Admissions Tutor: to be announced

Support for students and their learning
University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Within the School of Systems Engineering additional support is given though practical laboratory classes. The development of problem-solving skills is assisted by appropriate assignment and project work. There is a Programme Adviser to offer advice on the choice of modules within the programme. Course handbooks are provided for each Part of the course: these give more details about the modules which make up the degree. In addition, the School of Systems Engineering produces a Handbook for Students, which provides general information about the staff and facilities within the school.

Career prospects
This degree is designed to be industry oriented. It is expected that graduates will work both within the IT industry as an analyst/manager and in a wide range of industries in a support role. Graduates in Business Information Technology could be expected to have the following generic job titles:

- Systems manager
- systems analyst
- software engineer
- applications developer
- web developer
- help desk administrator
- network administrator
- database administrator
- project manager
- data analyst
- software applications trainer

Opportunities for study abroad or for placements
N/A

Educational aims of the programme
To develop the students' knowledge of the practice and underlying theory of Information Technology and Business. This programme enables the students to develop professional skills required by a wide variety of industries; to encourage their critical and analytical skills; and to develop their skills in applying practical concepts to the design of computer systems, and the development of Management Information Systems.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of: a. The theoretical basis of management and key functional areas of business. b. Fundamental concepts of business management relevant to the student becoming a manager in a UK business. c. The social, legal and ethical aspects required by business and information technology professionals. d. An understanding of the importance of international and e-business. e. Understanding of the drivers of change in business, including technology, management practice, business cultures and organisational behaviour. f. software used in business g. problem solving within commercial and industrial setting from manager and developer perspectives h. underlying theory and practice of computer systems	**Teaching/learning methods and strategies** Problem-based learning supported by lectures, seminars, and practicals. All aspects are covered by compulsory modules, and re-enforced by materials from optional modules. a-g are covered in the lectures and related learning activities in the e-business theme. c is further extended by SE3Z5 with variety of guest lectures, seminars, and group activities. h is cover in software engineering, COTS, databases and PC infrastructure. *Assessment in IT and Business* Knowledge is tested through a mixture of formal examinations, coursework and practical work.

Skills and other attributes

B. Intellectual skills – able to:
1. Demonstrate knowledge and understanding related to aspects outlined above.
2. Apply such knowledge and understanding to the modelling of business information systems.
3. Recognise and analyse criteria and specifications appropriate to a specific business problem.
4. Critically evaluate and test a business information system.
5. Deploy appropriate strategies, methods and tools for creating business information systems.
6. Reflect and communicate.
7. Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
8. Recognise and conform to appropriate professional, ethical and legal practices.

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Teaching/learning methods and strategies
1 and 2 as above.
3-8 are covered by compulsory modules, and re-enforced by material from optional modules.
All aspects are developed by the individual learning required by CS3TU4.
3-8 are covered in the lectures and related learning activities in the e-business theme and software engineering.
8 is further extended by SE3Z5 with variety of guest lectures, seminars, and group activities.

Assessment:
These skills are tested through a mixture of formal examinations, presentations, reports, case studies, essays and practicals. The individual project provides a major piece of work in which among other things the student will be assessed on their abilities to reflect and communicate. Oral presentations will be required in the COTS theme and the Project, in the latter the presentations will be assessed by two members of staff.

C. Practical skills – able to:
1. Specify, design and construct business information systems.
2. Evaluate business information systems.
3. Recognise Risks and Safety aspects.
4. Effectively deploy software tools.
5. Operate computing equipment effectively
6. Effectively apply key professional skills learnt in optional classes to the business world.

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Teaching/learning methods and strategies
All aspects are developed by the individual learning required by CS3TU4.
1 is covered both theoretically and practically, particularly in the e-Business and software engineering.
2 is particularly covered as part COTS theme.
3 and 5 are covered in PC infrastructure in the theoretical and practical manner. All students are required to keep a risk register as part of CS3TU4.
4 is covered theoretically and practically as part of COTS, Databases and Software Engineering themes.
6 these skills are brought together in the entrepreneurship module.

Assessment: Written exam; practical papers; coursework; case studies, supplemented by practical work in Information Technology.

D. Transferable skills – able to:
1. Effectively retrieve information
2. Present cases in a quantitative dimension.
3. Manage own learning and development.
4. Appreciate the need for continuing professional development (CPD), be able to plan and execute their own CPD
5. Plan and manage their own careers.
6. Communicate in a manner appropriate to the situation.
7. Effectively use Information Technology.

Teaching/learning methods and strategies
1 is covered theoretically and by practical work necessitating the use of browsers and search engines. It will be first introduced in COTS but exercised extensively elsewhere.
2 (i.e., numerical skills) is introduced as needed and used in business information systems examples and project planning. They will also be exercised in COTS and software engineering.
3 (i.e., time management and organisational skills) is taught as part of software engineering and is essential as part of their project.
4 (i.e., professionalism) is included as an important issue throughout the course. Students will be encouraged to join the BCS and participate in local meetings.
5 (i.e., the careers management skill) is covered in the second year of the Software Engineering theme, or within the business modules if the students chooses to major in Business in Part 2.
6 (i.e., the role of written and verbal communications) is covered in the COTS theme and in the Project.
7 is built in the course throughout the degree. The COTS theme will specifically include the use of IT.

Assessment
1-3 and 5-7 will be assessed by a mixture of practical work, presentations, reports and examinations. 4 will be assessed by formal examination. Communication skills (7) will also be assessed with the Individual Project.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.