De Montfort University

Course Template

1.   Basic information

- Course Name: Computing for Business
- Course Code: CC318A
- Level (UG, PG):   Undergraduate
- Academic Period: 2014
- Faculty: Faculty of Technology
- Department: Business Computing & Mathematics
- PMB   COMP
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award :   Bachelor of Science (Honours)
- All possible exit awards :   Bachelor of Science; Diploma of Higher Education; Certificate of Higher Education; Institutional Undergraduate Credit
- Award notes :

Professional Body Recognition
- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

- Modes of attendance: Main MOA: Full-Time
                          Other MOA: Part-Time; Year Out/On Placement
- Mode Notes:

- Course leader: Jon Bennett

2.   Entry Requirements and Profile

Award
BSc Hons

Standard Entry Requirements
Curriculum 2000 requirements:
Minimum number of units required - 12
Minimum number of units required from 6/12 unit awards - 12
Tariff points range - 260+
Minimum points from 6/12 unit awards - 80

Curriculum 2000 component acceptability
Acceptable on its own - GCE A level (6 unit), VCE Voc A(6 unit), Voc Double award(12 unit)
 Acceptable component - GCE AS(3 unit), A level (6 unit), VCE Voc AS(3 unit), Voc A(6 unit), Voc Double award(12 unit)

Candidates must normally offer one of the following:
Access to HE - 18 units, 14 at level 3
Year 0 foundation studies - pass 8/8 modules, study year must be in computing or science
GCE "A" levels - 12+ points excluding General Studies
City+Guilds level 3 if 2 years full-time study in computing.
Adv GNVQ - Merit in IT, distinction otherwise
BTEC Nat Dip - 2 * merit + 2 * dist in year 2 in Computing/IT or 4 * distinction in year 2 in Business
BTEC Nat Cert - 2 * merit + 2 * dist in phase 2 in Computing/IT or 4 * distinction in second phase in Business
Euro Bac - 70% (diploma awarded at 60%)
Int Bac - 28 (diploma awarded at 24)

Irish leavers cert - Certificate with BBBCC at higher level   (cert awarded with min 6 subjects, min 2 at higher level)
Scottish Higher - BBBBB
Scottish CSYS - CC
Scottish Group Award - Merit
Scottish GSVQ - Merit
Any qualification deemed equivalent to the above

Qualifications at 16
GCSE's - 5 GCSE's @ C including English and Maths
Int GNVQ - Achieve merit (In compensation for absence of 5 GCSE's, must still have GCSE maths or other compensation)
Application of Number III (Key skills) - As compensation for maths GCSE
Communication III (Key skills) - As compensation for English GCSE
FSMU Intermediate+ - As compensation for maths GCSE

Candidates who do not possess the normal entry requirements may be considered for exceptional admission.
Applications are welcomed from mature students whose formal qualifications do not match the levels given above, but who have demonstrated the necessary ability to pursue the diet and benefit from it.

3.   Course Description

Characteristics and Aims

Commercial, governmental, educational and other organisations all require information to plan and develop strategies and policies. Information is one of the most important assets of a modern business. This course will provide students with the knowledge and skills to identify what information is required and to acquire, process, analyse, present and evaluate it effectively.

This complementary blend of three inter-related strands, databases, information systems and quantitative modelling, will equip students of the course with the practical skills and knowledge to meet the demands of jobs in the financial, pharmaceutical and governmental sectors such as; a database administrator, responsible for the usage, accuracy, efficiency, security, maintenance and development of an organisation's computerised database, a data manager, responsible for the interrogation/manipulation, presentation and analysis of data, or a data analyst, responsible for the modelling and analysis of large data sets.

Teaching, Learning and Assessment Strategies

Learning, teaching and assessment will be informed by and implement the Faculty and University strategies.

The knowledge and skills of the students will be developed sequentially during the course. After the completion of year 1 all students will have the basic integrated underpinning in the three strands of the course for continued study. By the end of year 2 students may continue to a sandwich placement year of the BSc route, they will be well prepared to act as an active members of an organisation. The final year will be used to consolidate the students' knowledge and skills and they can choose to specialise in the options modules. On completion of the degree graduates will be highly skilled and employable, in roles such as database designers and developers, database administrators, data managers and data analysts.

Key skills, including undertaking research, report writing, presentation skills, group working and essay writing, will be, at least, taught in level 1, and developed and practised in levels 2 and 3.

By the final year students will be well prepared to tackle the final year project.

The modules offered on the course will have a mixture of learning and teaching strategies to reflect the content of the module. Most modules will have formal contact in the form of:

Lectures. These are appropriate for presenting basic subject information to all students taking

the module.

Tutorials. These provide students with the opportunity to practise and develop skills and techniques under guidance, and obtain feedback.
Computer Laboratory Classes. These are vital for the solution of practical problems.

All students are required to manage their own learning in the following ways:

Supported Self- Study. Students are issued with a module plan for each module which gives a week by week plan of the module and appropriate activities and reading.
Assessments. These serve to consolidate and develop students' knowledge and skills. Assessment methods include practical projects, reports, essays, structured exercises, group and individual projects, tests and examinations. Projects offer the opportunity for students to develop their ability to conduct a sustained individual investigation. Group projects offer the further opportunity for the development of team-working skills.

The Industrial Placement Year gives an opportunity for the students to apply and develop the knowledge and skills acquired in levels 1 and 2. On return from placement, the experience gained facilitates a mature approach to final year study and provides students with a good understanding of the context within which their knowledge can be applied and helps in the choice of final year projects and to clarify career aspirations.

4.   **Outcomes**

Generic outcome headings	What a student should know and be able to do upon completion of the course
• **Knowledge & understanding**	On completion of the course the students should:- Have a good knowledge of the quantitative modelling techniques that form the basis of business analysis and modelling. Have a good knowledge of contemporary approaches to database design and implementation. Have a good knowledge of contemporary approaches to information systems development to meet organisational needs.
• **Cognitive skills**	Students will have developed and be able to demonstrate the following cognitive skills: - Critical reasoning Gathering and using information / data Analysing and evaluating Solving problems Applying methodologies Applying concepts Awareness of professional considerations
• **Subject specific skills**	Students will have developed and be able to demonstrate the following subject specific skills: To recognise business situations where a quantitative modelling approach is required or is useful, to select an appropriate modelling paradigm and to select and effectively use appropriate software To participate in the analysis, design and development of information systems to meet specified needs.

• **Key Skills**	Students will have developed and be able to demonstrate the following key skills: - Confident use of IT Application of number Professional quality communication skills, both written and oral The capacity to learn and develop professionally The ability to work as part of a team The ability to manage self effectively

5. Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass	Semester	Locations	
IMAT1204	**30.00**	**1**	**Must Take**	**Y**	**DM**	
IMAT1401	**30.00**	**1**	**Must Take**	**Y**	**DM**	
IMAT1602	**30.00**	**1**	**Must Take**	**Y**	**DM**	
IMAT1604	**30.00**	**1**	**Must Take**	**Y, SY**	**DM**	
IMAT2401	**30.00**	**2**	**Must Take**	**Y**	**DM**	
IMAT2402	**30.00**	**2**	**Must Take**	**Y**	**DM**	
IMAT2427	**30.00**	**2**	**Must Take**	**Y**	**DM**	
IMAT2703	**30.00**	**2**	**Must Take**	**Y**	**DM**	
SAND2802	**0.00**	**2**	**Neither**	**1, 2, X, Y**		**DM**
CTEC3110	**15.00**	**3**	**Neither**	**Y**	**DM**	
IMAT3401	**30.00**	**3**	**Must Take**	**Y**	**DM**	
IMAT3419	**15.00**	**3**	**Neither**	**Y**	**DM**	
IMAT3425	**30.00**	**3**	**Neither**	**Y**	**DM**	
IMAT3426	**30.00**	**3**	**Neither**	**Y**	**DM**	
IMAT3429	**15.00**	**3**	**Neither**	**Y**	**DM**	
IMAT3451	**30.00**	**3**	**Must Take**	**Y**	**DM**	
IMAT3603	**30.00**	**3**	**Must Take**	**Y**	**DM**	
IMAT3902	**15.00**	**3**	**Neither**	**Y**	**DM**	

Structure

Structure notes

1 Course notes

Course Specific Differences or Regulations

1 The requirements to progress into the sandwich are determined by Faculty Policy which requires that normally student must have passed a minimum of 60 credits at level 2.

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1 This programme has been informed by the QAA Subject Benchmark Statement(s) in Computing

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

The Programme is managed by a programme leader together with a programme team. They are

guided by the prevailing academic regulations and modular scheme handbooks produced by Registry.

An external examiner is attached to the programme who acts as a critical friend. He/She attends the assessment board and scrutinises student work and marking to ensure that standards have been maintained at an apposite level.

Each year the programme leader completes a Programme Enhancement Plan which is approved by the Programme Board/Subject Authority Board and Faculty Academic Committee.

The student voice is heard via student representatives on the Programme Board and the Staff Student Consultative Committee. Feedback from students is gathered by end of module questionnaires and programme questionnaires.

The programme is subject to a periodic review in line with University requirements.

Course Handbook Descriptor