Ravensbourne University London

COURSE SPECIFICATION

Course Title	BSc (Hons) Business Computing
Final Award	BSc (Hons) Business Computing
Interim Awards	Certificate of Higher Education in Business Computing Diploma of Higher Education in Business Computing BSc Business Computing
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	N108
HECOS code (with Subject percentage Splits if applicable)	100360
QAA Subject Benchmark	QAA Subject Benchmark Statement Computing QAA Undergraduate Characteristics statement
External Accrediting Bodies	
Apprenticeship Standard used to inform the development of the course (if applicable)	
Accelerated Degree Option	☐ No
Level 6 Top Up Option (online only)	☒ No
Study Load	☒ Full-time ☐ Part-time
Mode of study	☒ Face-to-face ☐ Blended ☐ Online
Delivery Location(s)	☒ Ravensbourne University campus ☐ Online
Length(s) of Course(s)	3 Years FT
Type (open/closed)	Open
Validation period	Five years
Intended First Cohort Start Date	September 2026
Date produced/amended	June 2025
Course Leader	TBC

Course Development Team Members	Dr John Taylor Dr Nosheen Gul Dr Ata Ur Rehman Dr Oras Baker Dr Naureen Farhan Sonnu Sardesai
Course Administrative Contact	TBC

Course Description

The BSc Business Computing course offers a comprehensive blend of computing knowledge and business acumen, preparing students to thrive in a world driven by technology and innovation. This course focuses on combining computing skills with business management, allowing students to develop a deep understanding of how IT supports business operations and decision-making processes. The course is designed to develop a strong foundation in software design, cyber security, and cloud computing alongside key business skills such as consultancy and operations management. Students will engage in hands-on learning through various modules, equipping them with the technical expertise and practical problem-solving skills needed to address real-world challenges. The course structure includes hands-on learning through projects and practical applications, with strong support for professional development through the Professional Life Practice (PLP) modules and Work-Based Learning (WBL).

This program is uniquely positioned within Ravensbourne's creative and innovative environment, encouraging interdisciplinary collaboration and a user-focused approach to technology solutions. Graduates will be well-prepared for careers in IT consultancy, business analysis, software development, and more, with the skills to bridge the gap between technical teams and business stakeholders.

Course Aims

- Provide a comprehensive foundation in computing and business concepts, emphasising their integration in organisational settings.
- Equip students with skills in programming, database management, and web development to support business operations.
- Develop analytical and problem-solving skills, enabling students to design and implement effective computing solutions.
- Prepare students for IT roles in business environments, developing understanding of both technical and managerial aspects.
- Introduce students to computing applications in diverse industries such as retail, manufacturing, digital media platforms, content management and e-commerce.

Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **BSc (Hons) Business Computing** students will be able to:	
Explore	Demonstrate advanced expertise in business computing by exploring and critically evaluating cutting-edge technologies, such as artificial intelligence and scalable systems, and their implications for businesses.
Create	Lead the development of innovative and user-centric IT solutions, leveraging full-stack development, cloud computing, and advanced data analysis techniques.
Influence	Drive organisational innovation by effectively using technology to influence decision-making, enhance competitiveness, and develop sustainable growth.
Integrate	Integrate multidisciplinary knowledge to develop IT solutions that address global business challenges, ensuring alignment between technology and strategic objectives.

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **BSc Business Computing** students will be able to:	
Explore	Critically evaluate business computing systems, including cloud computing and scalable technologies, to identify opportunities for innovation and optimisation.
Create	Develop comprehensive IT solutions that integrate creative design, technical expertise, and business insight to solve complex problems
Influence	Propose strategies to leverage advanced technologies like data analytics and cloud computing to influence organisational growth and innovation.
Integrate	Synthesise technical and business knowledge to design IT systems that align with organisational strategy and support operational excellence.

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **Diploma of Higher Education in Business Computing** students will be able to:	
Explore	Analyse advanced computing concepts such as database systems, web programming, and business intelligence, and their application in real-world scenarios.
Create	Design and develop intermediate IT solutions, including full-stack web applications and data analysis projects that address business challenges.
Influence	Assess the impact of technological tools and systems on organisational performance and strategic outcomes.
Integrate	Demonstrate the ability to align IT solutions with business objectives through collaboration and effective communication in diverse teams.

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **Certificate of Higher Education in Business Computing** students will be able to:	
Explore	Demonstrate foundational knowledge of computing concepts, programming, and basic business principles relevant to technological environments.
Create	Develop simple software applications or web solutions using fundamental programming techniques and tools.
Influence	Recognise the role of computing and technology in enhancing business processes and decision-making.
Integrate	Apply learned concepts to collaborate in small teams and align basic IT solutions with business needs.

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies
Each module learning outcome should be aligned to at least one competency.

Competency	**Definition**	**Aligned Assessment Criteria**
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon	**Explore, Create, Integrate, Influence**

	• Recognize a problem and devise and implement a plan of action	
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	**Create**
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	**Integrate, Influence**
Emotional, Social and Physical	Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include: • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making	**Explore, Influence, Integrate**
	Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include: • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening • Coaching and mentoring	
	Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include	

	• Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	**Influence, Integrate**
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	**Create, Influence, Integrate**
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	**Explore, Create, Integrate, Influence**
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	**Explore, Create, Influence, Integrate,**

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
The Learning and Teaching Methods employed in this course are designed to develop an engaging and dynamic learning environment, ensuring that students not only acquire theoretical	[set out the overall method(s) of assessment for the course, for example by exams, coursework or practical assessments, etc (or a combination of these) need to be set out (CMA guidance)]

knowledge but also develop practical skills and critical thinking abilities. The methods utilised are diverse and tailored to support a variety of learning styles, ensuring inclusivity and accessibility for all students. This course incorporates the consequences of sustainability, legal and ethical principles, and Equality, Diversity and Inclusion (EDI) to ensure students acquire responsible and globally aware professional skills. Key components of the learning and teaching approach include: Lectures and Seminars: Core content will be delivered through interactive lectures and seminars, where students can engage with the material, ask questions, and participate in discussions. These sessions aim to provide foundational knowledge and facilitate the development of key concepts. Active Learning: In order to promote deeper understanding, the course will incorporate active learning techniques, such as group work, problem-solving exercises and case studies. These activities allow students to apply what they have learned in practical scenarios, enhancing retention and comprehension. Blended Learning: The course will integrate both face-to-face and off-line online learning components. Online resources such as video lectures, reading materials, LinkedIn learning, and discussion forums will be made available to reinforce and extend classroom learning, providing flexibility for students to learn at their own pace.	The Assessment Strategy for this course is designed to ensure that students' understanding of the material is thoroughly evaluated and that their progress is continuously monitored. A variety of assessment methods will be employed to cater to different learning styles, provide constructive feedback, and enhance the overall learning experience. Key components of the assessment strategy include: **Formative Assessments**: These assessments are designed to provide ongoing feedback and support student learning throughout the course. Activities such as quizzes, group discussions, short reflections, and draft submissions allow students to track their progress and identify areas for improvement before final evaluations. **Summative Assessments**: At the end of key modules or the course, students will be assessed through more formal methods, such as presentations and project reports. These assessments are intended to measure students' ability to synthesise and apply the knowledge and skills gained throughout the course. **Peer Assessment**: To promote critical thinking and self-reflection, students may participate in peer assessment activities, where they review and provide feedback on the work of their colleagues. This fosters a collaborative learning

Student-Centered Approach: The teaching methods prioritise student engagement, with instructors acting as facilitators rather than sole knowledge providers. This approach encourages independent learning, critical thinking, and collaboration among peers, empowering students to take responsibility for their own learning. Technology Integration: The course will utilise digital tools and educational technologies to enhance learning experiences. This includes learning management systems (LMS), collaborative platforms, and multimedia resources to engage students in a variety of ways. Real-World Application: To bridge the gap between theory and practice, the course will include opportunities for students to work on real-world projects, internships, or simulations, allowing them to apply academic knowledge in practical settings.	environment and helps students refine their analytical and evaluative skills. **Practical Assessments**: Given the hands-on nature of the course, students may be assessed through practical tasks such as case studies, design projects, or performance evaluations. These assessments ensure that students are able to apply theoretical knowledge in practical settings and demonstrate real-world competency. **Reflective Assessments:** Students may be required to engage in reflective exercises, such as writing learning journals or completing self-assessments, to encourage personal growth and awareness of their learning process. Reflective assessments support the development of metacognitive skills and develop lifelong learning. **Continuous Monitoring**: In addition to formal assessments, students will receive regular feedback on their participation in discussions, group work, and other collaborative activities. This ensures that learning is an ongoing process and provides opportunities for improvement throughout the course. **Grading Criteria**: A clear grading rubric will be provided for all assignments and assessments, outlining the specific criteria and expectations for each task. This transparency ensures that students understand how their work will be evaluated and can strive to meet the required standards.

	By utilising a diverse range of assessment methods, the strategy aims to provide a comprehensive understanding of students' strengths and areas for development, while encouraging a focus on both individual and collaborative learning

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
XXX	Software Design and Development		Mandatory	30
XXX	Operations and Project Management	Borrowed (1)	Mandatory	30
XXX	Introduction to Security and Risk Management		Mandatory	30
XXX	Professional Life Practice 01: The Computing Landscape		Mandatory	30
				120
Level 5				
XXX	Database Design and Web Application		Mandatory	30
XXX	Artificial Intelligence and Immersive Technologies		Mandatory	30
XXX	Technology Entrepreneurship and the Business Environment		Mandatory	30
XXX	Professional Life Practice 02: Work Based Learning		Mandatory	30
				120
Level 6				
XXX	Business Intelligence and Data Analytics	X (2)	Mandatory	30
XXX	Professional Life Practice 03: Critical Enquiry		Mandatory	30
XXX	Enterprise Systems and Cloud Computing		Mandatory	30
XXX	Final Project		Mandatory	30
				120
			Total	**360**

(1) Owned by BSc Information Technology Management and borrowed by BSc Business Computing

(2) Owned by BSc Business Computing and borrowed by BSc Information Technology Management

Learning Hours

Learning Hours (per 30 credit module excluding Work Based Learning)			
Staff – Student Contact Hours		**Independent Study Hours**	
Formal Scheduled Teaching	72	Independent Study	228
Supervised access to resources	XX	Preparation for Assessment	XX
		Unsupervised Access to Resources	XX
Total			300

Course Regulations

Entry Requirements
At Ravensbourne we accept a wide range of qualifications for entry onto our courses, whilst also considering the context in which they were achieved. For this course, we would usually require a GCSE Grade 4 or above in English and Maths in addition to any of the below; Three A Levels at grade BCC or above BTEC Extended Diploma at grade DMM T Level (pass or above) Access to Higher Education Diploma International Baccalaureate at grade 24 or above Other/Mixed qualifications equivalent to 104 UCAS Tariff points
Accreditation of Prior Learning (if applicable)
Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.
Conditions for Progression
Students will be deemed to have passed a module if they achieve a D- (40%). Some modules, e.g. electives, use Pass/Fail grades and no marks are awarded. Pass/Fail grades are not used in the calculation of classifications for awards. A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.
Reassessment of Failed Elements
Failure or non-submission in any assessment will result in a Fail grade for the component and module. A student shall be permitted three attempts at each assessment; one first sit and two resits.

Where a student successfully retrieves an assessment failure, the grade for the assessment will be capped at D- (except where Extenuating Circumstances have been approved).

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BSc (Hons) Business Computing.

Those students who exit the Course without completing it may be entitled to exit with an award of either:

1. Certificate of Higher Education in Business Computing, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification. Normally, this will involve completion of 120 credits of the course modules at Level 4.
2. Diploma of Higher Education in Business Computing provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification. Normally, this will involve completion of 120 credits of the course modules at Level 4 and 120 credits of the course modules at Level 5.
3. BSc Business Computing (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification. Normally, this will involve completion of 120 credits of the course modules at Level 4, 120 credits of the course modules at Level 5 and 60 credits of the course modules at Level 6.

Any derogation(s) from the Regulations required?

No

Student Support	To develop an inclusive learning environment and support students' diverse needs, dedicated services are available to assist students, including those with special needs, international students, students with disabilities, and those requiring specific learning adjustments. Support encompasses academic development workshops, English language enhancement, wellbeing and counselling services, learning support and development, and disability support provisions. Students are encouraged to engage proactively with Student Services at the earliest opportunity to ensure appropriate arrangements are in place to facilitate their academic success. Further information regarding the range of support services can be accessed via: https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Learning Outcome Mapping

	Course Learning Outcomes	LO1	LO2	LO3	LO4
CertHE	Software Design and Development	X	X		
	Operations and Project Management		X	X	
	Introduction to Security and Risk Management	X		X	
	Professional Life Practice			X	X
DipHE	Database Design and Web Applications	X	X		
	Artificial Intelligence and Immersive Technologies	X	X		
	Technology Entrepreneurship		X	X	
	Work Based Learning			X	X
BSc (Hons)	Business Intelligence and Data Analytics		X	X	
	Professional Life Practice			X	X
	Enterprise Systems and Cloud Computing	X	X	X	
	Final Project	X	X	X	X

Course Diagram

<table>
<tr><th></th><th>Semester 1</th><th colspan="2">Semester 2</th></tr>
<tr><td>Level 4</td><td>Software Design and Development
30 credits</td><td colspan="2">Introduction to Security and Risk Management
30 credits</td></tr>
<tr><td>120 credits</td><td>Operations and Project Management
30 credits</td><td colspan="2">Professional Life Practice 01: The Computing Landscape
30 credits</td></tr>
<tr><td rowspan="3">Level 5 (*)</td><td colspan="2">Work Based Learning Preparation</td><td rowspan="3">Work Based Learning
30 credits</td></tr>
<tr><td>Database Design and Web Applications
30 credits</td><td rowspan="2">Technology Entrepreneurship
30 credits</td></tr>
<tr><td>120 credits</td><td>Artificial Intelligence and Immersive Technologies
30 credits</td></tr>
<tr><td>Level 6</td><td>Business Intelligence and Data Analytics
30 credits</td><td colspan="2">Enterprise Systems and Cloud Computing
30 credits</td></tr>
<tr><td>120 credits</td><td>Professional Life Practice 03: Critical Enquiry
30 credits</td><td colspan="2">Final Project: Business Computing
30 credits</td></tr>
</table>

(*) The draft schedule of student learning hours for PLP2 Work Based Learning (including preparation) is summarised in the following table.

	Semester 1	Semester 2		Total
	Weeks 1-4	Weeks 5-8	Weeks 9-12	
Scheduled	24	16	4	0	44
Asynchronous	0	0	16	0	16
WBL	0	0	0	70	70
Independent	126	18	18	8	170
Total	150	34	38	78	300

As a result, the total student learning hours per week prior to the Work Based Learning activity is as follows:
Semester 1: 14 hours/week;
Semester 2 weeks 1-4: 13 hours/week; weeks 5-8: 14 hours/week.