Ravensbourne University London

COURSE SPECIFICATION

Course Title	BSc (Hons) Information Technology Management
Final Award	BSc (Hons) Information Technology Management
Interim Awards	Certificate of Higher Education Information Technology Management Diploma of Higher Education Information Technology Management BSc (Hons) Information Technology Management
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	N107
HECOS code (with Subject percentage Splits if applicable)	100372
QAA Subject Benchmark	QAA Subject Benchmark Statement Computing QAA Undergraduate Characteristics statement
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	☐ Yes ☒ No
Level 6 Top Up Option (online only)	☐ Yes ☒ **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	Sep 2025
Date produced/amended	May 2025
Course Leader	TBC
Course Development Team Members	Dr Naureen Farhan Sonnu Sardesai Dr. Nosheen Gul Dr Ata Ur Rehman Dr John Taylor Dr Oras Baker
Course Administrative Contact	TBC

Course Description

The BSc (Hons) Information Technology Management course is designed to produce future leaders in technology and innovation, with a focus on aligning information technology systems and strategies with business objectives. The curriculum combines technical knowledge in the areas including information security, cloud computing, information technology architecture, and emerging technologies with essential management and leadership skills. Moreover, modules such as 'Operations and Project Management,' 'Business Environment and Management Information Systems,' and 'Technology Entrepreneurship and Information Technology Consultancy' develop student competency in planning, executing, and evaluating complex information technology and business transformation frameworks. These modules cultivate a critical understanding of socio-technical systems, strategic information systems integration, and innovation management. This course empowers graduates to drive organisational effectiveness and digital agility in technologically dynamic environments, including healthcare, banking, and creative industries. Moreover, applying advanced problem-solving skills to meet technological organisation challenges in the diverse industry sectors and prepare the students to navigate and lead in industries undergoing rapid technological change.

Delivered within Ravensbourne's dynamic and creative ecosystem, the course encourages innovative problem-solving and strategic thinking, setting it apart from traditional IT management programs. Graduates will be equipped for roles such as Information Technology manager, systems analyst, or digital transformation leader, ready to navigate and lead in industries undergoing rapid technological change.

Graduates will be prepared for careers in IT management, consultancy, and various leadership roles within the technology sector.

The BSc Information Technology Management course stands out due to its balanced approach between information technology and business, with a focus on industry-relevant skills. The integration of Professional Life Practice modules throughout the course ensures that students gain essential career-focused experience, preparing them for leadership roles in Information Technology. The course's emphasis on practical applications, combined with strong industry connections, makes it a distinctive offering for students looking to enter the world of information technology management

Key areas of study include:

- Information Technology and Project Management
- Information Security and Risk Management
- Digital Ethics and Sustainable Technology
- Technology Entrepreneurship

Course Aims
• To develop a comprehensive understanding of information technology management principles focusing on operational efficiency, service delivery, and system administration.
• To apply practical knowledge of information security and project management techniques and to support business infrastructure and organisational objectives.
• To equip students with the ability to analyse and implement information technology strategies that align with business needs and drive innovation.
• To foster critical thinking and ethical awareness regarding information technology governance, data privacy, and compliance within organisations.
• To integrate business finance, business intelligence, data analytics and entrepreneurial skills for driving transformative digital innovation.

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) Information Technology Management** students will be able to:	
Explore	To demonstrate advanced expertise in Information Technology Management through the exploration and critical evaluation of cutting-edge trends, emerging technologies, and innovative business models.

Create	To design and develop scalable, user-centric IT systems utilising innovative and balanced methodologies.
Influence	To critically investigate the impact of influencing stakeholders through strategic use of technology and data, fostering ethical and sustainable practices on organisational transformation
Integrate	To examine diverse industry challenges for ensuring alignment of technology, strategy, and societal impact by integrating multidisciplinary knowledge.

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 Information Technology Management** students will be able to:	
Explore	To critically evaluate Information Technology Management principles and strategies in relation to complex business challenges, demonstrating a systematic understanding of current issues.
Create	To develop and justify robust technological solutions and systems that align with strategic business objectives, applying established methodologies and practices.
Influence	To analyse the strategic use of technology and data to influence organisational performance and stakeholder engagement, considering relevant ethical and professional standards.
Integrate	To apply integrated knowledge of business and technology to manage projects and propose effective solutions for organisational improvement, working effectively in a team environment.

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 Information Technology Management** students will be able to:	
Explore	To analyse advanced concepts and techniques in information technology management, including business and management systems in diverse organisational contexts.
Create	To design and develop intermediate technological solutions, including prototypes and systems that address real-world problems, demonstrating creativity and technical competency.
Influence	To assess the impact of technological advancements in emerging technologies, information security and risk management on organisational strategies and performance.
Integrate	To demonstrate the ability of integrating IT strategies with business operations, showcasing teamwork and cross-disciplinary collaboration.

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 Information Technology Management** students will be able to:	
Explore	To explain key concepts and methodologies in the field of information technology and management with respect to their application in professional contexts, demonstrating foundational knowledge.
Create	To apply basic problem-solving skills to design and implement entry-level information technology solutions using standard tools and techniques.
Influence	To distinguish the role of IT infrastructure, Cloud Computing and data in shaping organisational operations and decision-making.
Integrate	To work collaboratively in teams, applying project and operations management concepts to integrate technology and business objectives effectively at a basic level.

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	**Explore, Create, Integrate, Influence**

	• 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 • 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 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	**Explore, Influence, Integrate**

	• 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	**Explore, Create, Influence, Integrate,**

	Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
The Learning and Teaching Methods employed in this course are designed to foster an engaging and dynamic learning environment, ensuring that students not only acquire theoretical 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, focuses on information technology professionals' ethical, legal, and social responsibilities, incorporating EDI principles into business management practices. Also, explores the environmental sustainability implications of information technology management operations. 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:*** 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.	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 environment and helps students refine their analytical and evaluative skills.

Blended Learning: The course will integrate both face-to-face, off-line and 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.

Student-Centred 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.

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 can 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 foster 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	Information Technology Architecture and Systems		Mandatory	30
XXX	Operations and Project Management	X (1)	Mandatory	30
XXX	Operating Systems and Cloud Infrastructure		Mandatory	30
XXX	Professional Life Practice 01: The Computing Landscape		Mandatory	30
				120
Level 5				
XXX	Emerging Technologies and Innovation		Mandatory	30
XXX	Business Environment and Management Information Systems		Mandatory	30
XXX	Information Security and Risk Management		Mandatory	30
XXX	Professional Life Practice 02: Work Based Learning		Mandatory	30
				120
Level 6				
XXX	Business Intelligence and Data Analytics	Borrowed (2)	Mandatory	30
XXX	Professional Life Practice 03: Critical Enquiry		Mandatory	30
XXX	Technology Entrepreneurship and Information Technology Consultancy		Mandatory	30
XXX	Final Project: Information Technology Management		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 the 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 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 40% (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) Information Technology Management.

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

1. Certificate of Higher Education in Information Technology Management, 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 Information Technology Management, 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 Information Technology Management (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	Information Technology Architecture and Systems	X	X	X	
	Operations and Project Management	X	X		
	Operating Systems and Cloud Infrastructure	X		X	X
	Professional Life Practice		X	X	X
DipHE	Emerging Technologies and Innovation	X	X	X	
	Business Environment and Management Information Systems	X	X	X	X
	Information Security and Risk Management	X	X	X	
	Work Based Learning	X			X
BSc (Hons)	Business Intelligence and Data Analytics	X	X	X	
	Professional Life Practice	X		X	X
	Technology Entrepreneurship and Information Technology Consultancy	X	X	X	
	Final Project	X	X	X	X

Course Diagram

<table>
<tr><th></th><th colspan="2">Semester 1</th><th colspan="2">Semester 2</th></tr>
<tr><td>Level 4</td><td colspan="2">Information Technology Architecture and Systems
30 credits</td><td colspan="2">Operating Systems and Cloud Infrastructure
30 credits</td></tr>
<tr><td>120 credits</td><td colspan="2">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="3">Work Based Learning Preparation</td><td rowspan="3">Work Based Learning

30 credits</td></tr>
<tr><td>Emerging Technologies and Innovation

30 credits</td><td rowspan="2">Information Security and Risk Management

30 credits</td></tr>
<tr><td>120 credits</td><td>Business Environment and Management Information Systems

30 credits</td></tr>
<tr><td>Level 6</td><td colspan="2">Business Intelligence and Data Analytics

30 credits</td><td colspan="2">Technology Entrepreneurship and Information Technology Consultancy
30 credits</td></tr>
<tr><td>120 credits</td><td colspan="2">Professional Life Practice 03: Critical Enquiry

30 credits</td><td colspan="2">Final Project: Information Technology Management

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.