BSc (Hons) Information Technology and Business Information Systems

Programme Specification

1. Programme title	BSc (Hons) Information Technology & Business Information Systems (top-up)
2. Awarding institution	Middlesex University
3a. Teaching institution	Middlesex University (HEN) Hong Kong Management Association (HKMA) Australian College of Business and Technology (ACBT) Distance Education Mode: Middlesex University (DBI)
3b. Language of study	English
4a. Valid intake dates	September and January for all institutions
4b. Mode of study	FT / PT
4c. Delivery method	☒ On-campus/Blended (HEN, HKMA, ACBT) ☒ Distance Education (DBI)
5. Professional/Statutory/Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	BSc (Hons) Information Technology & Business Information Systems BSc Information Technology & Business Information Systems
8. Year effective from	2024/25

9. Criteria for admission to the programme

For entry on to Level 6 of this top-up programme you should have one of the following qualifications:

- 240 credits from a relevant undergraduate degree (including 100 credits at Level 4 and a minimum of 120 credits at Level 5)
- 120 ECTS credits
- FdA and FdSc

- HND
- DipHE

Middlesex University has a flexible and personalised approach to admissions and we accept applications from students with a wide range of qualifications and a combination of qualifications. Please check our general entry requirements page (available at https://www.mdx.ac.uk/study-with-us/undergraduate/entry-requirements-for-undergraduates) to see how these points can be achieved from our acceptable level 3 qualifications and the combinations, which are welcomed by Middlesex University, including GCSE requirements.

Applications from mature candidates without formal qualifications are welcomed, provided they can demonstrate appropriate levels of relevant ability and experience. Mature applicants with relevant work experience are welcome to apply for direct entry to the programme. These applicants are required to submit a portfolio of work experience to show evidence of achieving relevant learning outcomes, and these will vary depending on both the programme and level the student is applying for. Evidence should comprise the applicant's own work and may include documents they have written, procedures they have designed, proposals they have drafted, electronic resources, photographs, video etc. or information gathered from others about you such as statements from employers, certificates of in-house courses completed.

Individual applicants may wish to claim certain number of credits against their learning that may have taken place outside education or through training that is not assessed as part of an education system. Typically, these applicants would possess knowledge and skills that may have been acquired at the workplace through practice but may not be supported by formal qualifications. Applicants may also hold academic, vocational, or professional qualifications that may be aligned to certain modules of the programme at an appropriate level. Typically, such qualifications are supported by evidence in the form of certification. Each of these cases is considered individually with the scope to assess whether applicants should be allowed in the programme with specific credit that would count towards the end qualification, to an appropriate point of the programme. As each case is treated individually, applicants should seek support from the programme team towards their application with Accreditation of Prior Experiential Learning (APEL) or Accreditation of Prior Certificated Learning (APCL).

International students who have not been taught in the English medium must show evidence of proven ability in English such as IELTS grade 6.0. For students studying the programme at ACBT only, a Sri Lanka GCE 'O' level English, grade C or above or a Sri Lanka 'A' level English, grade A-C will be accepted as meeting the English language entry requirements. The University provides pre-sessional English language courses throughout the year for candidates who do not meet the English requirements. University policies supporting students with disabilities apply, as described in the University Regulations. For further information, visit the learning resources web site.

University policies supporting students with disabilities apply, as described in the University Regulations, 'Information for students with disabilities'.

For students studying the programme at Hong Kong Management Association, the entry requirements are as follows:

- Successful completion of an Associate Degree or Higher Diploma or Advanced Diploma or equivalent in Computer Studies or relevant subjects; or
- Holders of the NCC-endorsed HKMA Advanced Diploma in Business Information Technology*

And

- HKCEE English Language (Syllabus B) Grade C or above, HKAL English Language Grade D or above, IELTS 6.0 or equivalent or prior relevant course conducted in English

*To be admitted to the Advanced Diploma, students should complete the NCC-endorsed HKMA Diploma in Business Information Technology or other equivalent qualifications, such as IT related programmes at HKQF Level 3 (QCF Level 4).

Further guidance may be obtained from the Programme Leader or Director of Programmes.

10. Aims of the programme

The programme is aimed at students who are interested in studying information technology but who also wish to acquire knowledge in the application of IT in business. The programme's aims are underpinned by the following principles: the importance of information in all modern organisations and the strategic value of information systems within a global business context; the pivotal role of information and communication technologies in information systems, and the key role of people in designing, managing, and using these systems.

The programme aims to provide students with an understanding of the advantages of aligning information systems with different organisational and business goals, and with various strategic and operational activities. Graduates of the programme will be equipped with the professional and employability skills that will enable them to pursue a successful future career in this field.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. How businesses work in a global environment; how business processes and functions are supported by information systems, and the roles and responsibilities of people within organisations.
2. The impact of current and emerging information and communication technologies on the development and management of information systems.
3. The alignment of business strategies and information systems strategies; how information systems support decision-making, and their strategic importance for business intelligence.
4. The respective capabilities and uses of different information systems across a wide range of organisational and business contexts, and the criteria for evaluating the success of such systems.

5. The social, environmental, professional, legal, and ethical issues related to the design, management, and use of information systems.
6. The effects and advantages of strategically aligning business needs and information systems.
7. Applying analytical and critical thinking skills in solving business problems and approaching research problems
8. Using research skills and appropriate research methodologies successfully and be able to synthesise and evaluate information from a variety of sources.
9. Planning, managing, and reporting on, complex projects related to the development of business information systems.
10. Applying theoretical concepts and principles to specific problems in a range of business contexts.

Teaching/learning methods
Students gain knowledge and understanding through

- Concept Discussion Workshop (CDW) illustrating theories, concepts and principles through case studies, examples and scenarios
- Brief video recordings covering key concepts
- Supervised practical, laboratory work
- Supervised seminars and tutorials
- Guided individual and group research
- Coursework assignments
- Open-ended practical assignments
- Project work
- Formative and summative assessment and feedback on assignments
- Directed reading

Distance Education Mode:
Students gain knowledge and understanding through

- Materials based on the SCATE pedagogy model
- Recordings
- Online synchronous supervised practical, laboratory work including whole class discussions using screen sharing and 1 to 1 or small group discussions using breakout rooms
- Online synchronous supervised seminars and tutorials including whole class discussions using screen sharing and 1 to 1 or small group discussions using breakout rooms
- Guided individual and group research using discussion forums on the VLE or social media
- Coursework assignments
- Open-ended practical assignments
- Project work
- Formative and summative assessment and feedback on assignments using a range of online feedback tools
- Directed reading

Assessment methods
Students' knowledge and understanding is assessed by

- Individual and group work during supervised seminars, tutorials and labs
- Portfolios
- Reports
- Presentations
- Documentation
- Individual and group coursework assignments
- Lab exercises
- Case studies
- Peer assessment and review

Distance Education Mode:
Students' knowledge and understanding is assessed by

- Individual and group work during online synchronous supervised seminars, tutorials, and labs using screen sharing and breakout rooms.
- Portfolios
- Reports
- Online synchronous or pre-recorded presentations
- Documentation
- Individual coursework assignments
- Group coursework assignments aided by discussion forums or social media.
- Lab exercises
- Case studies
- Peer assessment and review using discussion and feedback tools on the VLE.

B. Skills

On completion of this programme the successful student will be able to:

1. Apply a range of technical skills in information management and systems development in various business environments.
2. Use appropriate methods, techniques, and tools for generating information systems in response to specific business problems, and according to specific needs and requirements.
3. Select, use, and critically evaluate appropriate methods and techniques at each stage of the system development lifecycle.
4. Critically assess the feasibility and risks of business information systems development in relation to different domains, organisational needs, and project management practices.
5. Demonstrate professional development and employability skills necessary for the development and deployment of information systems in a business context.
6. Communicate effectively in a range of settings, and to different stakeholders, through writing and oral presentations
7. Apply mathematical and numeracy skills appropriate to the development and deployment of business information systems.
8. Demonstrate appropriate management and team-working skills, including decision-making, participating in projects, working in multi-disciplinary teams, and responding to diverse stakeholder requirements.
9. Adopt an ethos of independent learning and continuous professional development.

Graduate competence mapping

The MDX graduate competencies are mapped to the programme's (Programme Outcome) skills as follows:

1. Leadership and Influence
   - B3, B4, B5, B6, B7, B8, B9
2. Entrepreneurship
   - B4, B5, B6, B7, B8, B9
3. Communication, Empathy and Inclusion
   - B4, B5, B7, B8, B9
4. Curiosity and Learning
   - B1, B3, B4, B6, B7, B8
5. Collaborative innovation
   - B2, B3, B4, B5, B6, B7, B8, B9, B10
6. Resilience and adaptability
   - B1, B2, B3, B5, B6, B7
7. Technological agility
   - B1, B2, B3, B4, B5, B6, B7
8. Problem solving and delivery
   - B1, B2, B3, B4, B5, B6, B7, B8, B9

Teaching/learning methods
Students learn skills through

- Supervised practical work
- Critical thinking and problem-solving activities
- Practical application of concepts, principles and models to specific case studies and scenarios
- Directed reading and seminar discussions
- Individual and group coursework assignments
- Student presentations
- Essays
- Supervised Tutorials
- Supervised Seminars
- Directed and independent research
- Concept Discussion Workshop (CDW)
- Individual and Group Project work

Distance Education Mode:
Students learn skills through

- Materials based on the SCATE pedagogy model
- Online synchronous supervised practical work using screen sharing and breakout rooms
- Critical thinking and problem-solving activities
- Practical application of concepts, principles and models to specific case studies and scenarios
- Directed reading

- Online synchronous seminar discussions using screen sharing
- Individual coursework assignments
- Group coursework assignments aided by discussion forums or social media.
- Online synchronous student presentations using screen sharing
- Essays
- Online synchronous supervised tutorials including whole class discussions using screen sharing and 1 to 1 or small group discussions using breakout rooms
- Online synchronous supervised seminars including whole class discussions using screen sharing and 1 to 1 or small group discussions using breakout rooms
- Directed and independent research
- Recordings
- Individual Project work
- Group Project work using discussion forums or social media.

Assessment methods
Students' skills are assessed by

- Coursework
- Practical laboratory tests
- Online quizzes
- Modelling of systems
- Assessing case studies
- Group assignments
- Documentation
- Portfolios
- Peer assessment and review
- Guided research
- Individual and group presentations
- Lab and seminar activities
- Reports
- Project milestones

Distance Education Mode:
Students' skills are assessed by

- Coursework
- Practical laboratory tests
- Online quizzes
- Modelling of systems
- Assessing case studies
- Group assignments
- Documentation
- Portfolios
- Peer assessment and review
- Guided research
- Individual and group presentations
- Lab and seminar activities
- Reports

- Project milestones

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

During the curriculum design of the programme, the aim was to identify certain modules where specific programme learning outcomes are assessed. In addition, a number of programme pillars have been identified offering horizontal frameworks of standard practice, where students' learning becomes the result of synthesis from a range of activities taking place in different modules. The following areas are covered in most, if not all modules of the programme:

1. Ethical framework (covering ethical issues)
2. Professional good practice framework (covering professional issues)
3. Individual/Corporate Social Responsibility framework (covering social issues)
4. Employability initiatives (focusing on student prospects)
5. Entrepreneurship/Innovation initiatives (focusing on start-up/venture ideas)
6. Personal Development Plan (focusing on personal/professional development)
7. Business awareness (assessing impact of IS on organisations)
8. People awareness (assessing impact of IS on humans)
9. Technology awareness (assessing impact of IS on new technologies)
10. Learning Experience Reflection Exercise (offering continuous feed-forward for key areas including (i) teaching delivery, (ii) learning opportunities, (iii) assessment and feedback, (iv) academic support, (v) organisation and management, (vi) learning resources, (vii) learning community and (viii) student voice

Based on the above key areas, the students benefit from the following across most of the programme modules:

- Students may customise, and at times personalise learning experiences and assessment using case studies selected by the students in consultation with academics aligned with certain career requirements and professional areas of choice (co-leadership)
- Students are able to reflect on how the use of certain digital technologies equips them towards career threshold skillsets required in the sector (digital literacy)
- Students can also liaise with MDX Works following the recommendation of the DoP, programme and module leaders to ensure skills gained in various modules are properly represented in student CVs and profiles such as LinkedIn (employability)
- Frequent discussions with members of the Industrial Advisory Board enable academics to review and adjust tools and techniques used, as well as teaching practice, so they are aligned to industry standards and employer expectations (employer engagement)
- The programme equips students with a wide range of transferable soft skills, which have been developed and applied on real case studies, equipping them for a smooth transition to the workplace (graduate competencies)
- Teaching examples are drawn from scenarios involving diverse user requirements, and a wide range of inclusive business scenarios, a practice that is

also followed with various assessments such as reflective portfolios, reports and presentations where students are able to comprehend how their programme prioritises equity amongst all participating students (inclusive curriculum)

- The vast experience of certain module leaders in international projects, has ensured that the programme include practices that have become good practice models for several institutions across three continents, while certain methods and approaches have been borrowed and contextualised from international partners (internationalisation)
- Most modules enable the students to apply practical skills taught in Concept Discussion Workshops (CDW), on various tasks as part of their formative and summative assessment, while teaching is designed to meet the different learner needs (e.g., visual, versus aural and kinaesthetic) as well as enabling students to reflect on how their own role, work ethic and personality impact on the way they approach teamwork (practice-led learning)
- The programme is aligned to the following United Nations Sustainable Development Goals (SDGs):
    - SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (sustainable development) (e.g., students learn how to appreciate the impact of digital technologies in offering equitable career opportunities and the benefit of Continuous Professional Development)
    - SDG 5 – Achieve gender equality and empower all women and girls (e.g., female students are supported through initiatives such as female entrepreneurship and support for women in IT)
    - SDG 8 – Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (e.g., students are able to assess employment options and how to better align their skill development towards sustainable roles in industry)
    - SDG 9 – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation (e.g., students are given the opportunity to test own ideas on technological and social entrepreneurship through application of innovative digital technologies)
    - SDG 12 – Ensure sustainable consumption and production patterns (e.g., students reflect on the application of cyclic economy in the use of ICT products and services)
    - SDG 13 – Take urgent action to combat climate change and its impacts (e.g., students learn how digital technologies can improve efficient use of resources and reduce waste)
- The programme modules include the latest developments in research from module leaders and academic staff who are active in publishing in international journals and present at highly esteemed conferences (research-informed teaching)

Semester 1 – September to December
Semester 2 – January to April
Semester 3 – April to July

Programme Structure – September Start
First Year (Level 6) – September Start

Semester 1

- CST3310 Strategic Inf. Systems (Ent. Proj.) Managem. (30 credits) – Compulsory
- CST3340 Business Intelligence (30 credits) – Compulsory

Semester 2

- CST3395 IT Solution Deployment Planning (30 credits) - Compulsory
- CST3350 Tech. Innov. Man. & Entrepr. (TIME) (30 credits) - Optional
- CST3380 Interaction Design & User Experience (30 credits) - Optional

Note: Optional modules will only be offered if at least 15 students have registered

Programme Structure – January Start
First Year (Level 6) – January Start
Semester 2

- CST3395 IT Solution Deployment Planning (30 credits) - Compulsory
- CST3350 Tech. Innov. Man. & Entrepr. (TIME) (30 credits) - Optional
- CST3380 Interaction Design & User Experience (30 credits) - Optional

Semester 3

- CST3340 Business Intelligence (30 credits) – Compulsory
- CST3310 Strategic Inf. Systems (Ent. Proj.) Managem. (30 credits) – Compulsory

Note: Optional modules will only be offered if at least 15 students have registered

Note: Students starting in January may experience a different order of the running of modules.

Programme Structure – Part Time
First Year (Level 6) – September Start
Semester 1

- CST3310 Strategic Inf. Systems (Ent. Proj.) Managem. (30 credits) – Compulsory

Semester 2

- CST3350 Tech. Innov. Man. & Entrepr. (TIME) (30 credits) – Optional
- CST3380 Interaction Design & User Experience (30 credits) - Optional

Note: Optional modules will only be offered if at least 15 students have registered

Second Year (Level 6) – September Start
Semester 1

- CST3340 Business Intelligence (30 credits) – Compulsory

Semester 2

- CST3395 IT Solution Deployment Planning (30 credits) - Compulsory

Note: Optional modules will only be offered if at least 15 students have registered

12.2 Levels and modules

Level 6

COMPULSORY
Students must take all of the following:

- CST3310 – Strategic Information Systems (Enterprise Project) Management
- CST3340 – Business Intelligence
- CST3395 – IT Solution Deployment Planning

OPTIONAL *
Students must also choose from the following:

- CST3350 – Technology Innovation Management & Entrepreneurship (TIME)
- CST3380 – Interaction Design and User Experience

PROGRESSION REQUIREMENTS

* Optional modules will only be offered if at least 15 students have registered

12.3 Non-compensatable modules

Module level

6

Module code

CST3395

13. Information about assessment regulations

Information on the University's formal assessment regulations, including details of how award classifications are determined, can be found in the University Regulations available online: Policies | Middlesex University (mdx.ac.uk)

For additional information on assessment and how learning outcomes are assessed please refer to the individual module narratives for this programme.

14. Placement opportunities, requirements and support (if applicable)

Placement options are not available to direct-entry students in their final year. The programme team will make every effort for the students on the programme to attend employability events and gain from the department's employability strategy.

The university's career service provides both on-campus and online support provisions to aid graduates to secure a graduate job when they leave University.

Distance Education Mode:
Students will be able to attend some employability events which are available online and have access to the online support provided by the university's career service.

15. Future careers / progression

All programmes in the Faculty of Science and Technology – their curricula and learning outcomes – have been designed with an emphasis on currency and relevance to future employment. Professional development and employability skills are embedded into teaching, learning and assessment at all levels of the programme.

The majority of graduates are employed in IT posts relevant to the subject area.

Over 20% of students pursue further postgraduate study or research.

Employer links with the faculty are encouraged in the following ways:

- By inviting practitioners from industry as guest speakers.
- Through links with companies where students are employed as part of their Industrial placement.
- Through links with alumni, both in the UK and overseas.

Graduates are likely to follow career paths in roles such as business intelligence expert, data and information analyst, ICT project manager, business consultant and ICT consultant.

16. Particular support for learning (if applicable)

The Faculty's Teaching and Learning Strategy is aligned with that of the University as a whole in seeking to develop learner autonomy and resource-based learning. In particular, support of the students' learning experience, the following is provided:

- All new students go through an induction programme, and some have early diagnostic numeric and literacy testing before starting their programme.
- Workshops and one to one support is available for those students needing additional support in academic writing, presentation skills and numeracy. Such seminars, and workshops are embedded into specific modules across all levels of the programme.
- Students are allocated a personal email account, and secure networked computer storage for student's University-related files and documents.
- Soft copies of all module handbooks are provided on the university's Virtual Learning Environment (VLE). Extensive web-based learning materials are provided to support learning in all modules.
- Extensive library facilities are available on and off campus, with e-resources accessible through the VLE. Virtual learning is provided via the MyLearning pages. Seminars and workshops by Library and Learning Support staff are embedded into specific modules across all levels of the programme.
- Students can access advice and support on a wide range of issues from the online support services, and specific advice and support from the Faculty's Progression and Support Team (or equivalent campus support service).
- As part of our holistic support framework, our program provides academic advising designed to support students throughout their academic endeavours. In the later stages of their studies, for example, we offer targeted support for final year projects and research in a range of disciplines to ensure that students receive individualised support to succeed academically.

- High-quality specialist laboratories, equipped with industry standard software and hardware, are provided for formal teaching as well as student self-study.
- Research activities of academic staff feed into the teaching programme, which can provide individual students with ad-hoc opportunities to work with academics on some aspects of their research.

Middlesex University encourages and supports students with disabilities. Some practical aspects of Faculty of Science and Technology programmes may present challenges to students with particular disabilities. Students are encouraged to visit our campuses at any time to evaluate facilities and talk in confidence about their needs. If we know the individual needs of students, we will be able to provide support for them more easily. For further information contact the Support Service.

17. HECos code(s)

100360, 100361, 100362, 100371

18. Relevant QAA subject benchmark(s)

Computing

19. Reference points

The following reference points were used in designing this programme:

- QAA Computing subject benchmark statements, Computing (March, 2022) (https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)
- QAA Quality Code for Higher Education (February, 2015) (https://www.qaa.ac.uk/quality-code/the-existing-uk-quality-code)
- British Computer Society (BCS) guidelines on course accreditation (May, 2018) (https://www.bcs.org/category/7066)
- Certifications for IT Professionals (https://www.bcs.org/qualifications-and-certifications/certifications-for-professionals/)
- Skills Framework for the Information Age (SFIA) (https://www.sfia-online.org/en)
- Association for Computing Machinery (ACM) and Association for Information Systems (AIS) Curriculum Guidelines for Undergraduate Degree Programs in Information Systems (2010) (https://www.acm.org/binaries/content/assets/education/curricula-recommendations/is-2010-acm-final.pdf)
- Association for Computing Machinery (ACM) overview report on Computing Curricula, (December, 2020) (https://www.acm.org/education/curricula-recommendations)
- Association for Computing Machinery (ACM) and Association for Information Systems (AIS) Global Competency Model for Graduate Degree Programs in Information Systems (May, 2017) (https://www.acm.org/binaries/content/assets/education/msis2016.pdf)
- Descriptors defining levels in the European Qualifications Framework (EQF) that is now known as Europass(https://europa.eu/europass/en)
- European e-Competence Framework that is now known as IT Professionalism Europe (https://itprofessionalism.org/)

- Middlesex University Regulations (2021/22) (https://www.mdx.ac.uk/__data/assets/pdf_file/0031/623758/Regulations-2021-22-V1.12.pdf)
- Middlesex University Learning and Quality Enhancement Handbook (section 3) (https://www.mdx.ac.uk/about-us/policies/academic-quality/handbook)
- Middlesex University Policies (https://www.mdx.ac.uk/about-us/policies)
- Middlesex University Public Policy Statements (https://www.mdx.ac.uk/about-us/policies/public-policy-statements)
- DigiCompEdu Framework (https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework_en)
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20. Other information

N/A

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for *BSc (Hons) Information Technology and Business Information Systems (Top-up)*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	How businesses work in a global environment; how business processes and functions are supported by information systems, and the roles and responsibilities of people within organisations.
A2	The impact of current and emerging information and communication technologies on the development and management of information systems.
A3	The alignment of business strategies and information systems strategies; how information systems support decision-making, and their strategic importance for business intelligence.
A4	The respective capabilities and uses of different information systems across a wide range of organisational and business contexts, and the criteria for evaluating the success of such systems.
A5	The social, environmental, professional, legal, and ethical issues related to the design, management, and use of information systems.
A6	The effects and advantages of strategically aligning business needs and information systems.
A7	Applying analytical and critical thinking skills in solving business problems and approaching research problems.
A8	Using research skills and appropriate research methodologies successfully and be able to synthesise and evaluate information from a variety of sources.
A9	Planning, managing and reporting on, complex projects related to the development of business information systems.
A10	Applying theoretical concepts and principles to specific problems in a range of business contexts.
Skills	
B1	Apply a range of technical skills in information management and systems development in various business environments.
B2	Use appropriate methods, techniques and tools for generating information systems in response to specific business problems, and according to specific needs and requirements.
B3	Select, use and critically evaluate appropriate methods and techniques at each stage of the system development lifecycle.
B4	Critically assess the feasibility and risks of business information systems development in relation to different domains, organisational needs and project management practices.
B5	Demonstrate professional development and employability skills necessary for the development and deployment of information systems in a business context.
B6	Communicate effectively in a range of settings, and to different stakeholders, through writing and oral presentations.

B7	Apply mathematical and numeracy skills appropriate to the development and deployment of business information systems.
B8	Demonstrate appropriate management and team-working skills, including decision-making, participating in projects, working in multi-disciplinary teams and responding to diverse stakeholder requirements.
B9	Adopt an ethos of independent learning and continuous professional development.

Programme outcomes																	
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9
Highest level achieved by all graduates																		
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	**Module Code by level**	**A1**	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**	**A10**	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**	**B9**
IT Solution Deployment Planning	CST3395	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Strategic Information Systems (Enterprise Project) Management	CST3310	X	X	X			X	X			X	X	X		X	X	X		X	X
Business Intelligence	CST3340	X		X	X	X			X	X	X		X		X	X	X			X
Interaction Design and User Experience	CST3380		X		X			X		X	X	X	X	X		X	X	X		X
Technology Innovation Management & Entrepreneurship (TIME)	CST3350	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X