

**BSc (Hons) Business Computing and Entrepreneurship;
BSc (Hons) Business Computing and Entrepreneurship with
Work Experience; BSc (Hons) Business Computing and
Systems Analysis; BSc (Hons) Business Computing
Systems Analysis with Work Experience**
Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award:

Programme Name:

BSc (Hons) Business Computing and Entrepreneurship

BSc (Hons) Business Computing and Entrepreneurship with Work Experience

BSc (Hons) Business Computing and Systems Analysis

BSc (Hons) Business Computing Systems Analysis with Work Experience

Total credit value for programme: 360

Name of Interim Exit Award(s):

Certificate of Higher Education in Business Computing and Entrepreneurship

Diploma of Higher Education in Business Computing and Entrepreneurship

Certificate of Higher Education in Business Computing and Systems Analysis

Diploma of Higher Education in Business Computing and Systems Analysis

Duration of Programme: 3 -4 years full-time or 3-6 years part-time

3 years full-time (BSc Business Computing and Entrepreneurship)

6 years part-time (BSc Business Computing and Entrepreneurship)

4 years full-time (BSc Business Computing and Entrepreneurship with Work Experience)

7 years part-time (BSc Business Computing and Entrepreneurship with Work Experience)

3 years full-time (BSc Business Computing and Systems Analysis)

6 years part-time (BSc Business Computing and Systems Analysis)

4 years full-time (BSc Business Computing and Systems Analysis with Work Experience)

7 years part-time (BSc Business Computing and Systems Analysis with Work Experience)

UCAS Code(s): IN11

HECoS Code(s):

(100366) Computer Science

(100079) Business Studies

QAA Benchmark Group

Computing; Business

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: July 2023

Home Department: Computing

Department(s) which will also be involved in teaching part of the programme:

Institute for Creative and Cultural Entrepreneurship (ICCE)

Institute of Management Studies (IMS)

Programme overview

The Business Computing BSc degree is a challenging degree programme that provides highly relevant, hands-on experience of digital businesses, innovative technologies, and entrepreneurship.

To ensure that you study the right modules for the career path you wish to take this program has two pathways: Entrepreneurship and Systems Analysis

Through a mixture of theory and real-world practice experience, students will learn how to the dynamic mix of technologies and techniques that allow businesses and users to undertake and benefit from business effectively and efficiently.

Students will understand how in today's world businesses and organisations use digital resources and computing technologies to and solve real-world problems to improve business, communities, and society.

By studying for this degree students will come to intuitively understand that in this digital era, business computing systems need to adapt to changes in our environment and society to drive growth and progress.

The modules on this degree programme cover a range of topics, including, digital business, software development, start-up innovation, networking, programming, database design, information systems, organisational behaviour and marketing and promotion.

Student will be taught the complete business systems development life cycle from design thinking and product development through to business creation and commercialisation.

Students will be equipped with a deep understanding of core business competencies (finance, marketing, management and innovation) while also learning creative techniques (brand storytelling) alongside critical technical know-how (data analysis and visualisation) – all enabling you to address real work problems.

When students graduate, they will be working on both small and large projects. Therefore each year students will study a project-based module focused on building a real world software solution in a team. In your final year students will carry out an individual project and will have opportunity to showcase your projects at the annual.

Throughout the course students will be gain taught project management and team-based software development skills and issues, by making them ready for the world of work. All modules will prepare students for the future as a business computing entrepreneur or global business leader with a technology focus that can exploit new trends and emerging markets.

As part of your degree course, Students have the opportunity to take a year-long work placement between your second year and third year. The department will support you in finding that all-important paid professional experience, in the UK or abroad.

The Entrepreneurship pathway enables students to gain a deep understanding of digital business with a strong emphasis on managing entrepreneurship and innovation. Students will study the exceptional challenges associated with innovations that can trigger massive changes in what is possible within a business.

Students will explore how both new and established organisations can respond to the opportunities and threats associated with disruptive innovation. Students will develop practical computing skills and an understanding of the processes involved in creating digital start-up businesses from inception to launch.

This pathway explores technological and innovation trends and their impact on organisations. Students will consider the economics of digital business and the characteristics of innovative businesses that succeed in a turbulent environment.

The Systems Analysis pathway enables students to gain a deep understating of the latest ologies and technology is used to analyse business systems and information systems. Students will learn how to business process reengineer and design new IT products and services that solve real problems.

This industry focused pathway has designed in conjunction with industry and the business world to cover the major developments in IT today. Students will cover a wide range of topics including as Business process re-engineering. Organisational behaviour. Big Data, the Internet of Things (IoT), User Experience (UX) and User Centred Design.

Students will study a large range of modern day IT systems including, transaction Processing Systems, Virtual reality systems. Office Automation Systems, Knowledge Management Systems, Management Information Systems, and executive Support System.

Students will also study how Systems analysts are used in the decision-making processes of modern organisations. Students will gain an understanding of how Systems analyst use artificial intelligence techniques are used business and Online Analytical Processing (OLAP) Students will be able to develop skills using specialist IT tools which are harnessed by industry worldwide, such JMP statistical analysis, Microsoft Project, MS SQL, Python and Tableau for data analysis.

As organisations become ever more dependent on information technology to operate efficiently and effectively, the system analysis pathway primes you for exciting career opportunities as a consultant systems analyst in any sector, anywhere in the world.

Programme entry requirements

You will be expected to have at least BBB at A2 level, or equivalent. A levels relating to Mathematics, Computer Science, Information technology, or Business Studies are preferred, but we encourage applications from those without a formal qualification in these areas who can demonstrate relevant enthusiasm, knowledge, skills and experience.

Applicants may be called for an interview, at which time they may be asked to take a computer aptitude test. If you do not have an A2 level qualification, or equivalent, relating to the sciences, you should have a B in GCSE Mathematics, or equivalent.

Applicants whose first language is not English must have received a score of 6.0 or more in the IELTS (or equivalent) examination for written English.

Programme learning outcomes

The aim of this programme is to produce graduates who are independent, creative and reflective Business Computing practitioners and entrepreneurs. Students who successfully complete either pathway will demonstrate:

- an understanding of the roles of business professionals participating in the phases of building Business Computing systems.
- a detailed understanding of knowledge and skills necessary create and deploy business computing systems in commercial contexts.
- the programming skills required to design and build business computing systems for Internet and mobile environments.
- an understanding of successful business systems deployed and to appreciate that such success is in no way guaranteed even when the latest technology is used.

- an understanding of and be able to apply the security, legal and ethical issues that may arise when computing systems are used in Business.
- knowledge of computing technologies across a range of core and specialist topics.
- key technical skills that enable them to gain a detailed understanding of the challenges facing computing professionals and how these challenges can be effectively addressed.
- the ability to work independently and in groups and reflectively evaluate their own work.

Students graduating with a **Certificate of Higher Education in Business Computing taking either the Entrepreneurship or Systems Analysis pathways** must achieve the following learning outcomes at a basic level, but are not required to achieve them at a professional level.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Basic knowledge of a programming language and its features The role of businesses in the digital era	Intro to Programming UI & UX Design Business Enterprise In the Digital Era
A2	Introductory understanding of the techniques in technologies used by businesses when systems in analysis and Strategic Management	Strategic Management Business Computing Project 1 (Systems Analysis pathway)
A3	Introductory understanding of digital computing and the role entrepreneurs play in inventing and designing new digital businesses and organisations.	Understanding Entrepreneurship Business Computing Project 1 (Entrepreneurship pathway)

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Computational Problem solving	Intro to Programming UI & UX Design
B2	Define and understand the nature, scope and deployment of a wide variety of business computing systems.	Business Enterprise in the Digital Era Business Computing Project 1

Code	Learning outcome	Taught by the following module(s)
		(Systems Analysis & Entrepreneurship pathways)
B3	Define and understand the role of Information technology when deployed for business computing. Understand and apply the security, legal and ethical issues that may arise when deploying business Computing systems	Business Enterprise in the Digital Era Business Computing Project 1 (Systems Analysis & Entrepreneurship pathways)

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Programme computer software	Intro to Programming UI & UX Design
C2	Have core numeracy, literacy and IT skills to a graduate level.	Numeracy and IT skills are core to a computing degree and will feature throughout the curriculum.
C3	Be able to effectively present themselves and their work orally and in writing to a professional level.	Assessment throughout the programme will include considerable written and oral presentation.

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Have core numeracy, literacy and IT skills to a graduate level	Numeracy and IT skills are core to a computing degree and will feature throughout the curriculum.
D2	Be able to effectively present themselves and their work orally and in writing to a professional level.	Assessment throughout the programme will include considerable written and oral presentation.
D3	Being able to effectively analyse and summarise business information and formulate a software-based solution	Business Enterprise in the Digital Era Business Computing Project 1 (Systems Analysis & Entrepreneurship pathways)

The **Diploma of Higher Education in Business Computing and Entrepreneurship** and the **Diploma of Higher Education in Business Computing and Systems Analysis** includes all learning outcomes of the Certificate of Higher Education in Business Computing and Entrepreneurship and System Analysis pathways. Students graduating with a Diploma must achieve the learning outcomes of the Certificate of Higher Education to higher level characterised by greater breadth and depth of knowledge, greater independence in practical

work and more critical skills in evaluation and analysis. In addition, the Diploma of Higher Education in Business Computing and Entrepreneurship and Systems Analysis pathways include the learning outcomes listed below. Learning outcomes should be achieved to the level of academic study or professional practice, within limited domains.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A range of topics in computing technologies across a range of core and specialist topics. Knowledge should be sufficient to apply in a professional Business Computing and Software Development	A range of compulsory and specialist modules including: Dynamic web apps Systems Analysis & Design Mobile Computing Project 2 Social Change Project (Systems Analysis & Entrepreneurship pathways)
A2	A range of topics designed to understand how systems work and operate and how organisational behaviour drives the design of modern business computer systems.	A range of compulsory and specialist modules including: Systems Analysis & Design Organisational Behaviour Information Security Networks and Operating Systems Mobile Computing Project 2 (Systems analysis pathway)
A3	A range of topics designed to understand entrepreneurial behaviour, marketing and business modelling and planning undertaken by modern companies operating in the Digital age	A range of compulsory and specialist modules including: Entrepreneurial Behaviour Systems Analysis & Design Business Modelling & Planning Marketing Management Mobile Computing Project 2

Code	Learning outcome	Taught by the following module(s)
		(Entrepreneurship pathway)

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply computational thinking to the design and implementation of computing systems. Knowledge should be sufficient to apply to practical software development problems.	This will primarily be taught in the 1st and 2nd compulsory and specialist modules. This skill will be applied across the programme but particularly in project-based modules including: Mobile Computing Project 2 Social Change Project (Systems Analysis & Entrepreneurship pathways)
B2	Analyse and evaluate computing systems and technologies with reference to efficiency, correctness and suitability to users' needs.	This will be taught across the curriculum, but primarily in the programming modules and Software Projects. (Systems Analysis & Entrepreneurship pathways)
B3	Computing systems thinking and modelling for the design and implementation of business computing systems at a professional level.	This will be taught across the curriculum, but primarily in the programming modules and Software Projects. This skill will be applied across the programme but particularly in project-based modules including Systems Analysis & Design Dynamic web apps (Systems Analysis & Entrepreneurship pathways)
B4	Work in a group to propose, plan and evaluate a significant piece of computing project work.	This will be taught in the 1st year module Business Enterprise in the Digital Era and Software Projects

Code	Learning outcome	Taught by the following module(s)
		Mobile Computing Project 2 .

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Effective presentation and demonstration of computing issues.	This will be taught in the 1st year module Business Enterprise in the Digital Era and the 2nd year module Mobile Computing Project 2 . (Systems Analysis & Entrepreneurship pathways)
C2	Apply specific technologies, methods and tools to the analysis, design and implementation of computing software systems.	This will be taught in the 1st year modules and the 2nd year Module Mobile Computing Project 2 (Systems Analysis & Entrepreneurship pathways)
C3	Understand and apply business computing theories and approaches to real-world scenarios.	Mobile Computing Project 2 Dynamic web apps (Systems Analysis & Entrepreneurship pathways)

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Have core numeracy, literacy and IT skills at graduate level.	Numeracy and IT skills is core to a computing degree and will feature throughout the curriculum.

Code	Learning outcome	Taught by the following module(s)
		(Systems Analysis & Entrepreneurship pathways)
D2	Be able to reflect on and evaluate their work.	Students will be required to maintain a web page on which they will engage in reflective discussion of their work. (Systems Analysis & Entrepreneurship pathways)
D3	Be independent and creative workers and learners	Our degree programmes have a particular focus, unusual in computing modules, on independent and creative work, starting with 1st year programming and continuing in Projects. (Systems Analysis & Entrepreneurship pathways)
D4	Be able to work effectively in groups	Many modules will include group work but the largest scale will be the group project featured in the 1st year Module Business Enterprise in the Digital Era and the 2nd year Projects module. (Systems Analysis & Entrepreneurship pathways)
D5	Be able to present themselves and their work effectively orally and in writing	The 1st and 2nd year modules feature formative and summative presentation assessments. (Systems Analysis & Entrepreneurship pathways)

The **BSc (Hons) Business Computing and Entrepreneurship** and **BSc (Hons) Business Computing and Systems Analysis** include all learning outcomes of the Diploma of Higher Education. The learning outcomes must be achieved to a higher level characterised by greater specialist knowledge and skills as well as greater independence of thought and practical work. All learning outcomes should be achieved to the level of professional practice within the games industry and knowledge and thinking skills should be achieved to the level of academic practice. As well as the learning outcomes for the Diploma of Higher Education the **BSc (Hons) Business Computing and Entrepreneurship** and **BSc (Hons) Business Computing and Systems Analysis** have the following outcomes.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A wide range of topics in computing technologies across a range of core and specialist topics. Knowledge should be sufficient to apply in a professional Software Development context.	The 3rd year optional taught modules and the compulsory specialist modules Business in the Digital Economy Social responsibilities of Management Final Business computing Project (Systems Analysis & Entrepreneurship pathways)

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Propose, plan and evaluate a significant piece of project work, under supervision of an expert.	Final Business Computing Project (Systems Analysis & Entrepreneurship pathways)

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Presentation and demonstration of computing issues and challenges at a professional level.	This will be taught in the 1st year modules, 2nd and final year projects. (Systems Analysis & Entrepreneurship pathways)
C2	Perform market and user group research relating to the viability of a computing based product or service	Creative and Social Enterprises and the final year project in Business Computing. (Systems Analysis & Entrepreneurship pathways)
C3	research and generate a business case for a software product	the final year project in Business Computing. (Systems Analysis & Entrepreneurship pathways)
C4	Apply specific technologies, methods and tools to the analysis, design and implementation of substantial computing software systems in relation to a business proposition	This will be taught across the curriculum and in particular in the final project.
C5	Execute a significant piece of computing work, under supervision of an expert.	Final project module

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Be able to reflect on and critically evaluate their work	<p>Students will be required to maintain a web page on which they will engage in reflective discussion of their work.</p> <p>The 3rd year optional taught modules and the compulsory specialist modules</p> <p>Business in the Digital Economy</p> <p>Social responsibilities of Management</p> <p>Final Business computing Project</p> <p>(Systems Analysis & Entrepreneurship pathways)</p>
D2	Be able to present themselves and their work orally and in writing to a professional level.	<p>This will be taught in throughout the curriculum culminating in the final year project</p> <p>The 3rd year optional taught modules and the compulsory specialist modules</p> <p>Business in the Digital Economy</p> <p>Social responsibilities of Management</p> <p>Final Business computing Project</p> <p>(Systems Analysis & Entrepreneurship pathways)</p>

The above learning outcomes are in concurrence with typical learning outcomes for Computing degrees as identified by the QAA subject benchmark.

How you will learn

The Department of Computing is committed to a diverse and stimulating range of learning and teaching methods that ensure the programme outcomes are addressed rigorously and effectively. Learning emphasises a close synthesis between theoretical understanding and practical application that helps you develop an advanced, critical approach to the subject of computing. In addition, the College's Gold Award scheme and personal tutoring system are opportunities to develop coherent links between seemingly disparate elements in the programme.

The various modules of the programme provide a diverse range of topics across the scope of computing but are designed to form a coherent and cumulative body of knowledge and skills. These are further developed through your independent research and learning activities directed towards module assignments and the large-scale project component. The department is committed to providing a diverse and innovative range of teaching styles across its degree programmes. These include traditional lecture and laboratory sessions but also a range of more interactive and self-directed activities focusing on independent, creative work and self-presentation. The nature of the learning activities will vary greatly between different modules, but includes programming, building hardware devices, software design, project planning, group activity and creative work. In addition students will be expected to engage in considerable independent reading and practical work for all modules culminating in the final year project. This independent work will be supported by library resources, access to lab space and supervision from teaching staff.

The programme provides a range of modules, which provide a network of cross-referenced and cumulative knowledge across diverse areas of computing. You achieve the outcomes relevant to your individual pathway that combines compulsory and optional modules, through the experience of interconnected teaching and learning strategies across the various elements of the programme. All modules provide a weekly lecture-lab or other session, which reinforces preparatory or follow-up reading, and other related learning activities in both group and individual settings to foster new understandings and skills.

How you will be assessed

The Department recognises that high quality assessment is a vital part of learning, particular when used formatively, and providing valuable feedback for future learning. Our assessment is designed to reflect "real world" skills and activity in order to give our students a strong preparation for the work place.

No single method of assessment can capture all aspects of computing or the full range of skills required by our graduates. For this reason we are committed to providing many

diverse styles of assessment and to the development and use of novel forms of assessment. Our methods of assessment are designed to reflect business relevant activities and to encourage independent, creative work. As well as traditional examinations, our assessment includes many different types of “hands on” practical work including software development, business planning and group work. Students will be required to present their work in a number of different ways that reflect the contemporary work place, including traditional reports but also oral presentations and extensive use of the web for self-presentation. Above all we encourage our students to be independent and creative thinkers and include considerable opportunities for open ended assessments that allow students to develop their own ideas.

Feedback is vital to effective continuing learning, the true value of assessment is that it shows students how to improve their work and learn more effectively in future. For this reason we are committed to providing timely and full feedback on all assessed assignments.

Throughout the degree programme assessment will happen in individual modules, each having assignments, each including some of the many diverse styles of assessment listed above, as well as end of year exams for some modules. As well as these small assignments, students will have a major project in their final year. This is a large scale piece of work which should integrate what students have learned throughout the programme. It provides students with an opportunity to independently tackle a large project that reflects real world software development. There are many different types of project, but all including the implementation of a substantial software system and a written report.

Assessments are expected to make up roughly half of the workload of a taught module. A 15 credit module corresponds to 150 hours of work. Roughly 80 hours of this should be taken up with assessed coursework and examinations (including revision). The remainder is made up of 40 hours of contact time and a further 30 hours of private study.

Below is a list of the major types of assessment used in the department. Individual modules may vary slightly Practical Coursework.

Most of our modules will include an element of practical coursework that includes programming or otherwise creating a software system based on the material presented in the module. You will work independently, with an opportunity to ask for help in lab sessions. You will submit the finished software together with a written report or other type of documentation (oral presentation, web site, in code comments etc.). The assessment of coursework may also involve an oral examination, typically of a random selection of student or where there is suspicion of plagiarism. A 15 credit module will typically have 1 coursework and a 30 credit module will have 2.

There are five main types of coursework that we set, though individual modules may differ slightly.

Practical Coursework (worth up to 40% of a 15 credit module). This will involve answering a number of specific questions that involve either creating software or hardware from scratch or editing existing software. It will typically include a report or equivalent documentation and require about 30 hours of work.

Extended Practical Coursework (worth between 40% and 80% of a 15 credit module). This will involve answering a number of specific questions that involve either creating software or hardware from scratch or editing existing software. The work involved will be more substantial than a normal coursework and will also include scope for extending that software in ways that you choose. It will typically include a report or equivalent documentation and require about 50 hours of work.

Mini-project (worth between 80% and 100% of a 15 credit module). This will involve creating a substantial software system either partially or completely of your own design. It may also involve some formative working similar to a practical coursework. It will typically include a report or equivalent documentation and require about 80 hours of work.

Group project. This will involve creating a substantial software system or other piece of substantial work in collaboration with a group of other students. The group will submit the completed software, and each individual will write a report discussing their own contribution to the software and the working of the group. Your mark will be based on the success of the project as a whole and also your contribution to it. It will typically require about 80 hours of work.

Examined Coursework (worth 100% of a 15 credit module). Some of our modules will involve a number of practical coursework assessments or extended practical coursework assessments that are either partially or completely assessed by a written examination. This examination will consist of questions relating specifically to the coursework. In general a single mark will be given based on performance in the examination and submitted coursework.

Written Coursework

Coursework may also take the form of a written essay. This will involve applying the ideas presented in the module and doing independent research or problem solving. There are four types of written coursework that we may set.

Written Problem Sheet (worth up to 40% of a 15 credit module). This will involve written answer to a set of clearly defined mathematical or technical questions. They will typically require about 30 hours of work.

Essay (worth up to 40% of a 15 credit module). This will involve writing in answer to a question about a clearly defined topic. It will typically require about 30 hours of work.

Extended Essay (worth between 40% and 80% of a 15 credit module). This will involve writing in answer to a question about a clearly defined topic, but with more scope for independent research and choice of topic. It will typically require about 50 hours of work.

Mini-dissertation (worth between 80% and 100% of a 15 credit module). This will involve extensive independent research on a topic that is at least partially defined by you, within the scope of the module. It will typically require about 80 hours of work.

Examinations

The purpose of examinations is to test your understanding and work under timed, controlled conditions. Examinations will consist of a number of questions that you will have to answer in a limited time. They will be held in an examination hall in silence. A typical exam for a 15 credit (1 term) module will be 1 hour 30 minutes long and consist of 3 questions with no choice, for a 30 credit (2 term) module it will be 3 hours and consist of 6 questions with no choice. Individual modules may have different examination arrangements. Typically you will not be allowed, notes, books or any internet access, though individual exams may allow access to certain books or web sites. There are four major types of examination used in the department:

Written Examinations. These examinations consist of a number of questions to be answered in writing. Typically this will be hand written on exam scripts provided.

Practical Examinations. These examinations will consist of a number of practical questions whose answers require programming or otherwise creative software systems. These examinations will be held in a computer laboratory with no internet access. **Mixed Written/Practical Examinations.** These examinations will consist of both written and practical questions. These examinations will be held in a computer laboratory with no internet access.

Coursework Examinations. These are written examinations where the questions are specifically about practical coursework that you will have done during the module (see above).

These methods of assessments are in concurrence with the QAA subject benchmarking statement.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Represents an exceptional achievement beyond the standard requirements of a first class degree. Students' work should demonstrate considerable creative thought and be based on a critical evaluation of prior work. Work is likely to achieve some outcomes that would be expected at a higher level degree
70-79%	1st: First (Excellent)	Demonstration of a thorough grasp of relevant concepts, methodology and content appropriate to the subject discipline; indication of originality in application of ideas, in synthesis of material or in implementation; insight reflects depth and confidence of understanding of the material. Students should be able to design and create computer systems that demonstrate considerable independent thought and are based on independent learning of prior work and existing technologies. Students should be able to critically evaluate their own work.
60-69%	2.1: Upper Second (Very good)	Demonstration of a sound level of understanding based on a competent grasp of relevant concepts, methodology and content; display of skill in interpreting complex material; organisation of material at a high level of competence. Students should be able to demonstrate the ability to independently design, implement and evaluate a high quality and complex computer systems using knowledge from across the programme.
50-59%	2.2: Lower Second (Good)	prior knowledge and material taught within the programme
40-49%	3rd: Third (Pass)	Represents the overall achievement of the appropriate learning outcomes to a threshold level (honours). Demonstration of a limited level of understanding of relevant concepts, methodology and content; clear if limited attempt to tackle problems; display of some skill in organisation of material. Students should demonstrate creation of a basic, complete and working computing system/ programme.

Mark	Descriptor	Specific Marking Criteria
25-39%	Fail	Represents an overall failure to achieve the appropriate learning outcomes.
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes (shall be deemed a valid attempt and not necessarily required to be re- sat).
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module must be re-sat).
0%	Non submission or plagiarised	Work was not submitted or it was plagiarised

These methods of assessments are in concurrence with the QAA subject benchmarking statement.

Mode of study

On Campus

Programme structure

An undergraduate honours degree is made up of 360 credits – 120 at Level 4, 120 at Level 5 and 120 at Level 6. If you're a full- time student, you will usually take Level 4 modules in the first year, Level 5 in the second, and Level 6 modules in your final year.

A standard module is worth 30 credits. Some programmes also contain 15-credit half modules or can be made up of higher-value parts, such as a dissertation or Major Project.

Level 4

First year modules get you developing real world solutions from the very beginning. You will learn technical programming and web development skills while at the same time working in teams to develop complete software products with a focus on business.

You will develop web and mobile apps that fulfil the needs of your target market, ranging from a website for a local business to an iPhone app advertising a fantasy virtual band. You will be encouraged to work independently and think creatively about your target market and how to design software for them.

In the second term, you will undertake the Business Enterprise in the Digital Era module that focuses both on business and technical aspects of Business Computing by analysing the technologies used, and business theories applied, by successful businesses across the world.

You will also have the option to choose one of the two pathways. The entrepreneurship pathway will enable you to study entrepreneurship from the point of view of the entrepreneur and business. You will gain a deeper understanding of how entrepreneurial thinking has improved industry and ways in which it has developed.

First-year students taking the Systems Analysis pathway will gain a deeper understanding of strategic management issues, how organisations can be understood as systems and how their processes can be re-engineered to prove efficiency and effectiveness.

Level 5

Modules in the second year deepen your technical abilities with modules on advanced programming, mobile development and databases, but also introduce you to practical and theoretical entrepreneurship skills. You will deepen your real world development skills with a large scale project developed as a team in an environment that mirrors industry practices, and learn about business models and planning.

In the second year students studying the Entrepreneurship pathway will be taught entrepreneurial behaviour, organisational behaviour business modelling and planning and how to market digital ventures.

Students taking the Systems Analysis pathway will be sought information security network infrastructures as well as the important aspects of both entrepreneurial and organisational behaviour.

Degree pathways include an optional placement year between the second and final year of study (subject to eligibility). Although we encourage you to take the opportunity of a placement year, you can also complete your degree in a straight three years.

Level 6

In the final year of study all students will be all required to undertake a module in social responsibility of management and understanding business in the digital economy. These modules will provide students with all the professionalism necessary to gain good careers within the digital economy. Students will also study case studies relevant to their pathway so that they understand how businesses today operate and have become successful.

Your final year will prepare you for a major project, in which you apply your technological and business skills to solve real-world problems in innovative and practical ways. You will learn project management together with specialist computing topics from a range of optional courses. You will then undertake your final major project in which you will develop a business plan for a software or hardware product and then go on to implement that product.

If you opt for an industrial placement year, your placement tutor will assess your work. If you complete the placement year successfully, you earn the endorsement 'with work experience' on your degree certificate.

Students will decide their options in consultation with the programme leader.

BSc Business Computing and Entrepreneurship – full-time

BSc Business Computing and Systems Analysis – full-time

Full-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Identity Agency and Environment 1	CC51001A	15	4	Compulsory	1
Introduction to Programming	IS51031B	15	4	Compulsory	1
UI & UX Design	IS51019B	15	4	Compulsory	1
Understanding Entrepreneurship	IM51008A	15	4	Compulsory (Entrepreneurship pathway)	1
Strategic Management	IM51006E	15	4	Compulsory (Systems Analysis pathway)	1
Identity Agency and Environment 2	CC51002A	15	4	Compulsory	2
Business Computing Project 1	IS51036A	15	4	Compulsory	2
Business Enterprise in the Digital Era	IS51010C	15	4	Compulsory	2

Module Name	Module Code	Credits	Level	Module Type	Term
Introduction to Statistics for Business	IS51033A	15	4	Compulsory	2

BSc Business Computing and Entrepreneurship – full-time

BSc Business Computing and Systems Analysis – full-time

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
The Goldsmiths Elective (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1
Dynamic Web Apps	IS52027E	15	5	Compulsory	1
Entrepreneurial Behaviour	IM52012A	15	5	Compulsory (Entrepreneurship pathway)	1
Organisational Behaviour	IM52002A	15	5	Compulsory (Systems Analysis pathway)	1
Systems Analysis & Design	TBC	15	5	Compulsory	1
Computing Project 2	IS52018F	15	5	Compulsory	2
Business Modelling & Planning	IS52057A			Compulsory (Entrepreneurship pathway)	2
Marketing Management	IM51015A	15	5	Compulsory (Entrepreneurship pathway)	2
Information Security	IS52041A	15	5	Compulsory (Systems Analysis pathway)	2
Networks and Operating Systems	TBC	15	5	Compulsory	2

Module Name	Module Code	Credits	Level	Module Type	Term
				(Systems Analysis pathway)	
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

BSc Business Computing and Entrepreneurship with Work Experience – full-time

BSc Business Computing and Systems Analysis with Work Experience – full-time

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Work Placement	IS53031A	0	6	Compulsory	1-3

Academic year of study 3 for BSc Business Computing and Entrepreneurship (and 4 for BSc Business Computing and Entrepreneurship with Work Experience)

Academic year of study 3 for BSc Business Computing and Systems Analysis (and 4 for BSc Business Computing and Systems Analysis with Work Experience)

Module Name	Module Code	Credits	Level	Module Type	Term
Final Project	IS53046B	60	6	Compulsory	1,2,3
Case studies in entrepreneurship	TBC	15	6	Compulsory (Entrepreneurship pathway)	1
Case studies in systems analysis	TBC	15	6	Compulsory (Systems Analysis pathway)	1
Business in the Digital Economy	TBC	15	6	Compulsory	1
Free Elective (Modules to the value of 15 credits from a list of third year modules)	Various	15	6	Compulsory	1

Module Name	Module Code	Credits	Level	Module Type	Term
Social responsibilities of Management	IM53040A	15	6	Compulsory	2
Free Elective (Modules to the value of 15 credits from a list of third year modules)	Various	15	6	Compulsory	2

Part-time mode

BSc Business Computing and Entrepreneurship – part-time

BSc Business Computing and Systems Analysis – part-time

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Identity Agency and Environment 1	CC51001A	15	4	Compulsory	1
Introduction to Programming	IS51031B	15	4	Compulsory	1
UI & UX Design	IS51019B	15	4	Compulsory	1
Understanding Entrepreneurship	IM51008A	15	4	Compulsory (Entrepreneurship pathway)	1
Strategic Management	IM51006E	15	4	Compulsory (Systems Analysis pathway)	1

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Identity Agency and Environment 2	CC51002A	15	4	Compulsory	2
Business Computing Project 1	IS51036A	15	4	Compulsory	2
Business Enterprise in the Digital Era	IS51010C	15	4	Compulsory	2

Introduction to Statistics for Business	IS51033A	15	4	Compulsory	2
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Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
The Goldsmiths Elective (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1
Dynamic Web Apps	IS52027E	15	5	Compulsory	1
Entrepreneurial Behaviour	IM52012A	15	5	Compulsory (Entrepreneurship pathway)	1
Organisational Behaviour	IM52002A	15	5	Compulsory (Systems Analysis pathway)	1
Systems Analysis & Design	TBC	15	5	Compulsory	1

Academic year of study 4

Module Name	Module Code	Credits	Level	Module Type	Term
Computing Project 2	IS52018F	15	5	Compulsory	2
Business Modelling & Planning	IS52057A	15		Compulsory (Entrepreneurship pathway)	2
Marketing Management	IM51015A	15	5	Compulsory (Entrepreneurship pathway)	2
Information Security	IS52041A	15	5	Compulsory (Systems Analysis pathway)	2
Networks and Operating Systems	TBC	15	5	Compulsory (Systems Analysis pathway)	2
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

Module Name	Module Code	Credits	Level	Module Type	Term

Academic year of study 5 for BSc Business Computing and Entrepreneurship with Work Experience – part time

Academic year of study 5 for BSc Business Computing and Systems Analysis with Work Experience – part time

Module Title	Module Code	Credits	Level	Module Status	Term
Work Placement	IS53031A	0	6	Compulsory	1-3

Academic year of study 5 for BSc Business Computing and Entrepreneurship part-time (and 6 for BSc Business Computing and Entrepreneurship with Work Experience – part time)

Academic year of study 5 for BSc Business Computing and Systems Analysis part-time (and 6 for BSc Business Computing and Systems Analysis with Work Experience – part time)

Module Name	Module Code	Credits	Level	Module Type	Term
Final Project	IS53046B	60	6	Compulsory	1,2,3
Case studies in entrepreneurship	TBC	15	6	Compulsory (Entrepreneurship pathway)	1
Case studies in systems analysis	TBC	15	6	Compulsory (Systems Analysis pathway)	1
Business in the Digital Economy	TBC	15	6	Compulsory	1
Free Elective (Modules to the value of 15 credits from a list of third year modules)	Various	15	6	Compulsory	1

Academic year of study 6 for BSc Business Computing and Entrepreneurship part-time (and 7 for BSc Business Computing and Entrepreneurship with Work Experience – part time)

Academic year of study 6 for BSc Business Computing and Systems Analysis part-time (and 7 for BSc Business Computing and Systems Analysis with Work Experience – part time)

Module Name	Module Code	Credits	Level	Module Type	Term
Final Project	IS53046B	60	6	Compulsory	1,2,3
Social Responsibilities of Management	IM53040A	15	6	Compulsory	2
Free Elective (Modules to the value of 15 credits from a list of third year modules)	Various	15	6	Compulsory	2

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/

programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Placement opportunities

Employability and potential career opportunities

Graduates from this programme are expected to work in a great variety of areas, including management consultancy, information technology, creative industries, electronic commerce, banking, and general management. Many will also go on to study at postgraduate level research. Employers increasingly demand that new recruits are able to add immediate value to their organisation. Because this programme offers the option of an industrial placement

year, students can demonstrate that they have already achieved a certain level of professional competence and maturity, which could help you stand out in the job market.

Programme-specific requirements

Not applicable

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Not applicable