Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 15/01/2026 **Last amended:** Click or tap to enter a date. **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

1. Programme title(s) and code(s):

BSc Business Computing

BSc Business Computing with Year Abroad ^

BSc Business Computing with a Year in Industry ^

HE Diploma in Business Computing *

HE Certificate in Business Computing *

Notes

^ Students may only enter this programme by approved transfer at the end of Year 1

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) HECOS Code

HECOS Code	%
100079	50%
100366	50%

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BSc Business Computing

The normal period of registration is 3 years

The maximum period of registration 5 years

BSc Business Computing with Year Abroad, BSc Business Computing with a Year in Industry

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

ABB. All subjects accepted. International Baccalaureate: Pass Diploma with 30 points/GCSE Mathematics and GCSE English Language at grade 4/C. BTEC National Extended Diploma: DDM in Business or Computing-related subjects.

6. Accreditation of Prior Learning

N/A

7. Programme aims

On successful completion of the module, students should be able to:

1. Demonstrate a systematic and critical understanding of key theories, concepts, and practices in business and computing, informed by current research and global technological trends.
2. Apply integrated business and computing knowledge to analyse complex organisational problems and develop effective, technically sound solutions.
3. Analyse organisational needs and design, implement, and evaluate digital systems that enable innovation and support organisational transformation.
4. Using appropriate research methods to interpret data, generate insights, and support data-driven decision-making.
5. Compare and contrast principles, frameworks, and methodologies in business computing, demonstrating an understanding of how diverse perspectives influence their interpretation and application.
6. Critically evaluate the ethical, legal, societal, and environmental implications of digital technologies, demonstrating responsible management and awareness of global sustainability standards
7. Communicate business and technical information clearly and effectively in written, oral, and digital formats appropriate to diverse audiences.
8. Work effectively and professionally within multidisciplinary teams, demonstrating collaboration, leadership potential, and self-confidence in digital work environments.
9. Demonstrate independence, adaptability, and reflective practice to support continuous personal and professional development in dynamic business and computing contexts.

In addition, for the 'with a Year abroad' variants

- The 'Year Abroad' variant of this programme is offered in accordance with the University's standard specification for the experiential year abroad variant.

In addition, for the 'with Industry' variants

- The 'Year in industry' variant of this programme is offered in accordance with the University's standard specification for year in industry programme variants.
- To provide experience of applications of professional and discipline-specific skills in Industry and to reinforce knowledge through its use in different environments.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy

- University Assessment Strategy [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s). To ensure students meet the programme specific learning outcomes, the following competencies are mapped to the programme learning outcomes as described in 7.

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate a systematic understanding of core concepts, theories, and practices across business and computing disciplines.	Lectures, seminars, workshops	Guided reading, problem-based learning, applied case studies	Critical essays, case study analysis, marketing plans, reports, projects.
Students should be able to: Apply key business and computing frameworks to analyse organisational and technological contexts.	Lectures, seminars, workshops	Guided reading, problem-based learning, applied case studies	Analytics reports. Dissertation/project

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate breadth of understanding across major areas of business (e.g. marketing, strategy,	Lectures, seminars, workshops	Interdisciplinary projects, seminars	Critical essays, case study analysis, marketing plans, online exams, project reports.

entrepreneurship) and computing (e.g. programming, AI, databases)			
Students should be able to: Recognise interconnections between business decisions and technological developments in global markets.	Lectures, case discussions	Group debates, case analysis	Analytics reports. Dissertation/project

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Identify, interpret, and evaluate primary and secondary academic and professional sources in business and computing.	Research skills sessions, workshops	Literature search, data search and analysis	Critical essays, case study analysis, marketing plans, online exams, project reports.
Students should be able to: Apply critical judgment to contemporary case studies, academic research, and industry reports.	Seminars, case discussions	Critical reading, critical writing	Critical essays, online exams, case study analysis, marketing plans, presentations, group-work, group contract negotiation, and policy paper.

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Research-led seminars	Data retrieval exercises, coding	Analytical reports, data projects

Select and critically analyse data, literature, and digital sources relevant to business and computing problems.			

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically evaluate arguments, assumptions, and data in business and computing contexts.	Seminars, tutorials	Critical discussions, problem-solving workshops	Essays, presentations, reports
Students should be able to: Apply logical and creative thinking to develop innovative and evidence-based solutions.	Workshops	Project proposal development	Dissertation/research project

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Construct and present coherent, evidence-based arguments in oral, written, and digital formats.	Lectures, seminars	Report writing, presentations	Essays, oral presentations, digital portfolio

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Dissertation supervision, research lectures and workshops	Independent study, data collection	Dissertation/research project

Conduct independent research integrating business and computing methodologies.			
Students should be able to: Demonstrate initiative in identifying research questions and selecting suitable analytical approaches.	Workshops	Research design exercises	Dissertation/research project

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Develop competence in programming, database management, and data analytics tools.	Workshop, practical sessions	Programming and data analytics exercises	Technical portfolio, data analytics report, project reports
Students should be able to: Apply computing tools to support business analysis, decision-making, and innovation.	Workshops, case-based learning	Programming and data analytics exercises	Coursework, business analysis report

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Manage independent learning effectively, demonstrating initiative and responsibility.	Self-directed study, reflective seminars	Completion of independent study tasks, Blackboard activities, preparation for presentations and written assignments, and	Oral presentations, reflective essays, and independent research (dissertation/project)

		engagement with feedback for continuous improvement.	

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate research findings effectively using appropriate academic and professional conventions.	Seminars, exercises (including computer-based), group work, directed reading, independent study and assessment feedback: formative and summative	Independent reading, workshops (literature review, analysis software training) and individual supervision.	Dissertation/project
Students should be able to: Demonstrate the ability to use appropriate language in a written format in a manner appropriate for academic audiences. (iv, v)	Seminars, exercises (including computer-based), group work, directed reading, independent study and assessment feedback: formative and summative	Workshops, computer based exercises, independent training on software, skills training on blackboard and tutorials	Essays reports, group presentations (formative and summative), marketing plans, case study analysis and dissertation research/project

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate communication skills by effectively conveying ideas, arguments, and solutions through verbal, written, and digital formats,	Seminars, group problem-solving exercises, group presentations and assessments (formative and summative)	Group discussions, self-directed group work, presentation rehearsals and tutorials	Group presentations (formative and summative), group video coursework, Individual video coursework and case study analysis.

tailored to diverse audiences and professional contexts.			

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply quantitative and statistical methods to analyse data for business and computing applications	Quantitative methods lectures, computing labs	Spreadsheet modelling, data analysis tasks	Data report, quantitative analysis

iii) Self-reflection

Intended Learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically reflect on their own learning and performance, identifying strengths and areas for improvement.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and assessment feedback: formative and summative	Group discussions, tutorials, independent reading, workshops (literature review, analysis software training) and individual supervision.	Dissertation/project

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply problem-solving frameworks to technology and business challenges in a structured and creative way.	Case method, scenario analysis	Brain-storming, group tasks	Problem-based assignments, presentations, programming exercises, project reports

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Prioritise tasks, meet deadlines, and manage projects effectively in academic and workplace settings.	Time management worshops, assignment-based learning	Group work, guidance in assessment preparation, assessment literacy skills session	Individual and group assignments

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Collaborate effectively with diverse peers in team-based environments.	Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks	Group projects, peer evaluation	Group presentations, teamwork reflection

Year Abroad

In addition, for the 'with a Year abroad' variants the additional programme outcomes apply

Year in Industry

In addition, for the Year in Industry' variants the additional programme outcomes apply

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

a) Course transfers

NA

b) Year abroad

For the Year Abroad variant (for experiential Year Abroad only) the additional progression points apply

c) Year in Industry

For the Year in Industry variant, the additional progression points apply

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

For the Year Abroad variant (for experiential Year Abroad only) the additional Special Features apply

For the Year in Industry variant. The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'year in industry' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete your programme.

To understand the special features for year in industry undergraduate programme variants, this programme specification should be read in conjunction with the programme specification content which can be found here. This outlines details including programme aims, support, progression and duration.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	The BSc Business Computing programme is research-informed throughout, drawing directly on the disciplinary and interdisciplinary research expertise of academic staff across business, management, computing, and digital innovation. The curriculum integrates current research findings, methodological approaches, and industry-engaged inquiry to ensure that students develop both theoretical insight and applied capability in addressing contemporary organisational and technological challenges.
Research-based Framed enquiry for exploring existing knowledge.	Students are introduced to the principles and practices of research as a process of framed enquiry. Through core modules in business analytics, digital strategy, and information systems, they explore and interrogate existing knowledge drawn from current academic research, industry reports, and emerging technologies. Research-led lectures and seminars expose students to the latest debates in areas such as managing strategy, technology, knowledge and innovation in organisations, artificial intelligence ethics, data-driven decision-making, digital entrepreneurship, and user experience design.
Research-oriented Students critique published research content and process.	Students engage critically with published research and professional literature to evaluate theoretical perspectives, methodologies, and empirical findings. Through structured assignments and seminars, they learn to assess the quality, relevance, and limitations of different research designs and data sources. This approach cultivates information literacy, analytical rigour, and the ability to connect scholarly research to practical business and computing contexts.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Students progressively experience the research process first-hand. From Level 4, enquiry-based projects introduce methods of data collection, coding, and analysis. Students design and conduct independent or group research, applying quantitative and qualitative techniques to real-world business and computing problems. The final-year dissertation or project provides an opportunity to build new knowledge demonstrating students' capacity for independent inquiry

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Students on this programme benefit from an active and collaborative research culture spanning the School of Business and the School of Computing. Weekly research seminars, workshops, and guest lectures expose students to staff-led research on managing strategy, technology, knowledge and innovation in organisations, digital innovation, artificial intelligence, data analytics, and organisational transformation. Many modules draw directly on academic publications authored by university researchers, ensuring teaching reflects current debates and discoveries. Students are encouraged to participate in research-focused societies, hackathons, and co-curricular projects organised through digital innovation and data research centres. Final-year projects and dissertations further connect students with staff research themes, enabling them to experience how new knowledge in business and computing is created and applied.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

Teaching on the BSc Business Computing programme is research-informed in both content and delivery. Staff are encouraged to engage with pedagogical research and reflect on innovative teaching approaches, for example, through the School of Business's Academy for Learning and Teaching. Workshops, peer discussions, and seminars focus on inclusive assessment, digital pedagogy, and interdisciplinary learning, ensuring students benefit from evidence-based methods.

Additionally, many staff actively contribute to research in areas such as digital transformation, AI applications, and data-driven business strategy. Insights from this research are incorporated into teaching, providing students with exposure to current debates and practical applications. Both the School of Business and School of Computing also host events, including teaching development sessions and research clusters, where staff share best practice and explore new approaches to learning. Together, these initiatives foster a reflective, research-active culture that enriches both curriculum design and student learning experiences.

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

12b. Work-related learning

The workload of all students on this programme includes the opportunity to engage with *at least* 100 hours of employer informed, work-related learning activity. Further information regarding work-related learning is available online.

13. Indications of programme quality

External Examiner Reports

Final Destination careers statistics

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BSc Business Computing, including with a Year Abroad and with a Year in industry

Level 4/Year 1 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MK1002	Principles of Marketing	15 credits
Semester 1	MN1031	Personal and Professional Development	15 credits
Semester 1	CO1102	Programming Fundamentals	15 credits
Semester 1	CO1101	Computing Fundamentals	15 credits
Semester 2	MN1024	Data Insights for Business Decisions	15 credits
Semester 2	MK1030	Consumers, Brands and Digital Marketing	15 credits

Delivery period	Code	Title	Credits
Semester 2	CO1106	Software Lifecycle and Quality	15 credits
Semester 2	CO1107	Algorithms, Data Structures and Advanced Programming	15 credits

Notes
N/A

Level 5/Year 2 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MK2108	Strategy	15 credits
Semester 1	MK2166	Entrepreneurship	15 credits
Semester 1	CO2102	Databases and Domain Modelling	15 credits
Semester 1	CO2115	Information Security Fundamentals	15 credits
Semester 2	MK2026	Applied Marketing Research and Insight	15 credits
Semester 2	MK2110	Operations Management	15 credits
Semester 2	CO2114	Foundations of Artificial Intelligence	15 credits
Semester 2	CO2104	User Interface Design and Evaluation	15 credits

Notes
N/A

Level 6/Year 3 2028/29

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	45 credits	45 credits
Optional	30 credits	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MK3133	The Management and Shaping of Innovation	15 credits
Semester 1	CO3101	Computers, Society & professionalism	15 credits
Semester 1	CO3223	Interaction Design and User Experience	15 credits
Semester 2	MK3110	Managing Knowledge in Organisations	15 credits
Semester 2	MN3169	Emerging Technologies and Changing workplace	15 credits
Semester 2	CO3225	Data-Driven Intelligent Service Design	15 credits

Notes
NA

Option modules

Delivery period	Code	Title	Credits
Year long	CO3205	Entrepreneurial Project	30 credits
Year long	MK3xxx	Dissertation	30 credits

Notes

For Year long, pick one of the two modules, either CO3205 OR MK3xxx

Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery)

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Appendix 3 Research-inspired Education: Module Mapping Matrix

Please refer to the Research-inspired Education guidance when completing the sections below. ***This is an internally-facing document which will not be shared directly with prospective or future students.***

Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core[1]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.	MK1030	Core	Guest speakers are invited from the industry and they share their case studies from their work experience
	MK2108	Core	Academic staff incorporate their research into the teaching and reading lists especially on topics like business environment analysis and marketing strategy planning
	CO1101	Core	Students learn to explain and discuss an overview of modern Computer Science and Software Engineering
	CO2114	Core	This module is informed by our long history or research into Artificial Intelligence

RiE Quadrant	Module code and name	Core[2]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.	MK1002	Core	Academic staff incorporate models, frameworks and theories from various books and journals. The assessment requires them to business environment analysis (SWOT, PESTLE)
	MK2108	Core	The module uses strategic frameworks and models from existing published works. In the assessment the students are required to analyse the strategic environment of a company through the learned models.
	CO1107 CO2115	Core	Students work in computer labs, where they are encouraged to work with their neighbours, to solve problems that require implementing and putting in practice the programming skills that were introduced during the lectures.

	CO3025 OR MK3xxx	Option, one must be selected	The students are required to do an independent research project or dissertation, conduct a literature review of existing research, develop research questions and objectives, collect and analyse data to address research aims.

RiE Quadrant	Module code and name	Core[3]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.	MK1030		In the individual assessment students are required to critically reflect on the digital marketing practices and theory.
	CO2104	Core	Students review research papers related to the module topic
	CO3101	Core	Students research, discuss, and analyse social, legal and ethical issues in the realm of Informatics; such as privacy and security, the inequality that can arise, and the impacts on society.
	CO3025 OR MK3xxx	Option, one must be selected	The students are required to develop research questions and objectives based on literature review and critiquing existing literature in the chosen research area.

RiE Quadrant	Module code and name	Core[4]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-apprenticed Experiencing the research process and methods; building new knowledge.	MK3xxx	Option, either this or CO3205	Students are required to generate an analysis of both qualitative and quantitative data sets. They are also expected to develop hypotheses/research questions based on literature review. Post analysis, they are required to provide implications of the research to theory and practice
	CO3205	Option, either this or MK3xxx	Students inform their project work with significant quantitative, qualitative a desk-based research to ensure their work builds upon a firm knowledge-base and good practices. Students are required to describe their work within the context of others' research.

Sub-section ii: Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. *Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.*

Students are invited to attend the research seminars and workshops across all subject areas of the School of Business and School of Computing, however few take up this opportunity nor do many see a direct link between their studies, the external environment and the research being undertaken by the Schools. Better communication is needed to ensure that students are aware of the integration of their studies with the wider research community in Leicester.