BSc (Hons) Business Computing and Entrepreneurship; BSc (Hons) Business Computing and Entrepreneurship 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 (Entrepreneurship)
BSc (Hons) Business Computing (Entrepreneurship) with Work Experience
Total credit value for programme: 360 / 480 (with Work Experience)
Name of Interim Exit Award(s):
Certificate of Higher Education in Business Computing (Entrepreneurship)
Diploma of Higher Education in Business Computing (Entrepreneurship)
Duration of Programme: 3 -4 years full-time or 3-6 years part-time
3 years full-time (BSc Business Computing (Entrepreneurship))
6 years part-time (BSc Business Computing (Entrepreneurship))
4 years full-time (BSc Business Computing (Entrepreneurship) with Work Experience)
7 years part-time (BSc Business Computing (Entrepreneurship) 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 of Management Studies (IMS)

Goldsmiths
UNIVERSITY OF LONDON

Programme overview

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

Through a mixture of theory and real-world practice experience, you 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. You 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 you 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.

You will be taught the complete business systems development life cycle from design thinking and product development though to business creation and commercialisation. You 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 you graduate, you will be working on both small and large projects. Therefore each year you will study a project-based module focused on building a real world software solution in a team. In your final year you will carry out an individual project and will have opportunity to showcase your projects at the annual degree show.

Throughout the course you 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, you 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.

This programme enables you to gain a deep understanding of digital business with a strong emphasis on managing entrepreneurship and innovation. You will study the exceptional challenges associated with innovations that can trigger massive changes in what is possible within a business. You will explore how both new and established organisations can

respond to the opportunities and threats associated with disruptive innovation. You 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. You will consider the economics of digital business and the characteristics of innovative businesses that succeed in a turbulent environment.

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 and Entrepreneurship** 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	Demonstrate knowledge of a programming language and its features and the role of businesses in the digital era	Introduction to Programming Designing Digital Interaction Business Enterprise In the Digital Era
A2	Demonstrate understanding of digital computing and the role entrepreneurs play in inventing and designing new digital businesses and organisations.	Understanding Entrepreneurship Computing Project 1

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply the skills of computational Problem solving	Intro to Programming Designing Digital Interaction
B2	Define the nature, scope and deployment of a wide variety of business computing systems.	Business Enterprise in the Digital Era Computing Project 1
B3	Identify the role of Information technology when deployed for business computing and apply to the security, legal and ethical issues that may arise when deploying business Computing systems	Business Enterprise in the Digital Era Computing Project 1

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Evaluate the appropriateness of programme computer software	Intro to Programming Designing Digital Interaction
C2	Demonstrate 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	Effectively communicate verbally and in writing.	Assessment throughout the programme will include considerable written and oral presentation.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Apply core numeracy, literacy and IT skills	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	Analyse and summarise business information and formulate a software-based solution	Business Enterprise in the Digital Era Computing Project 1

The **Diploma of Higher Education in Business Computing and Entrepreneurship** includes all learning outcomes of the Certificate of Higher Education in Business Computing and Entrepreneurship. 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 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	Demonstrate critical understanding of computing technologies across a range of topics.	Dynamic Web Apps Computing Project 2
A2	Demonstrate a critical understanding of entrepreneurial behaviour, marketing and business modelling and planning undertaken by modern companies operating in the Digital age	Consumer Behaviour Entrepreneurial Behaviour Business Modelling & Planning

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply computational thinking skills more widely in the design and implementation of computing systems.	Dynamic Web Apps Computing Project 2
B2	Critically analyse and evaluate computing systems and technologies with reference to efficiency, correctness and suitability to users' needs.	Consumer Behaviour Brand Management
B3	Deploy critical computing systems thinking skills and modelling for the design and implementation of business computing systems.	Pitching Creative Businesses Dynamic Web Apps Brand Management
B4	Effectively work in a group to propose, plan and evaluate a significant piece of computing project work.	Computing Project 2

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Initiate critical analysis and propose solutions to computing issues.	Computing Project 2
C2	Apply knowledge of technologies, methods and tools more widely to the analysis, design and implementation of computing software systems.	Pitching Creative Businesses Dynamic Web Apps
C3	Apply business computing theories and approaches to real-world scenarios.	Dynamic Web Apps Consumer Behaviour

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Crtically employ key skills and competencies in numeracy, literacy and IT.	All
D2	With support, critically reflect on and evaluate work.	Consumer Behaviour
D3	Demonstrate the skills of independence and creativity	Dynamic Web Apps
D4	Proactively and constructively work and learn in a group context	Computing Project 2
D5	Be able to present themselves and their work effectively orally and in writing	Entrepreneurial Behaviour

The **BSc (Hons) Business Computing and Entrepreneurship** 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** have the following outcomes.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Systematically demonstrate andemonstrate an understanding of key aspects of computing technologies.	Business in the Digital Economy Social responsibilities of Management Final Project

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Deploy established methods to initiate, plan and critically evaluate a significant piece of project work, under supervision of an expert.	Final Project

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.	Social Responsibilities of Management
C2	Perform market and user group research relating to the viability of a computing based product or service	Digital Venture Creation
C3	Research and generate a business case for a software product	Digital Venture Creation
C4	Critically apply specific technologies, methods and tools to the analysis, design and implementation of substantial computing software systems in relation to a business proposition	Final Project

Code	Learning outcome	Taught by the following module(s)
C5	Execute a significant piece of computing work, under supervision of an expert.	Final Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Be able to reflect on and critically evaluate their work	Social Responsibilities of Management Final Project
D2	Be able to present themselves and their work orally and in writing to a professional level.	Social Responsibilities of Management Final Project

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.

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.

Mark	Descriptor	Specific Marking Criteria
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.
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. Should you take the additional year with a work placement, this is worth an additional 120 credits.

Most of your modules will be 15-credits worth and the credit value will be higher for modules that are dissertations or Final Project.

Academic year of study 1- full time

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
Frontend Web	IS51018D	15	4	Compulsory	1
Understanding Entrepreneurship	IM51008A	15	4	Compulsory	1
Identity Agency and Environment 2	CC51002A	15	4	Compulsory	2
Computing Project 1	IS51036A	15	4	Compulsory	2
Business Enterprise in the Digital Era	IS51010C	15	4	Compulsory	2
Introduction to Statistics for Business and User Experience	IS51033B	15	4	Compulsory	2

Academic year of study 2 – full time

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
Consumer Behaviour	IM52005C	15	5	Compulsory	1
Pitching Creative Businesses	IC52257A	15	5	Compulsory	1
Computing Project 2	IS52018G	15	5	Compulsory	2
Brand Management	IM52018B	15	5	Compulsory	2
Entrepreneurial Behaviour	IM52012A	15	5	Compulsory	2
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

Academic year of study 3 – full time

Module Title	Module Code	Credits	Level	Module Status	Term
Work Placement	IS53031A	120	6	Compulsory	1-3

Academic year of study 3 (and 4 with Work Experience)

Module Name	Module Code	Credits	Level	Module Type	Term
Final Project	IS53046C	45	6	Compulsory	1,2,3
					1
Digital Venture Creation	IS53013B	15	6	Compulsory	1
Social responsibilities of Management	IM53040A	15	6	Compulsory	2
3 Optional modules to the value of 45credits from a list of third year modules	Various	45	6	Compulsory	1,2

Academic year of study 1 – part time

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
Business Enterprise in the Digital Era	IS51010C	15	4	Compulsory	2
Computing Project 1	IS51036A	15	4	Compulsory	2

Academic year of study 2 – part time

Module Name	Module Code	Credits	Level	Module Type	Term
Frontend web	IS51018D	15	4	Compulsory	1
Understanding Entrepreneurship	IM51008A	15	4	Compulsory	1
Identity Agency and Environment 2	CC51002A	15	4	Compulsory	2
Introduction to Statistics for Business	IS51033A	15	4	Compulsory	2

Academic year of study 3 – part time

Module Name	Module Code	Credits	Level	Module Type	Term
Dynamic Web Apps	IS52027E	15	5	Compulsory	1
Consumer Behaviour	IM52005A	15	5	Compulsory	1

Module Name	Module Code	Credits	Level	Module Type	Term
Brand Management	IIM52018B	15	5	Compulsory	2
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

Academic year of study 4 – part time

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
Entrepreneurial Behaviour	IC52257A	15	5	Compulsory	2
Computing Project 2	IS52018F	15	5	Compulsory	2
Pitching Creative Businesses	IC52257A	15	5	Compulsory	2

Academic year of study 5 (with Work Experience) – part time

Module Title	Module Code	Credits	Level	Module Status	Term
Work Placement	IS53031A	120	6	Compulsory	1-3

Academic year of study 5 - part-time (and 6 with Work Experience)

Module Name	Module Code	Credits	Level	Module Type	Term
Digital Venture Creation	IS53013B	15	6	Compulsory	1
Social Responsibilities of Management	IM53040A	15	6	Compulsory	2
2 optional modules (Modules from a list of third year modules)	Various	30	6	Optional	1,2

Academic year of study 6 - part-time (and 7 for with Work Experience)

Module Name	Module Code	Credits	Level	Module Type	Term
Final Project	IS53046B	45	6	Compulsory	1,2,3
Optional module (Modules to the value of 15 credits from a list of third year modules)	Various	15	6	optional	1,2

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 also have access to Senior Tutors 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