

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Cyfrifiadura ar gyfer Busnes BSc (Hons) Computing for Business
1.4	Exit awards and titles	BSc (Ord) Computing for Business Dip HE in Computing for Business Cert HE in Computing for Business
1.5	Credit requirements	Bachelor Honours degree: 360 credits in total including a minimum of 120 credits at level 6 Bachelor Ord degree: 300 credits in total including a minimum of 60 credits at level 6 Dip HE: 240 credits in total including a minimum of 120 credits at level 5 Cert HE: A minimum of 120 credits at level 4
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full-time: 3 years or 4 years with foundation year Part-time: 5 years
1.9	Location of delivery	Wrexham, Plas Coch Campus
1.10	Language of delivery	English
1.11	Faculty	Faculty of Arts, Computing and Engineering (FACE)
1.12	Subject area	Computing and Cyber
1.13	HECoS Code	100360
1.14	Suitable for applicants requiring a student visa?	Yes
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	Not yet accredited. The programme has been designed to align with the requirements of the British Computer Society (BCS) and accreditation will be sought.
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

Section 1 – regulatory details		
		The department encourages students to develop bilingual digital skills by incorporating Welsh-language datasets, tools, and resources where appropriate, offering an inclusive learning environment. We also support the development of bilingual visualisation techniques, enabling students to create digital outputs that reflect the Welsh language, should they wish to do so.
1.18	External reference points	QAA Subject Benchmark Statements (Computing (including Masters')) QAA Characteristics Statements Higher Education Credit Framework CQFW PSRB accreditation guidelines (BCS Academic Accreditation Guidelines)
1.19	Derogation to Academic Regulations	None
1.20	Foundation Year route	Yes, STEM foundation year
1.21	Placement / Work based learning	N/A – no placement
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

The BSc (Hons) Computing for Business programme is designed to provide students with a solid foundation in both computing and business-focused applications of technology. It combines technical knowledge, practical skills and professional awareness to prepare graduates for careers at the interface of computing and business innovation. The programme develops a strong understanding of programming, database systems, computer architecture and cyber security in the early stages, before progressing into specialist areas such as data visualisation, cloud computing, user experience design and mobile application development. In the final year, students focus on advanced topics including business intelligence systems, emergent technologies, cyber security threats and incident response, while undertaking a substantial independent project that integrates technical and professional skills.

The BSc (Hons) Computing for Business programme will cover:

- **Core Knowledge:** A grounding in computing fundamentals including programming, databases, computer systems, and security, combined with knowledge of business-relevant technologies.
- **Programming and Development Skills:** Proficiency in programming languages, software development techniques and secure coding practices.
- **Applied Business Computing:** Use of contemporary tools and frameworks to address business challenges through areas such as data visualisation, user experience, mobile app development, business intelligence and cloud computing.
- **Systems and Project Management:** Understanding the software and systems lifecycle, including project planning, system engineering, group collaboration and management approaches tailored to IT and business contexts.
- **Cyber Security and Governance:** Knowledge of information security, network defence, cyber security practices and incident response, with emphasis on protecting business systems.

2.1 Aims of the programme

- **Practical Experience:** Laboratory work, group projects, applied case studies and an independent final-year project to reinforce theoretical learning and develop professional competence.
- **Ethical and Professional Considerations:** Awareness of issues such as privacy, governance, intellectual property and the societal impact of technology, alongside the development of teamwork, communication and professional responsibility.
- **Adaptability and Lifelong Learning:** Encouragement of a critical and adaptable approach to emerging technologies and trends, ensuring graduates remain prepared for the fast-paced digital economy.

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
4	COM476	Information Security and Governance	20	Core	1
4	COM480	Database Systems	20	Core	1
4	COM474	Programming Fundamentals	20	Core	1&2
4	COM475	Computer Systems and Architecture	20	Core	1&2
4	COM479	Fundamentals of Machine Learning	20	Core	2
4	COM481	Network Defence	20	Core	2
5	COM578	Data Visualisation Tools and Techniques	20	Core	1
5	COM570	Cloud Distributed Architecture and Security	20	Core	1
5	COM569	System Engineering and Project Management	20	Core	1
5	COM579	Web and Mobile App Development	20	Core	2
5	COM573	User Experience Design	20	Core	2
5	COM553	Group Project	20	Core	2
6	COM667	Business Intelligent Systems	20	Core	1
6	COM668	Cyber Security	20	Core	1
6	COM659	Emergent Technologies	20	Core	2
6	COM660	Threat Detection and Incident Response	20	Core	2
6	COM646	Project	40	Core	1&2

Part-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
4	COM476	Information Security and Governance	20	Core	1	Y1
4	COM474	Programming Fundamentals	20	Core	1&2	Y1
4	COM475	Computer Systems and Architecture	20	Core	1&2	Y1
4	COM481	Network Defence	20	Core	2	Y1
4	COM480	Database Systems	20	Core	1	Y2
5	COM569	System Engineering and Project Management	20	Core	1	Y2
4	COM479	Fundamentals of Machine Learning	20	Core	2	Y2
5	COM573	User Experience Design	20	Core	2	Y2

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
5	COM578	Data Visualisation Tools and Techniques	20	Core	1	Y3
5	COM570	Cloud Distributed Architecture and Security	20	Core	1	Y3
5	COM579	Web and Mobile App Development	20	Core	2	Y3
5	COM553	Group Project	20	Core	2	Y3
6	COM667	Business Intelligent Systems	20	Core	1	Y4
6	COM668	Cyber Security	20	Core	1	Y4
6	COM659	Emergent Technologies	20	Core	2	Y4
6	COM660	Threat Detection and Incident Response	20	Core	2	Y4
6	COM646	Project	40	Core	1 & 2	Y5

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
1	Explain essential concepts and principles of computer science, including programming, databases and computer systems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Comp 3.2; BCS UG1
2	Apply programming fundamentals to solve defined computing problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Comp 4.1; BCS UG1
3	Apply software engineering principles and use appropriate development tools to implement small-scale software solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Comp 4.2; BCS UG1
4	Describe basic computational models, data structures and algorithms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Comp 3.3; BCS UG1
5	Compare and evaluate software development tools, frameworks and practices.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Comp 4.3; BCS UG1
6	Apply secure software development practices within programming tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Comp 5.1; BCS UG2
7	Demonstrate effective teamwork, communication to specialist and non-specialist audiences, and problem-solving skills in group projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 5.3; BCS UG3
8	Apply principles of databases, networking and security to computing solutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 3.2; BCS UG1
9	Critically analyse computing problems and justify technical solutions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 4.4; BCS UG3

2.3 Programme Learning Outcomes											
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)	
10	Plan and manage computing projects, applying project management methods and tools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 5.2; BCS UG3	
11	Apply professional, ethical and legal frameworks in computing practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 5.1; BCS UG2	
12	Critically evaluate emerging technologies and their potential applications.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 3.5; BCS UG3	
13	Integrate theory and practice to design and deliver robust computing solutions with an industry focus.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 4.3; BCS UG1	
14	Demonstrate adaptability, independence and reflective practice in computing tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 5.4; BCS UG3	
15	Undertake an independent research-informed computing project, applying advanced techniques.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 4.4; BCS UG3	
16	Critically evaluate and defend solutions to complex computing problems in professional contexts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 4.5; BCS UG3	

2.4 Learning and teaching strategy

The Computing programme suite adopts the Computing subject area model for Learning, Teaching, and Assessment, underpinned by key university frameworks such as the Active Learning Framework (ALF) and the Strategy for Supporting Student Learning and Achievement (SSSLA). The programme suite is designed to develop employability skills, using contemporary industry methods and tools to support students' transition into the workforce or postgraduate education, while fostering independent learning. Practical experience is a priority, enabling students to gain hands-on skills that are highly valued by employers.

The curriculum encourages an appreciation for learning, while focusing on the development of a professional work ethic. Students will be enriched by exposure to current research, industry engagement, and the development of transferable skills. A key element of the programme is the core project modules, which simulate the realities of industry practices, alongside subject-specific modules that combine theoretical knowledge with practical application, using industry-standard tools and software.

Scheduled learning activities will include active learning sessions, industry-focused guest talks, practical workshops, and hands-on exercises. These activities are designed to provide an enriched learning experience, particularly through the application of real-world knowledge and the opportunity for students to engage directly with industry professionals.

The programme suite integrates multidisciplinary learning and research-driven methodologies to equip students with the skills and expertise required to meet the challenges of emerging technologies. The emphasis on practical experience ensures that students develop a robust understanding of both the theory and the application of their studies in real-world business and computing contexts.

The course provision is located on the Wrexham campus, which includes state-of-the-art facilities such as specialist computer labs and the Cyber Innovation Academy. These facilities offer both industry engagement and internationally recognised certifications, providing students with industry-leading expertise. General-purpose computing labs will also support teaching activities, offering access to a range of software used in the modules.

Additionally, the Computing Department operates an Open-Door policy, providing students with flexible access to staff for guidance and support outside of scheduled teaching hours

2.5 Assessment strategy

The Computing suite of programmes is designed with an assessment strategy that aligns with the QAA Benchmark Statements, Professional Body Requirements, and the Active Learning Framework (ALF), ensuring that students achieve the intended learning outcomes while developing the skills necessary for success in the computing industry. The assessment methods integrate real-world applications, emphasising authentic assessment approaches that mirror professional practices and industry standards.

Our approach focuses on developing a range of skills that are crucial to employability, such as problem-solving, collaboration, critical thinking, and the ability to apply knowledge to practical situations. The strategy incorporates formative assessments throughout the learning process, providing students with opportunities for continuous feedback and reflection. This iterative approach supports self-regulated learning and encourages independent thinking, which are key to fostering lifelong learning.

2.5 Assessment strategy

Formative assessment is embedded throughout all practical and classroom-based activities. During lab sessions, workshops, and technical exercises, students receive ongoing, real-time verbal feedback from academic staff as they work through tasks and develop solutions. This immediate, in-person guidance allows students to identify errors, refine their approach, and improve their technical skills while the learning is taking place. Practical sessions often include short review points where common issues are discussed with the whole class or small groups, helping students understand how to enhance their work. This continuous formative feedback supports iterative improvement and prepares students effectively for subsequent summative assessments.

Summative assessments will test students' understanding, mastery of technical concepts, and ability to apply knowledge in real-world contexts. These assessments will be carefully designed to align with industry practices, ensuring that students are well-prepared for the challenges of the modern computing landscape.

As part of our focus on Authentic Assessment, students will engage in tasks that closely simulate industry projects, incorporating elements such as team collaboration, complex problem-solving, and the use of industry-standard tools. Cloud-based systems and digital platforms will be used to manage group work and facilitate peer-to-peer learning, providing a collaborative and transparent environment that reflects the modern working world.

The strategy also includes industry-aligned assessments that involve students working with real-world scenarios, allowing them to integrate their learning into practice. These assessments enable students to demonstrate their ability to apply knowledge in realistic settings, preparing them for professional roles and ensuring that the learning experience is directly linked to employability.

Feedback provision is an integral part of our assessment strategy, and both formative and summative assessments will be followed by timely and constructive feedback. This feedback will encourage students to reflect on their performance, identify areas for improvement, and enhance their future work. The feedback loop will involve peer and self-assessment opportunities, promoting critical reflection and further supporting the development of independent learning skills.

In line with HEA's Transforming Assessment guidelines, our assessment practices ensure that students not only gain technical knowledge but also develop the professional skills required for the computing industry. The use of Generative AI in assessment will be explored in relevant contexts, allowing students to interact with emerging technologies and understand their impact on the computing and business sectors.

Overall, the assessment strategy across the Computing suite of programmes ensures that students are engaged in authentic, real-world learning experiences. By combining practical application with continuous feedback and reflection, the strategy supports students in meeting the learning outcomes and developing the skills required to succeed in the ever-evolving field of computing.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME001_SEP FRAME024_SEP
3.2	Board dates (progression)	Determined by framework
3.3	Cost centre	GACP
3.4	Course type (HESA)	N/A
3.5	Fee model	Standard full time UG
3.6	In-year resits	Yes
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.8	Progression points	Determined by framework
3.9	Semesters per intake	6 – FT 10 - PT
3.10	Semesters per progression point	2
3.11	Start and end dates	Determined by framework
3.12	Student funding model	Self-funding or SLC
3.13	Does the Suitability for Practice Procedure apply to the programme?	No
3.14	Programme Leader	Bindu Jose
3.15	Date of Approval	29/01/2026
3.16	Date and type of Revision	