

## 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)	MSc Cyfrifiadura ar gyfer Busnes MSc Computing for Business
1.4	Exit awards and titles	PG Dip Computing for Business PG Cert Computing for Business
1.5	Credit requirements	MSc - 180 credits at Level 7 PGDip - 120 credits at Level 7 PGCert - 60 credits at Level 7
1.6	Intake points	Full time - September and February Part time - September only
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full-time: 1 year Part-time: 2 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 accredited yet. All programmes have 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.  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

Section 1 – regulatory details		
		visualisation techniques, enabling students to create digital outputs that reflect the Welsh language, should they wish to do so.
1.18	External reference points	Guidance – please list the relevant: <a href="#">QAA Subject Benchmark Statements (Computing (including Masters'))</a> <a href="#">QAA Characteristics Statements</a> <a href="#">Higher Education Credit Framework</a> <a href="#">CQFW</a> PSRB accreditation guidelines ( <a href="#">BCS Academic Accreditation Guidelines</a> )
1.19	Derogation to Academic Regulations	None
1.20	Foundation Year route	N/A
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 MSc Computing for Business programme is designed to provide advanced knowledge and practical expertise at the intersection of computing and business. It develops a deep understanding of technical areas such as artificial intelligence, secure computing, databases and data analytics, while also focusing on user-centred design and project management to prepare students for leadership roles in the digital economy. The programme emphasises both research-informed study and applied practice, enabling students to engage critically with emerging technologies and their business applications. A final dissertation allows students to pursue independent research or industry-relevant projects, integrating technical, analytical and professional skills.

The MSc Computing for Business programme will cover:

- **Core Technical Knowledge:** Advanced study of artificial intelligence, secure computing, databases and data analytics to address contemporary business challenges.
- **Research Methods:** Development of critical research skills in digital technologies, preparing students to design, conduct and evaluate independent research projects.
- **FinTech: Study of the impacts of technology on the financial sector including the implementation of block chain and cryptocurrency.**
- **Project and Business Management:** Knowledge of project management frameworks and practices tailored to IT and business environments, including leadership, risk and strategic alignment.
- **Practical and Applied Learning:** Engagement with case studies, applied projects and industry-standard tools to bridge the gap between theory and practice.

## 2.1 Aims of the programme

- **Dissertation:** An independent research or applied project that demonstrates mastery of subject knowledge and the ability to critically evaluate, design and implement solutions in computing for business.
- **Ethical and Professional Awareness:** Consideration of privacy, security, governance and professional responsibility in the development and deployment of computing solutions for business contexts.
- **Adaptability and Lifelong Learning:** Preparation for evolving digital landscapes by cultivating critical thinking, adaptability and the skills to engage with emerging technologies and business practices.

## 2.2 Programme structure and diagram, including delivery schedule

### Full-time Programme Structure – September Intake

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 7	COM754	Research Methods for Digital Technologies	20	Core	1
Level 7	COM757	Artificial Intelligence	20	Core	1
Level 7	COM765	Project Management for IT & Business	20	Core	1
Level 7	COM766	FinTech	20	Core	2
Level 7	COM760	Secure Computing	20	Core	2
Level 7	COM736	Database systems and Data Analytics	20	Core	2
Level 7	COM752	Dissertation Project	60	Core	3

### Full-time Programme Structure – February Intake

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 7	COM766	FinTech	20	Core	Sem2, Y1
Level 7	COM760	Secure Computing	20	Core	Sem2, Y1
Level 7	COM736	Database systems and Data Analytics	20	Core	Sem2, Y1
Level 7	COM754	Research Methods for Digital Technologies	20	Core	Sem1, Y2
Level 7	COM757	Artificial Intelligence	20	Core	Sem1, Y2
Level 7	COM765	Project Management for IT & Business	20	Core	Sem1, Y2
Level 7	COM752	Dissertation Project	60	Core	Sem2, Y2

### Part-time Programme Structure – September Intake

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
Level 7	COM757	Artificial Intelligence	20	Core	1	Y1
Level 7	COM765	Project Management for IT & Business	20	Core	1	Y1

Level 7	COM766	FinTech	20	Core	2	Y1
Level 7	COM736	Database systems and Data Analytics	20	Core	2	Y1
Level 7	COM754	Research Methods for Digital Technologies	20	Core	1	Y2
Level 7	COM760	Secure Computing	20	Core	2	Y2
Level 7	COM752	Dissertation Project	60	Core	1 & 2	Y2

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
1	Explain core concepts in computing and the business context, including programming, databases, computer systems and security.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 3.5; BCS PG1
2	Describe data representation, architectures, networks, web and cloud principles relevant to business information systems.	<input checked="" type="checkbox"/>	<input 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 PG3
3	Apply programming fundamentals to solve defined business problems and produce small software artefacts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 3.10; BCS PG4
4	Model business data and use databases to query, manipulate and maintain data securely.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 3.7; BCS PG5
5	Analyse stakeholder needs and design computing solutions using lifecycle and user centred design methods.	<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 4.5; BCS PG6
6	Select and apply data visualisation and analytics tools to derive and communicate insight from datasets.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 3.8; BCS PG7
7	Develop, test and deploy secure technological solutions that integrate services.	<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 4.1; BCS PG8
8	Explain and apply principles of information security governance, risk management.	<input checked="" 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 3.6; BCS PG9
9	Evaluate technological solutions for scalability, reliability and cost within business contexts.	<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 4.9; BCS PG10
10	Critically evaluate business systems and analytical outcomes, justifying actionable recommendations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 3.11; BCS PG11
11	Plan and manage computing projects using appropriate methodologies, managing scope, risk, quality and resources.	<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 3.10; BCS PG12
12	Apply legal, ethical and professional frameworks (e.g. data protection, accessibility) in computing for business.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 4.12; BCS PG13

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
13	Conduct an independent project: define a problem, review literature, design and implement a solution, evaluate and reflect.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	QAA Comp 4.13; BCS PG14
14	Communicate complex technical and business information effectively to diverse audiences through reports, presentations and dashboards.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Comp 3.5; BCS PG15

## 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)

<b>3.1</b>	Framework	FRAME046_SEP FRAME046_FEB FRAME073_SEP
<b>3.2</b>	Board dates (progression)	Determined by framework
<b>3.3</b>	Cost centre	GACP
<b>3.4</b>	Course type (HESA)	N/A
<b>3.5</b>	Fee model	Standard full time PGT
<b>3.6</b>	In-year resits	Yes
<b>3.7</b>	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
<b>3.8</b>	Progression points	Determined by framework
<b>3.9</b>	Semesters per intake	3 – full time 4 – part time
<b>3.10</b>	Semesters per progression point	3 – full time 4 – part time
<b>3.11</b>	Start and end dates	Determined by framework
<b>3.12</b>	Student funding model	Self-funding or SLC
<b>3.13</b>	Does the Suitability for Practice Procedure apply to the programme?	No
<b>3.14</b>	Programme Leader	Sahan Parera
<b>3.15</b>	Date of Approval	29/01/2026
<b>3.16</b>	Date and type of Revision	