

PROGRAMME SPECIFICATION – Undergraduate COURSES

1	Awarding institution/body – University of Worcester
2	Teaching institution - University of Worcester
3	Programme accredited by NA
4	Final award - BSc, (Hons)
5	Programme title BSc (Hons) Web Innovation & Entrepreneurship
6	Pathways available Single honours
7	Mode and/or site of delivery Taught modules at the University of Worcester
8	Mode of attendance FT, SW, PT ¹
9	UCAS Code BSc (Hons) Web Innovation & Entrepreneurship – NG14
10	Subject Benchmark statement and/or professional body statement Computing Benchmark Statement 2007, QAA.
11	Date of Programme Specification preparation/revision July 2011

12 Educational aims of the programme

This programme aims to develop learners' appreciation of Web Innovation and Entrepreneurship (WIE) as an integral part of commercial and industrial activities, with components of both intellectual activities and practical aspects of the field. Practical aspects of this field include the knowledge how to successfully create and manage a Web-based business from a practical perspective.

The aims of this programme are:

1. Preparation for and development of a career in Web Innovation & Entrepreneurship, such that the student will develop an entrepreneurial approach to Web businesses.
2. To lead to an understanding of the link between Web development and business strategy and how it affects competitive advantage
3. To assess business and technical decisions involving commercial computing and develop an awareness of using various types of technologies to deliver value to an organisation
4. To develop students who can systematically analyse and discriminate between options for the development of Web-based solutions against business and customer needs
5. Develop an appreciation of professional, moral and ethical issues involved and a sensitivity to changes in computing and information technology
6. To demonstrate project management and entrepreneurial skills to effectively lead and motivate fellow team members
7. To develop an understanding of the core functions of business with a particular emphasis on managing for innovation and customer orientation.

13 Intended learning outcomes and learning, teaching and assessment methods

Our students are expected to develop a spectrum of skills and abilities, grounded in intellectual tasks (SB 3.1). These can be categorized as (i) knowledge and understanding (ii) cognitive abilities and skills related to intellectual tasks, (iii) practical skills related to the discipline of Computing, (iv) transferable skills which may be learned within the context of Computing, but which may be deployed in other contexts.

Knowledge and understanding:

1. Appreciation of the role of entrepreneurship in generating

Examples of learning, teaching and assessment methods used:

- All programmes contain varied approaches to

¹ FT, full time. SW, sandwich. PT, part time.

<p>new business ideas within Computing arena</p> <ol style="list-style-type: none"> 2. Appreciation of the role of enterprise, innovation and an understanding of customer needs expectations and behaviours and how they contribute to the successful launch of new technology products and services 3. Knowledge of core disciplines of computing and how they relate to business, innovation and the development of a customer focus 4. Understanding of the practical requirements for computer-based systems including the recognition and analysis of criteria and models leading to specifications used in the solution of specific business, customer and computing problems including those which might arise in a context of innovation and change 5. Understanding of key technology changes affecting the start-up of new technology ventures and how this could affect software implementations. 	<p>learning, teaching and assessment designed to encourage student to progress as individuals within their capabilities, and to achieve a qualification.</p> <ul style="list-style-type: none"> • Assessment is by a variety of means including essays, oral presentations, group work, research-driven tasks and open and closed-book examinations. • Tutor support is deployed at all levels to assist students' progression towards achieving a broad but deep understanding of the fields of Computing and Business,. • Formal lectures which encourage student interaction and discussion. • Inter-active materials available on VLE. • Move towards more online submission and marking so students can more easily access their feedback. • Using recent news articles and case studies on how changes with technology (such as cloud computing) can have positive and negative effects on business issues (such as sustainability), and develop alternative strategies that businesses could implement (COMP3271) 	
<p>Cognitive and intellectual skills:</p> <ol style="list-style-type: none"> 1. Evaluation and deployment of approaches to modelling in order to design computer-based systems, to understand these systems, and to communicate about these systems and to predict their behaviour 2. Critical thinking analysis and synthesis with reference to organisational, environmental and management issues related to starting and running technology firms and projects 3. Understanding of methods and tools through the deployment of appropriate theory, practices and approaches, to specify, design, implement and evaluate computer systems 4. Identification and exploitation of new technology and commercial opportunities 5. Recognition of the professional, economic, social, environmental, moral and ethical issues involved in the sustainable deployment of Computing and Entrepreneurship 6. Problem solving in dealing with complex issues of systems 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Student activities including individual and group exercises, the use of guided worksheets and direct input into sessions. These may be paper-based or computer-based. • Research-based workshop activities, following which students may be invited to contribute to a "plenary discussion" (COMP1211, COMP3201, COMP3005). • We encourage our students to engage in peer-support, through both informal contacts (email and direct), but also through the use of discussion groups (supported by the VLE). A discussion group is established for each specialist course, to allow students to share thoughts and ideas <i>between levels</i>. This is aimed to develop <i>learning communities</i> within the breadth of Computing courses. • Tutors and students are encouraged to make use of the VLE to incorporate electronically mediated group work and collaborative learning (SB 5.9). This has been informed by expertise within the department and institution, and includes support for both tutors and students. • Assessment guides learning (SB 5.4). Modules typically include a strong element of 	

<p>development and design.</p>	<p>formative assessment. This is achieved through (i) in-session discussions and exercises, (ii) on-line tests and presentations. Also, many modules employ a dual-assignment assessment, where the first assignment provides formative as well as summative feedback to the students.</p> <ul style="list-style-type: none"> • It is the norm for modules to assess theory and practice in some combination (SB 5.5) through the implicit dual assignment assessment procedure. • Inclusion of peer-assessment in formative feedback to encourage students to review each others work before the final submission (COMP3202). • Students are encouraged to reflect on how social and technical changes can have ethical, sustainability and moral impact on themselves, society and business (COMP3201, COMP3271) 	
<p>Practical skills relevant to employment:</p> <ol style="list-style-type: none"> 1. The ability to analyse investment potential and resource planning requirements for technology ventures and projects 2. The operation, specification, design, construction and documentation of computer-based systems and applications that affect entrepreneurial and customer-focused strategies and implementations 3. The evaluation of product and service opportunities in determining the viability of technology startup and implementation 4. Analysis of the legal, financial and marketing needs associated with launching new products and services 5. Understanding of practical requirements for computer-based systems including the recognition and analysis of criteria leading to specification used in the solution of specific problems. 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Operation of computer applications is found in most modules. Specific examples include the use of CASE tools (COMP2213), project management tools (COMP2213) see SB 5.6. • The risks and safety aspects within computing applications and approaches are discussed within COMP3242 • Understanding of how Computing and ICT can be used to solve sustainability issues in society and business and how they can be implemented (COMP3271, COMP3242). • Encourage students to gain practical skills by engaging in work placement (COMP3200) or developing an actual computing artifact (such as a web site) for a client (COMP3005). 	
<p>Transferable skills:</p> <ol style="list-style-type: none"> 1. Information-retrieval skills such as the use of browsers and search engines 2. Numeracy and literacy in both understanding and presenting cases of both a qualitative and a quantitative nature 3. The ability to work as a member of a team, recognizing different roles within the team, and various ways 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • The opportunity to learn a variety of methods for online retrieval and research from Internet sources, online libraries and other methods and to incorporate this directly into assignments (COMP1211). • Several modules involve formal group work including assessment (e.g. the mandatory module COMP3201, Professionalism in 	

<p>of organizing teams</p> <ol style="list-style-type: none"> 4. Management of individual learning and development, including organization and time-management 5. Appreciation the importance of feedback and organizational research when commissioning the launch of innovative ideas 6. Research skills such as planning research, gathering and analysis of primary data. These also include secondary research and how to manage a critical literature review. 7. Future generators of sustainable values. 8. Application of creative and innovative approaches and techniques to identify and exploit new business opportunities. 	<p>Context, COMP2213, Systems Development).</p> <ul style="list-style-type: none"> • Written assessments in a variety of formats (essay, report, learning journal) are used to develop numeracy and literacy skills. • Management of individual learning is achieved through structured tutor support in learning activities, through meeting assignment deadlines and through the planning and production of the WIE Project. • Personal development is introduced in the induction period, and developed through the mandatory module COMP3201. • The Induction process aims to introduce students into several aspects of learning and study: (i) Time Management related to assignment hand-in dates, (ii) The nature of learning, including concepts of multiple intelligences, levels of learning, experiential and collaborative learning approaches. • Explicit attention has been given to the plagiarism issue. One level 4 mandatory module (COMP1211) explicitly explores this issue. • The skills of researching, synthesising and citing sources of information are highlighted within the mandatory module COMP1211. • Secondary research is a part of most module assignments. Specific research skills are developed in the Computing Professional, COMP1211, and are applied in the WIE Project module COMP3005. • Project management and the ability to work at various team levels is an important part of running a development project, so this skill set has been incorporated into the programme (COMP2213). 	
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Students taking the BSc. (Hons) Web Innovation & Entrepreneurship degree will have the opportunity to explore a range of specific aspects within the fields of Computing, Entrepreneurship and Business. Students are able to take a number of optional Computing and Business module options to develop a deeper level of knowledge and understanding within specific areas based in student interest and progression into distinct career opportunities.

A matrix mapping the Learning Outcomes Developed and Assessed by each Module is contained within the Course Handbook. The Handbook also contains an overview of learning and teaching methods, integration of practice and theory, integration of research into the modules, Project overview, and sustainability overview.

14 Assessment Strategy

The Assessment strategy has been designed to provide students with a variety of challenges appropriate to students on a programme which is both academic and vocational (SB 5.3). The programme’s assessment strategy has been considered within the context of UW’s [Learning, Teaching and Assessment Strategy](#) and [Assessment Policy](#) (UW Grade descriptors). Assessment criteria and grade descriptors are provided for each assessment.

The range of assessment specified in the module outlines have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the

Computing discipline topic covered, both formative and summative. Assessments for the individual modules have been designed to enable students to demonstrate that they successfully met the learning outcomes. Each module outline contains an assessment strategy outlining the nature of the assessment exercises it employs and the respective weighting of each assessment item, as well as a sample assessment. Emphasis on assessments is placed on development of analytical skills and combining theory and practice. The styles of each assessment is determined by the module leader and takes into account a myriad of factors, including learning outcomes, content of the module and teaching and learning styles. For example, modules in programming lend themselves to more practical-based project assessments compared to a case-study assessment.

Because of the unique nature of Computing, emphasis is placed on practice and project-based learning and assessment. The use of formative assessment is especially important and practical projects are incorporated in the programme. Other areas of emphasis include:

1. By explicit assessment approaches e.g., the use of “Learning Journals” where students are encouraged to write in a critical, evaluative and reflective way, and also to reflect on their learning processes,
2. Support formative assessment through on-line exercises, multiple choice questions
3. Facilitate discussions and provide a forum for on line tutor-to-student and peer-to-peer support
4. An approach of some module assignments, where the first assignment typically has a theoretical context, while the second may be grounded in practise

A matrix mapping of the various assessments by each Module as well as marking criteria overview is contained within the Course Handbook.

15 Programme structures and requirements

The WIE programme has been designed to develop students with a combined knowledge of Web Development and Entrepreneurship in order to students to gain skills need to start a new business venture or successfully run and manage a Web-based firm.

There are a number of mandatory modules that all students must take. Mandatory Computing modules provide students with a broad based of Computing and Web Development knowledge and skills, allowing them to understand the technical nature of the subject. Mandatory Business/Entrepreneurship modules are geared towards management, entrepreneurship and marketing, and allow students the opportunity to gain an overall understanding of business needs, functions and start-up issues. Students also are able to take several free Computing and Business modules to broaden their understanding of these areas and specialise in areas that meet their career interests.

These are available as Single Honours only. They may be taken in full-time, part-time mode or sandwich mode with an optional one year placement between levels 5 and 6.

See end of document for level 4, 5 and 6 Award Maps.
See Course Handbook for excluded combinations and joint modules.

16 QAA Academic Infrastructure

The 2007 QAA Subject Benchmark statements for Computing² bachelor's degrees with honours articulate the knowledge, skills and categories of achievement to be expected of

² Available from the QAA Website at

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/computing07.pdf>

successful honours graduates in the field. These have been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules, including core modules as a discrete subset in their own right.

The QAA Code of Practice for the assurance of academic quality and standards in higher education has informed the writing of this programme, in particular with reference to Section 6 'Assessment of Students' and Section 9 'Work-based and placement learning'.

The programme conforms to the requirements of the Framework for Higher Education Qualifications³ (FHEQ), and thus aims to support Honours graduates to:

- Develop an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline
- Develop analytical techniques and problem-solving skills that can be applied in many types of employment
- Evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively
- Develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

17 Support for students

17.1 General approaches to support

Our fundamental approach to student support is centred on the need to motivate our students (SB 5.11). We acknowledge that students learn in different ways and also have different expectations of their learning experience. Some respond best to a 'traditional' lecturing approach; others are motivated by learning and teaching contextualised in an industrial or an academic context. Others respond to an academic research approach. Our modules provide a spectrum of approaches designed to engage with a wide range of student abilities. Yet we highlight the need for *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their learning process.

17.2 Student Induction

The induction process within Computing consists of a week of activities designed to inform students what is expected of them in a Higher Education setting (SB 5.13, 5.14). Discussions of essay and report writing, working with others while avoiding plagiarism, and how to strive to achieve excellence are vital components of our induction process. Important here is Time Management, where we encourage students to organize their studies to meet the assessment deadlines which may tend to be clustered in time.

The following activities and documents have been put in place to provide support for undergraduate students within Computing at the Worcester Business School.

- Induction programme including inputs from Student Services
- Course handbook – Section 1
- Module outlines include module code, module title, level, planned teaching activities, attendance requirements, assessment brief, assessment criteria and reading lists
- Learning and study guides, including guides for the Computing Project and for Direct Entrant students
- Library, IT, Media and Print support is provided by Information Learning Services (ILS) staff through an Information Desk and Study Guides
- Student representation on Course Management Committee to address course-wide
- A nominated personal tutor to provide pastoral support, academic advice and guidance, and Personal Development Planning, as appropriate

- Via Registry Services, students can obtain details of module availability, registration and results via the student online learning environment (SOLE page)
- A range of support services, including finance and accommodation advice
- Student and academic support, representation and social networking via the Students' Union
- Equal Opportunity via the Disability and Dyslexia Service, which implements codes of practice in relation to disability, racial and other forms of discrimination and also provides practical support and guidance for students with learning difficulties
- All students have the opportunity to study abroad via the International Centre
- Career Services offer one-to-one drop-in advice and information and publishes career events, activities and job opportunities. Worcester Business School also has its own intranet which advertises placement and career opportunities specifically for Computing and Business Management students
- A Virtual Learning Environment – VLE to provide module-specific material, documents, activities and networking, as well as a more general announcements and updates.

18 Admissions policy, criteria and procedures

Admissions Policy for the course

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with central student support services including the Admissions Office, the Equal Opportunities Centre and the International Centre to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

University of Worcester welcomes applications from mature students. Mature students, who fulfil the standard entry requirements as detailed above, apply through UCAS. Students with few or no formal qualifications are asked to contact the Admissions Office with details of the work they have undertaken, including caring or organised voluntary work, and any other relevant experience and/or qualifications gained since leaving school. An advisory interview will be arranged to discuss possible options. These options include an Access course or Foundation Year at a local Further Education College or an Exploratory Essay and interview, where appropriate.

Admissions procedures

The University encourages applicants to attend visit days and also a selection interview is normally required.

Full-time applicants apply through UCAS (Course code NG14)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Applicants will be selected according to their qualifications (actual or predicted) at A levels or equivalent along with successful completion of a short face-to-face interview (or essay)..

19 Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include

- Module feedback
- Annual Course Evaluation Report completed by Course Leader
- Periodic Review including external scrutiny
- Peer teaching observation
- External Examiners' Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- WBS Policy on Validation (Module Outlines and Assignment Briefs) and Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- School Departmental Quality Assurance Committee
- School Learning, Teaching & Student Experience Committee
- School Board
- School Post Results Moderation Group
- Computing Course Management Committee
- Academic Standards & Quality Enhancement Committee
- Ethics Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Course Management Committee
- Module feedback, including module feedback questionnaires
- Computing Course Committee
- Meetings with module tutors and personal tutor
- National Students Survey
- Induction, exit and other ad hoc surveys
- StARs (Student Academic Representatives)

Feedback to students concerning decisions, changes and action points will be provided by direct feedback from the student representatives, the minutes of the Course Management Committee meeting and the Annual Evaluation Report.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules may have attendance requirements which will be indicated on the module outline.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have

work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [University Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21 Indicators of quality and standards

- The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.
- Annual External Examiners' reports have been extremely supportive and complimentary particularly with respect to the mix of assessments and responsive and proactive approach to continuously improving the curriculum.
- Many members of staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of business management.
- The University of Worcester was successful in retaining liP recognition in 1999, 2002, 2005 and again in 2008 - organisations must be reviewed by an external, independent Assessor once every three years to ensure that the liP standard is being maintained and that practices are being evaluated and improved.
- Careers Destination Survey for 2009 typically show employment rates within six months of graduation of 80%. First destinations include roles as IT technician, IT administrator, IT and internet support, Systems web design, Software engineer and Systems support assistant.³

22 Employability and graduate destinations

- The School has a Director of Business and Professional Development in order to promote closer links with employers. This role is supported by a newly appointed Business Development Consultant and the generation of a contact database.
- The optional placement year, available to Single Honours students taking either the generic or Specialist Awards in Computing, is an opportunity for students and staff to further engage with the real world of work.
- Short-term work placement and job opportunities are advertised in WBS's VLE site for existing students.
- The School has ongoing links with a recruitment consultant who advises on course content and design, and, through staff's business and professional activities, with a range of employers, business and management consultants and trainers, professional and commercial organisations including Chambers of Commerce and Business links.
- The subject area positively supports and engages in the Enterprise events and summer schools in which students have the opportunity to meet, work with, and be assessed by employers and entrepreneurs.
- The School's specialist Research and consultancy Centre, the CPW Consulting Centre has a wide range of projects and opportunities to provide links with employers. This includes an important focus of projects with the West Mercia police constabulary through the Shared Police and Higher Education (SPHERE) partnership.
- Care has been taken to integrate the University's Academic Standards and Quality Enhancement Committee's "*Developing a Strategic Approach to Student Employability Support Statement*", "*We will promote the use of the University's newly accredited work-based learning framework, and build upon its existing placement and work-based learning opportunities. All undergraduate courses will include either a mandatory work-based learning module or have learning from work as part of their programmes. Learning from work modules may be adopted, or elements of learning from work incorporated, into programmes. These could include experience in work,*

volunteering or enterprise activity.”⁴

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

3 Available from University, “Where have Worcester Graduates Gone, Final Destination of 2009 Graduates

4 AQU, *Developing a Strategic Approach to Student Employability Support Statement*, Section 4.3

APPENDIX: AWARD MAP

BSc Web Innovation & Entrepreneurship (WIE)

Year: 2011 Last Updated: N/A

LEVEL 4				
Module Code	Module Title		Status (Mandatory (M) or Optional(O))	Prerequisites
		Credits	WIE	
COMP1211	The Computing Professional	30	M	None
COMP1212	Database Applications	15	M	None
COMP1241	Introduction to Web Development	15	M	None
BUSM1031	Management Concepts	15	M	None
BUSM1041	Marketing Concepts	15	M	None
BUSM1051	Financial Concepts	15	M	None
Students must select ONE of these modules:				
BUSM1002	Business Law	15	O	None
BUSM1052	Business Accounting	15	O	None

WEB INNOVATION & ENTREPRENEURSHIP Requirements at Level 4.

Students must take the following 6 mandatory modules: COMP1211, COMP1212, COMP1241, BUSM1031, BUSM1041, BUSM1051

In addition:

Students have a choice between the following 2 modules (BUSM1002 or BUSM1052)

LEVEL 5				
Module Code	Module Title		Status (Mandatory (M) or Optional(O))	Prerequisites
		Credits	WIE	
COMP2211	Systems Analysis & Design	15	M	None
COMP2213	Systems Development	15	M	None
COMP2241	Interface Analysis	15	M	COMP1241 or COMP1141
COMP2242	Web Authoring & Design	15	M	COMP1241 or COMP1141
BUSM2041	Customer Behaviour	15	M	BUSM1041
BUSM2042	Interactive Marketing	15	M	BUSM1041
BUSM2081	Creative Problem Solving	15	M	BUSM1001 or COMP1211
BUSM2082	Small Organisation Development	15	M	BUSM1031

WEB INNOVATION & ENTREPRENEURSHIP Requirements at Level 5.

Students must take the 8 mandatory modules: COMP2211, COMP2213, COMP2241, COMP2242, BUSM2041, BUSM2042, BUSM2081, BUSM2082

LEVEL 6				
Module Code	Module Title		Status (Mandatory (M) or Optional(O))	Prerequisites
		Credits	WIE	
COMP3005	Web Innovation Projects	30	M	None
COMP3201	Professionalism in Context	15	M	None
COMP3242	e-Business	15	M	None
COMP3243	Creative Web Design	15	M	None
COMP3271	Information Technology for Business Innovation	15	M	None
BUSM3081	Managing Entrepreneurship	15	M	BUSM1001 or COMP1211
BUSM3082	Entre and Intrapreneurship	15	M	BUSM1001 or COMP1211
WORK PLACEMENT Option				
COMP3200	Work Placement	NA	O	Preparatory Workshops

WEB INNOVATION & ENTREPRENEURSHIP Requirements at Level 6.

Students must take the following 7 mandatory modules: COMP3005, COMP3201, COMP3242, COMP3243, COMP3271, BUSM3081, BUSM3082

Students may take an optional placement year after completion of Level 5 and prior to commencing Level 6 by registering for COMP3200