



Anglia Ruskin University
BSc (Hons) Business Computing
Student Handbook
For Online Candidates

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Version 2



Anglia Ruskin
University

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by the Programme team of RDI.

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RDI wishes to emphasise that, while every effort is made to ensure accuracy, the material in this Handbook is subject to alteration or amendment in the light of changes in regulations or in policy or of financial or other necessity.

Foreword

It is a pleasure to welcome you to RDI and wish you well in your studies.

Resource Development International (RDI) is at the forefront of distance learning provision, not only in the UK but also all over the World. It intends to maintain this position as a leader in supported open learning. This means combining appropriate communication technologies and knowledge media with personal tuition and counselling to ensure that you can learn effectively and enjoyably. In particular, RDI is making investment into new administrative mechanisms to ensure first class customer services are in place to provide you excellent support.

RDI takes its obligations to each of its students very seriously. You have registered for an online distance learning course with particular personal goals in mind, and all the staff want to help you achieve those goals successfully.

The purpose of this Handbook is to describe the procedures and policies that are an essential element in sustaining an effective relationship between RDI and its students. These policies make explicit the expectations on both sides. I advise you to familiarise yourself with the contents pages and to read any sections that are of interest to you. The Handbook should then be kept for more detailed consultation as particular issues arise. Most of the questions you have about RDI practices will be answered in these pages.

I trust that you will find your association with RDI a stimulating and rewarding experience.

Dr Philip Hallam
CEO
Resource Development International

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Welcome from Resource Development International (RDI)

Welcome to the BSc (Hons) Business Computing or BSc (Hons) Business Computing final year top-up Programme. You have joined one of four intakes: January, April, July or October.

The course you have enrolled on is challenging and will enable you to develop your knowledge about the various aspects of business computing.

Though you are expected to invest time and effort into your studies you should also take every opportunity to have fun and enjoyment. You will be studying alongside students from a variety of backgrounds.

We hope that you will find your learning experience to be productive, enjoyable and successful. Our aim is to provide you with the opportunity to establish a firm foundation for a successful career in management.

The Programme is designed to provide opportunities for students to develop their knowledge and skills in computing in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the Programme delivery provides additional support through either on-line or structured Tutor lead sessions. The curriculum provides a broad based experience exposing the learner to a range of relevant aspects of computing in a progressive way.

Purpose of this Handbook

The purpose of this Handbook is to introduce candidates to the structure and content of the BSc (Hons) Business Computing Programme and outline key points about the online distance learning provision through RDI.

In addition, we lay down the standards which RDI requires from students and set out the criteria by which we operate.

Key themes are outlined and initial guidance is given regarding various key personal skills (such as reading and writing), which underpin effective study and also contribute directly to good business.

1 General Information

1.1 Introduction to RDI

RDI has been working with various Universities and Professional Bodies, providing distance-learning courses to high-achieving students for over 20 years. We are dedicated to providing you with a high standard of Tutor and administrative support throughout your studies and always listen to the comments of our students in order to ensure the learning process is a satisfying and rewarding experience for all involved.

1.2 Access to help and advice

The RDI Student Support Team are here to support you throughout your studies and will make regular contact with you to ensure you are progressing well with your studies.

Your Student Support Team will be able to help you with any administrative query relating to your studies.

1.3 Contacts

Student Support Team Carly Robson Tracey Parker Katie Aubrey Samantha O'Grady Joanna Pritchard	Tel: +44 (0) 24 76 515700 e-mail: arusupport@rdi.co.uk
Examination Co-ordinators Jane Bush Emily Merrick	Tel: +44 (0) 24 76 515700 e-mail: exams@rdi.co.uk
Dissertation Support Team Carly White Craig McGrory	Tel: +44 (0) 24 76 515700 e-mail: arudissertations@rdi.co.uk
Progression Team Hannah Moore Joanna Titley	Tel: +44 (0) 24 76 515700 e-mail: studyprogress@rdi.co.uk
Student Support Manager Helen Bagnall	Tel: +44 (0) 24 76 515700 e-mail: hbagnall@rdi.co.uk
Head of Student Support Catherine Gordon	Tel: +44 (0) 24 76 515700 email: cgordon@rdi.co.uk
RDI Chief Executive Dr Philip Hallam	Tel: +44 (0) 24 76 515700 email: phallam@rdi.co.uk

1.4 Relationship with Anglia Ruskin University

Anglia Ruskin University is the Awarding Body who has validated and approved the BSc (Hons) Business Computing Programme. As such, RDI is responsible for making sure that the quality of provision meets their prescribed levels and standards.

To enable quality to be monitored, Anglia Ruskin University appoint External Examiners to approve assessment procedures and results, as well as seeking feedback from students on the courses.

2 Learning Support

2.1 Induction

Before you commence study on your Programme you are required to undertake an Induction Programme which contains all the information you need to get you started on your study and an interactive quiz to consolidate your understanding of the processes and procedures you will encounter during your studies. The aims of the Induction are for you to:

- Get to know staff and fellow students
- Gain a comprehensive understanding of all aspects of your Programme of Study.
- Ask questions relating to any aspect of the learning experience.
- Become acquainted with Anglia Ruskin University and RDI procedures and policies.

At the start of your intake, you will receive your username and password for iLearn, RDI's Virtual Learning Environment. You will access your Induction module by logging onto iLearn.

If you join the Induction module before the Intake Date, there will be a number of tasks already available for you to work through. You will then be given access to your Interactive Quiz on the date of the intake. A reminder notice will be posted on iLearn on this date. You must then complete and pass the Quiz within the first two weeks of the intake; after these two weeks have elapsed, access to the Interactive Quiz will be revoked. If you have not passed the Quiz by this time, you will have to wait until the next intake to complete your Induction and progress onto your first module – this could be up to three months away!

Providing you have completed your Induction tasks and successfully passed the Interactive Quiz, your results will be sent to the Student Support Team. You will then be given access to your first module, usually within one working day. If you experience difficulties accessing any of the information, please contact the Student Support Team.

2.2 Learning Materials

You will access all of your learning material for the Programme via iLearn.

The module learning materials are designed to facilitate your learning and to allow you to achieve the learning outcomes for each module. The material is interactive and contains practical activities, which have been designed to enable you to apply theoretical principles and frameworks.

Try to use your own background when completing the activities and draw the best ideas and solutions you can from your work experience. You are encouraged to discuss your ideas with other students or your colleagues; this will make learning much more stimulating. Remember, if in doubt, or if you have any questions about the modules or how to study, ask your Tutor.

If you wish to purchase your own textbooks, suggested reading is included within each module descriptor.

2.3 Tutors

For each module you study there will be an allocated Tutor. All Tutors appointed are senior academics and subject specialists approved by Anglia Ruskin University. They will help you by facilitating your academic progress and to this end they will set tasks and activities in the appropriate discussion areas of ilearn.

The primary means of support will be delivered on-line through ilearn.

Where appropriate, Tutors may also provide support by other means, e.g. by email.

The Tutorial process is viewed as an essential aspect of development and support for students. It is informally based and designed to encourage two-way communication, either peer-to-peer or student-to-Tutor. As such it includes the following:

- The channelling and dissemination of information
- The facilitation of discussion between peers on the Programme
- The giving and receiving of formative, as well as summative assessment feedback
- Discussion regarding candidate personal development needs
- Counselling, where appropriate.

2.4 Student Support

Your module Tutors will provide you with academic advice and guidance and answer your questions of an academic nature. For all other queries you are encouraged to contact your Student Support Team at RDI direct for support. You can contact the Student Support Team via:

- ilearn
- E-mail
- Phone

2.5 ilearn

ilearn is an online facility designed to enhance your learning experience and help you through your studies. It provides access to:

Your module learning materials	Assignment Area
Discussion forums	Online electronic resources
News forums	Course Information
Group Learning Space	E-mail/Messaging facility
My Learning Space	Links to Rules and Regulations

You will find a detailed explanation of the key functions of ilearn and how to use them during your Induction. The site will be updated regularly with new and relevant information as it becomes available. Tutors may make announcements or add notes to relevant sections or they may even use it to engage with you in discussion forums.

There is also a page for your own personal profiles and photos. You are encouraged to add further information about yourself, as other students may find it interesting.

How to access ilearn

You can access ilearn from RDI's homepage:

- 1) Go to RDI's homepage at www.rdi.co.uk
- 2) Click on the **Student Login** link and select **ilearn**
- 3) Enter your username and password and click 'Login'.
- 4) Select the relevant Module from the "My Modules" menu on the right hand side.

Alternatively you can access the ilearn site directly by entering the following web address in your web browser: www.ilearn.rdi.co.uk

3 Staff/Student Obligations

3.1 Learning Contract

By embarking on this Programme of Study, you confirm your commitment to RDI's **Learning Contract** (Annex 1).

This learning contract is a 'partnership' between you, the student, and RDI as your learning provider to help you understand the roles and responsibilities of each party during the learning process.

As you read through the Learning Contract, you will note that there is a specific regulation about plagiarism. RDI and Anglia Ruskin University take plagiarism very seriously and strict penalties apply when students cheat in written assessment or present someone else's material for assessment as if it were their own (this is called plagiarism). In order to avoid plagiarism it is imperative you reference your work appropriately. Please be referred to Sections 8.5 and 8.6 of this Handbook and to the guidance on academic writing and referencing contained within the study skills section of your Programme induction module.

Very few students commit such offences, but RDI believes that it is important that all students understand why academic honesty is a matter of such concern and why such severe penalties are imposed.

3.2 What you can expect from your Tutor

The Tutor shall provide learning support and advice to learners in the following manner:

- Providing a welcome forum post at the start of the module
- Providing a response to your email, wherever possible within 2 working days (Monday – Friday).
- Initiating task and discussions via the module discussion forum on ilearn.
- Moderating discussion boards and inputting as required.
- Live online chat sessions, where appropriate.
- Monitoring student participation and progress.

3.3 Student Feedback and Questionnaires

As part of RDI's quality assurance processes, you will be asked to complete an online module feedback questionnaire at the end of each module. A link to the online questionnaire can be found on each module page.

In addition, you may be contacted by the Student Representative via e-mail 1-2 weeks prior to Course Committee meetings to give you the opportunity to raise any concerns or to highlight any positive feedback you wish for the Committee to discuss.

Note: All information is dealt with in strictest confidence and anonymity is maintained.

3.4 Complaints/Appeals

RDI is committed to providing the highest quality of education possible within the limits imposed by the resources available, to ensure that you benefit from the academic, social and cultural experience. Where candidates feel that their legitimate expectations are not being met, whether it is an academic or non-academic matter, they have the right of access to the **Complaints Procedure** and **Academic Appeals Policy** contained in this Handbook (in Section 8) although it is hoped that most complaints can be settled at a local level.

4 The Programme

4.1 Introduction

The following pages contain a brief description of the Programme structure of the BSc (Hons) Business Computing Programme.

4.2 Progression Opportunities

Obtaining a BSc (Hons) Business Computing qualification will give you flexible, transferable skills, which will provide a foundation for lifelong learning through other academic or professional pathways and levels.

Passing all the units contained in the Programme will provide you the opportunity to progress your studies onto further qualifications, such as Masters Programmes.

4.3 The Programme Structure

The full BSc (Hons) Business Computing is usually studied over a minimum period of three years and maximum of 10 years.

If you have enrolled on the **final year top-up** this would usually be studied over a minimum period of one year and you will have a maximum of 3 years to complete the Programme.

- All course materials are provided in flexible learning study modules including related tasks and exercises to enable you to consolidate and harvest learning
- The BSc Programme is divided into three levels
- You will study 120 credits at each level
- Most modules are equivalent to 200 guided learning hours of study
- To gain the respective qualification aims, each core module must be successfully completed

If you have joined the BSc (Hons) Business Computing final year top-up Programme you are required to study and achieve the final level, level 6, of the Programme only.

The structure of the BSc (Hons) Business Computing Programme is shown in the table below. All modules listed under each Programme heading are compulsory and must be successfully completed in order to achieve the named qualification.

BSc (Hons) Business Computing Programme Structure		
Module	Credits	Type
Level 4		
Employability and Professional Development	20	Core
Information Systems in Organisations	20	Core
Database Design Concepts	20	Core
Computer Technology	20	Core
Web Development	20	Core
Software Engineering	20	Core
Level 5		
Quality Systems in IT	20	Core
Systems Analysis and Design	20	Core
Advances Databases	20	Core
Data Communications	20	Core
Internet Server Technology	20	Core
Research Skills	20	Core
Level 6		
Online Business Systems	20	Core
Management in IT	20	Core
Understanding Systems	20	Core
Current trends in Networking	20	Core
Database solutions	20	Core
Practical Project	20	Core

4.4 Maximum Module Registration Timeframe

There is a maximum registration timeframe in place for each module (see table below) to assist in your progression on the Programme. The maximum registration timeframes apply from the start date of the study period at which you first register on and gain access online to a module. You are normally required to submit assessment and pass the module during the maximum registration timeframe. Normal validated regulations on 'intent to submit'; re-assessment, extensions and deferrals apply during the period.

Programme or Module	Maximum module registration timeframe	Programme minimum study period	Programme maximum study period
BSc (Hons) Business Computing	9 months	3 years	9 years
BSc (Hons) Business Computing (top-up)	9 months	1 year	3 years

If you have not achieved a pass for assessments submitted during the maximum registration timeframe, the module will expire and you must re-purchase the module in order to be reinstated. When you re-purchase a module, your assessment history (i.e. any previous

referral on the module) will still apply. If you have undertaken the maximum permitted re-assessment opportunities on a module you will not be permitted to re-purchase the module.

At the discretion of the Programme Director, you may apply and be granted 'leave of absence' during the maximum registration timeframe. Periods of authorised 'leave of absence' will not count towards the maximum module registration timeframe. It should be noted that an authorised leave of absence will not allow you to exceed the maximum study period on the Programme.

If you would like to apply for a leave of absence, please contact the progression team studyprogress@rdi.co.uk detailing the reasons for your request.

4.5 Inactivity, Re-registration and Withdrawal

Please note that if you have not passed the module within the maximum study period for that module, you will be required to re-enroll on the module and pay the appropriate module fee.

Students who do not take any assessment within any given 9 month period may be withdrawn from the Programme due to inactivity.

5 Module Content

5.1 Computer Technology

Module Title	Computer Technology
Credits	20
Level	4
Pre-requisite(s)	None
Co-requisite(s)	None
Award(s) for which module is a specified requirement	BSc (Hons) Business Computing
Aims of the module	To enable students to understand computer systems, including hardware, systems software and basic networking concepts, and to apply theoretical knowledge to practical situations when building, configuring and maintaining computer systems.
Synopsys of Module Content	
<p><u>Computer systems:</u></p> <ul style="list-style-type: none"> • Types of computer system • Computer environments • Functional view of computer systems • Computer hardware • Peripherals • Performance factors • Software: systems software, applications software <p><u>Systems design:</u></p> <ul style="list-style-type: none"> • Needs analysis • Component and system selection • System integration • System specification • System documentation <p><u>Systems build and configure:</u></p> <ul style="list-style-type: none"> • Health and safety • System building • System installation • System configuration • System testing <p><u>Maintenance:</u></p> <ul style="list-style-type: none"> • Software maintenance and upgrade • Hardware maintenance and upgrade • File management • Basic security • Scheduling maintenance <p><u>Networks:</u></p> <ul style="list-style-type: none"> • Role purpose, benefits • Resource implications • Types • Standards • Topologies • Example Protocols 	

Teaching Methods**Online Delivery**

Delivery is through Tutor facilitated on-line learning. Students will be expected to study supplied material and recommended texts and complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a Tutor in the online group learning forums. The emphasis at this level will be on students exploring the basic components of computer systems. Students will be encouraged to explore currently available technology, both hardware and systems software. They will be expected to develop their engagement with published material from a range of credible sources, as evidenced by formal referencing.

Blended Delivery

Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to study supplied material and recommended texts and complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face Tutor. The emphasis at this level will be on students exploring the basic components of computer systems. Students will be encouraged to explore currently available technology, both hardware and systems software. They will be expected to develop their engagement with published material from a range of credible sources, as evidenced by formal referencing.

Learning Outcomes

On completion of this module the student will be able to:

1. Demonstrate understanding of the function of computer systems hardware and software.
2. Design basic computer systems that are appropriate to a given scenario.
3. Build and configure computer systems.
4. Undertake routine maintenance on computer systems.
5. Demonstrate understanding of the basic principles and components of a simple computer network.

Assessment Requirements

Activity	LO's Assessed	Weighting	Notes
Formal examination comprising a series of short questions/answers covering terminology and fundamental knowledge (50% of marks) plus a short case study (50% of marks).	All	100%	3 hours

Concise Indicative Reading List

Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.

Textbooks:

- Anfinson, D – IT Essentials: PC Hardware and Software Companion Guide (Cisco Press, 2010)
- ISBN 158713263X
- Dick, D – The PC Support Handbook: The Configuration and Systems Guide (Dumbreck Publishing, 2009)
- ISBN 9780954171131
- MacRae K and Marshall G – Computer Troubleshooting: The Complete Step-by-step Guide to
- Diagnosing and Fixing Common PC Problems, Second Edition (Haynes Group, 2008)
- ISBN 1844255174

Journals:

Computer Weekly
Which? Computer

Websites:

www.bized.co.uk
www.computerweekly.com

Key Skills Delivered by this Module

Computational thinking including its relevance to everyday life.	X
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Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	X
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	X
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	

Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.2 Web Development

Module Title	Web Development
Credits	20
Level	4
Pre-requisite(s)	None
Co-requisite(s)	None
Award(s) for which module is a core requirement	BSc (Hons) Business Computing
Award(s) for which module is a specified requirement	
Aims of the module	To enable students to understand the concepts and processes of website design and apply their own creativity in designing and developing interactive websites. To apply business skills in the design of an e-Commerce web site for an organisation.
<p>Synopsis of module content</p> <p><u>Website Design Concepts:</u></p> <ul style="list-style-type: none"> • User types and requirements • Website evaluation • Website accessibility • Design guidelines • Website operating environments <p><u>Interactive website design:</u></p> <ul style="list-style-type: none"> • Needs analysis • Design tools and their use • Payment solutions • Security issues <p><u>Website Implementation:</u></p> <ul style="list-style-type: none"> • Structure • Content • Implementation tools and languages <p><u>Testing and evaluation:</u></p> <ul style="list-style-type: none"> • Functional • Content • User requirements and acceptance • Change control • Browser compatibility • Test plans and results <p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Analysis documentation • Design documentation • Implementation documentation • Testing documentation • User documentation 	
<p>Teaching Methods</p> <p>Online Delivery Delivery is through Tutor facilitated on-line learning. Students will be expected to study supplied material and recommended texts and complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a Tutor in the online group learning forums. The emphasis at this level will be on students exploring the basic concepts involved in developing web sites. Students will be encouraged to evaluate current web sites and current browsers. A significant focus will be on design issues promoting accessibility for all users. The development process will be covered, including alternative approaches and the selection of the appropriate tools for the job. Students will be guided to implement web pages using standard techniques. Students will be expected to develop their engagement with published material from a range of credible sources, as evidenced by formal referencing.</p> <p>Blended Delivery Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to study supplied material and recommended texts and complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face Tutor. The emphasis at this level will be on students exploring the basic concepts involved in developing web sites. Students will be encouraged to evaluate current web sites and current browsers. A significant focus will be on design issues promoting accessibility for all users. The development process will be covered, including alternative approaches and the selection of the appropriate tools for the job. Students will be guided to implement web pages using standard techniques. Students will be expected to develop their engagement with published material from a range of credible sources, as evidenced by formal referencing.</p>	

Learning Outcomes

On completion of this module the student will be able to:

- Demonstrate an understanding of website design concepts
- Design interactive websites
- Implement their designs for interactive websites
- Develop and apply a test plan for interactive websites.
- Design an e-Commerce solution based on a simple business scenario.
- Appropriately document the website development process.

Assessment Requirements

Activity	LO's Assessed	Weighting	Notes
Individual Assignment with scenario component involving the design, implementation and testing of a simple e-Commerce web site, plus documentation of the design implementation and testing.	All	100%	4,000 words

Concise Indicative Reading List

Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.

Textbooks:

- McFarland D – CSS: The Missing Manual, second edition (Pogue Press, 2009) ISBN 9780596802448
- McFarland D – Dreamweaver CS4: The Missing Manual (Pogue Press, 2009) ISBN 9780596522926
- McFarland D – JavaScript: The Missing Manual, first edition (Pogue Press, 2008) ISBN 9780596515898
- Veer E – Flash CS3: The Missing Manual (Pogue Press, 2007) ISBN 9780596510442

Websites:

- www.thebestdesigns.com/
- www.w3.org
- www.w3schools.com
- www.webdesignfromscratch.com/articles-and-Tutorials/

Key Skills Delivered by this Module

Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	X

Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.3 Software Engineering

Module Title	Software Engineering		
Credits	20		
Level	4		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	To give the student an understanding of a disciplined approach to the development of software and the management of the software product lifecycle		
Synopsis of module content			
<ul style="list-style-type: none"> - Software engineering: Nature of software, theoretical models, software crisis, cost of maintenance, cost of quality. - Key practices: Multidisciplinary nature of software development, team work, productivity, testing, product maintenance, software product lifecycle. - Software development models and methods: Transparency, separation of concerns, abstraction, modularity, incremental methods, OO notation, UML. - Quality: Validation, verification, testing, product and process visibility, traceability in software systems and processes. - Software engineering tools: Upper and lower CASE tools, repositories, software reuse and evolution. - Project management: Project planning and estimating, maintenance and management of software products, total cost of ownership, software life cycle cost modelling, project development cost modelling, project and product risk management. 			
Teaching Methods			
<p>Online Delivery Delivery is through Tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a Tutor in the online group learning forums. The emphasis at this level will be on students developing knowledge of the underlying concepts and principles associated with the module. Tutors will encourage students to be able to develop appropriate methods of problem solving and presentation of results accurately and using structured and coherent arguments.</p> <p>Blended Delivery Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face Tutor. The emphasis at this stage will be on students developing knowledge of the underlying concepts and principles associated with the module. Tutors will encourage students to be able to develop appropriate methods of problem solving and presentation of results accurately and using structured and coherent arguments.</p>			
Learning Outcomes			
On completion of this module the student will be able to:			
<ol style="list-style-type: none"> 1. Understand the software crisis and the need for an engineering approach 2. Appreciate the difference between a software programming approach and an engineering approach to the development of a software product 3. Create models of software, data and processes using object oriented modelling approaches such as UML 4. Describe and evaluate software tools and technology to enhance productivity and quality of software development 5. Demonstrate skills of software documentation, quality assurance, evaluation and testing as part of software development 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Individual Assignment. The assignment will consist of a case study where an organisation is to embark on a new software development project. The student will analyse the case study and make recommendations for a software development approach. The student will then use will use object oriented modelling approaches to provide relevant models of software, data and processes.	All	100%	4,000 words
Concise Indicative Reading List			

(Offer a guide of how many to include, approximately 6 items per section; the Harvard System of Referencing should be used when referencing textbooks, etc).

Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.

Textbooks:

Sommerville, I., 2005. *Software Engineering*, 7th edition, Addison Wesley

Stevens, P. & Pooley, R, 2000. *Using UML: Software Engineering with Objects and Components*, 2nd edition, Addison Wesley

Pressman, R.S. & Ince, D., 2009. *Software Engineering: A Practitioner's Approach*, 5th edition, McGraw Hill

Key Skills Delivered by this Module

Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	X
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	X
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	

Ethical consideration

(please tick (✓) as appropriate)

Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.4 Database Design Concepts

Module Title	Database Design Concepts		
Credits	20		
Level	4		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	To give students opportunities to develop an understanding of the concepts and issues relating to databases and database design as well as the practical skills to translate that understanding into the design and creation of complex databases		
Synopsis of module content			
<ul style="list-style-type: none"> - Databases: Database architectures, files and record structures, physical and logical views of data, advantages of using databases, reduction of data redundancy, data consistency, independence of data, data sharing, security, database utilities, data dictionaries, query languages, report generators. - Databases in organisational context: Database applications, role of the database administrator, integrity, security, recovery, concurrency. - Database Management Systems (DBMS): Structures, purpose, features and advantages, applications, methods of data organisation and access. - Database design methods: Requirements analysis, logical design, tables, data elements, data types, indexes, database design within a system development methodology. - Relational database design: Tables, relations, primary/foreign/compound keys, entity relationship modelling, normalisation theory to normal third form. - Database development lifecycle: Logical data model, physical data model, testing the physical model, comparing model with requirements analysis. - Database software: MySQL, Oracle, SQL Server, Microsoft Access - SQL programming – create tables, add rows, alter data, functions. - Tools and techniques: Field and table design, validation and verification techniques, forms. - Documentation: Technical documentation, user documentation. 			
Teaching Methods			
<p>Online Delivery Delivery is through Tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a Tutor in the online group learning forums. The emphasis at this level will be on students developing knowledge of the underlying concepts and principles associated with the module. Tutors will encourage students to be able to develop appropriate methods of problem solving and presentation of results accurately and using structured and coherent arguments.</p> <p>Blended Delivery Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face Tutor. The emphasis at this stage will be on students developing knowledge of the underlying concepts and principles associated with the module. Tutors will encourage students to be able to develop appropriate methods of problem solving and presentation of results accurately and using structured and coherent arguments.</p>			
Learning Outcomes			
On completion of this module the student will be able to: <ol style="list-style-type: none"> 1. Understand databases and data management systems 2. Understand database design techniques 3. Be able to design, create and document databases 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Individual Assignment. The assignment will enable the student to	All	100%	4,000 words

demonstrate their understanding of types of databases, data management systems and will produce a database design and a working database for a given situation.				
Concise Indicative Reading List				
Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.				
Textbooks:				
Elmasri, R, Nvathe. S., 2010. <i>Fundamentals of Database Systems</i> , 6 th edition, Addison-Wesley				
Rolland, F.D, 1997. <i>The Essence of Databases</i> , 1st edition, Prentice Hall				
Date, C.J., 2010. <i>An Introduction to Database Systems</i> , 8th edition, Addison-Wesley				
Howe, D., 2001. <i>Data Analysis for Database Design</i> , 3rd edition, Butterworth-Heinemann				
Key Skills Delivered by this Module				
Computational thinking including its relevance to everyday life.				
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.		X		
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.				
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.		X		
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.				
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.		X		
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.				
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.				
Ethical consideration				
(please tick (✓) as appropriate)				
Ethical Issues have been considered and no ethical issues have been identified				
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)				
Notes:				
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending				

5.5 Information Systems in Organisations

Module Title	Information Systems in Organisations		
Credits	20		
Level	4		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	To provide students with an understanding of how organisations use information systems to help them manage their specific needs		
Synopsis of module content			
<ul style="list-style-type: none"> - Functional areas of an organisation: Typical areas e.g. finance, accounts, human resources, stock control, sales, marketing, research and development, production, distribution, customer service, administration. - Information needs: Requirements analysis e.g. strategic, tactical, operational, data requirements e.g. inputs, outputs, processing activities, information distribution requirements e.g. location, department, individual. - Information systems: types e.g. business information systems, decision support systems, management information systems, executive information systems, office information systems, transaction processing systems, expert systems, global information systems, data warehouse systems, enterprise systems, enterprise resource planning systems, integrated information systems. - Information and data: definition of information and data, sources of information, information requirements and the need for information at different levels within an organisation, storing information and its importance with regard to security, accuracy and relevance, outputs e.g. payroll, invoicing, ordering, bookings, stock control, personnel records, goods tracking, decision making, marketing, customer service. - Gathering information: Defining requirements, establishing sources of information, defining other factors to be considered e.g. constraints. - Selecting information: Analysis of e.g. validity, accuracy, currency, relevance, identifying alternatives. 			
Teaching Methods			
Online Delivery			
Delivery is through Tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a Tutor in the online group learning forums. The emphasis at this level will be on students developing knowledge of the underlying concepts and principles associated with the module. Tutors will encourage students to be able to develop appropriate methods of problem solving and presentation of results accurately and using structured and coherent arguments.			
Blended Delivery			
Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face Tutor. The emphasis at this stage will be on students developing knowledge of the underlying concepts and principles associated with the module. Tutors will encourage students to be able to develop appropriate methods of problem solving and presentation of results accurately and using structured and coherent arguments.			
Learning Outcomes			
On completion of this module the student will be able to:			
Understand information needs within different functional areas of organisations			
Be able to compare information systems			
Be able to use information systems to produce management information			
Identify the attributes of effective teams			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Individual Assignment. The assignment will consist of a case study of an organisation. The student will analyse the case study and produce a set of options and a recommendation for the client.	All	100%	4,000 words
Concise Indicative Reading List			
Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.			
Textbooks:			

Avison, D. & Fitzgerald, G. 2006. *Information Systems Development: Methodologies Techniques and Tools*, 4th edition, McGraw Hill

Benyon-Davies, P. 2009. *Business Information Systems*, 1st edition, Palgrave Macmillan

Laudon, J. & Laudon, K., 2008. *Essentials of Management Information Systems*, 9th edition, Pearson

Turban, E. et al, 2008. *Decision Support and Business Intelligence Systems*, Pearson

Key Skills Delivered by this Module	
Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	X
Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.6 Employability and Professional Development

Module Title	Employability and Professional Development		
Credits	20		
Level	4		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Aims of the module	Students will require employability skills as a pre requisite to entering the job market. This module gives students an opportunity to assess and develop an understanding of their own responsibilities in or when entering the workplace.		
Synopsis of module content			
<ul style="list-style-type: none"> - Be able to take responsibility for own personal and professional development: Responsibilities, performance objectives, individual appraisal systems, motivation and performance, development plan, portfolio building, CV. - Demonstrate acquired interpersonal and transferable skills: Effective communication, interpersonal skills, time management. - Dynamics of working with others: Working with others, teams and team building. - Strategies for problem solving: Specification of the problem, identification of possible outcomes, tools and methods, plan and implement, evaluation. 			
Teaching Methods			
Online Delivery			
Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at this level will be on students developing knowledge of the underlying concepts and principles associated with the module. Tutors will encourage students to be able to develop appropriate methods of problem solving and presentation of results accurately and using structured and coherent arguments.			
Blended Delivery			
Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at this stage will be on students developing knowledge of the underlying concepts and principles associated with the module. Tutors will encourage students to be able to develop appropriate methods of problem solving and presentation of results accurately and using structured and coherent arguments.			
Learning Outcomes			
On completion of this module the student will be able to:			
<ol style="list-style-type: none"> 1. Take responsibility for own personal and professional development 2. demonstrate acquired interpersonal and transferable skills 3. Understand the dynamics of working with others 4. Be able to develop strategies for problem solving 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Individual Assignment. The assignment will consist of a personal development portfolio developed by the student.	All	100%	4,000 words
Concise Indicative Reading List			
Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.			
Textbooks:			
NCCER, 2009. <i>Basic Employability Skills: Trainee Guide 00108-09</i> , Prentice Hall			
Thompson Leigh, L. 2008. <i>Making the Team: A Guide for Managers</i> , Pearson Education			

Key Skills Delivered by this Module	
Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	X
Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.7 Data Communications

Module Title	Data Communications		
Credits	20		
Level	5		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	To enable students to understand data communications concepts, current implementations of these concepts and the application of data communications to providing networked services.		
Synopsis of module content			
<ul style="list-style-type: none"> - Standards: de facto and de jure - Models: e.g. ISO OSI - Protocols: e.g. TCP/IP, Ethernet, 802.11 family, ADSL - Hardware components: e.g. NIC, cabling, antenna, hub, bridge, switch, router - Software components: drivers, clients and client operating systems, servers and server software - Services: e.g. e-mail, web, file and print, communications - Performance issues: bandwidth, data rate, transmission range, Quality of Service - Security: policy and procedure, firewalls, authentication and authorisation - Installation and testing - Maintenance and review 			
Teaching Methods			
<p>Online Delivery Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p> <p>Blended Delivery Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p>			
Learning Outcomes			
On completion of this module the student will be able to:			
<ol style="list-style-type: none"> 1. Demonstrate an understanding of data communications principles 2. Demonstrate an understanding of networking components 3. Design data communication systems 4. Implement and support networked systems 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Formal examination comprising a series of short questions/answers covering terminology and fundamental knowledge (50% of marks) plus a short case study (50% of marks).	All	100%	3 hours
Concise Indicative Reading List			
Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.			
Textbooks:			

Tanenbaum A S and Wetherall D J – Computer Networks (International Version), (Pearson Education 2010) ISBN 0132553171
 Stallings W – Data and Computer Communications 9th edition, (Pearson, 2011) ISBN 0131392050

Journals:

Academic publications from credible sources such as:

The Association for Computing Machinery (www.acm.org)
 The Institute of Electrical and Electronic Engineers (www.ieee.org)

Websites:

Commercial web sites such as:

www.cisco.com
www.microsoft.com

Key Skills Delivered by this Module

Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	X
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	X
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	

Ethical consideration

(please tick (✓) as appropriate)

Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.8 Internet Server Technology

Module Title	Internet Server Technology										
Credits	20										
Level	5										
Pre-requisite(s)	None										
Co-requisite(s)	None										
Award(s) for which module is a core requirement	BSc (Hons) Business Computing										
Award(s) for which module is a specified requirement											
Aims of the module	<p>To provide students with an understanding of networking infrastructures, the directory based system that supports the addressing and resource management of any large scale networked system.</p> <p>To enable learners to implement and manage secure internet technologies for networking systems.</p>										
Synopsis of module content											
<ul style="list-style-type: none"> - Internet services - Internet server technologies - Planning and implementation of Internet services - Addressing and address services - Name resolution - Web services - Web applicaitons - E-Mail services - Testing - Monitoring and maintenance - Security - System documentation 											
Teaching Methods											
<p>Online Delivery Delivery is through tutor facilitated on-line learning. Students will be expected to study supplied material and recommended texts and complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at this level will be on students exploring current Internet server technologies. The main focus will be on web server technologies but the module will include infrastructure services such as DNS and DHCP along with other user service technologies such as e-mail. Students will be encouraged to explore currently available technology including alternatives and the application of these technologies to various settings. They will be expected to engage with published material from a range of credible sources including both commercial produced material and academic publications, as evidenced by formal referencing.</p> <p>Blended Delivery Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to study supplied material and recommended texts and complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at this level will be on students exploring current Internet server technologies. The main focus will be on web server technologies but the module will include infrastructure services such as DNS and DHCP along with other user service technologies such as e-mail. Students will be encouraged to explore currently available technology including alternatives and the application of these technologies to various settings. They will be expected to engage with published material from a range of credible sources including both commercial produced material and academic publications, as evidenced by formal referencing.</p>											
Learning Outcomes											
<p>On completion of this module the student will be able to:</p> <p>Demonstrate an understanding of internet services Demonstrate an understanding of internet server architectures Implement internet server and services Manage internet server and services.</p>											
Assessment Requirements											
<table border="1"> <thead> <tr> <th>Activity</th> <th>LO's Assessed</th> <th>Weighting</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Individual Assignment with case study involving the design, implementation and documentation of Internet services.</td> <td>All</td> <td>100%</td> <td>4,000 words</td> </tr> </tbody> </table>				Activity	LO's Assessed	Weighting	Notes	Individual Assignment with case study involving the design, implementation and documentation of Internet services.	All	100%	4,000 words
Activity	LO's Assessed	Weighting	Notes								
Individual Assignment with case study involving the design, implementation and documentation of Internet services.	All	100%	4,000 words								
Concise Indicative Reading List											

Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.

Textbooks:

Comer D – Hands-on Networking with Internet Technologies (Addison Wesley, 2004)
 Donahue G – Network Warrior (O'Reilly Media, 2007) ISBN-10: 0596101511
 Ford A – Apache 2 Pocket Reference (O'Reilly Media, 2008) ISBN-10: 0596518889
 Miller M – Internet Technologies Handbook: Optimizing the IP Network (Wiley Blackwell, 2004)
 Olifer N, Olifer V – Computer Networks: Principles, Technologies and Protocols for NetworkDesign (Wiley, 2005) ISBN-10: 0470869828

Key Skills Delivered by this Module

Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	X
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	

Ethical consideration

(please tick (✓) as appropriate)

Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	

Notes:

Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	
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5.9 Quality Systems in IT

Module Title	Quality Systems in IT		
Credits	20		
Level	5		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	To provide students with an understanding of the importance of the quality process as applied to IT related systems development.		
Synopsis of module content			
<ul style="list-style-type: none"> - Standards: Compliance against national and international standards, ISO 31000 risk, risk management standards, quality standards, ISO9000, best practice. - Risks: Financial, project failure, legal, accidents, natural causes, accidents. - Systems Development Lifecycle: Planning, analysis, design, build, test, maintenance. - Documentation: Product specification, environmental, safety, reliability, maintainability requirements, monitoring checks, reviews, inspections, test results, control charts. - Tools: Gantt charts, CPM, PERT, PRINCE, project management software. 			
Teaching Methods			
Online Delivery			
<p>Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p>			
Blended Delivery			
<p>Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p>			
Learning Outcomes			
<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the need for quality assurance in IT systems 2. Employ standard quality control documentation 3. Select and use appropriate project management tools 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Individual Assignment. The assignment will consist of a case study which will depict a quality situation at an organisation. The student will analyse the situation and produce a set of recommendations in a number of areas for the client to consider.	All	100%	4,000 words
Concise Indicative Reading List			
<p>Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.</p>			
Textbooks:			
Galin, D., 2003. <i>Software Quality Assurance: From Theory to Implementation</i> , 1st edition, Addison Wesley			
Reuvid, J., 2009. <i>Managing Business Risk: A Practical Guide to Protecting Your Business</i> , 7th edition, Kogan Page			

Key Skills Delivered by this Module	
Subject-related cognitive abilities as required by QAA Computing Benchmark 2007	
Computational thinking including its relevance to everyday life.	X
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	X
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	X
Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.10 Advanced Database

Module Title	Advanced Databases		
Credits	20		
Level	5		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	To give students an understanding of the different functionality a relational database can support		
Synopsis of module content			
<p>Decision support systems: Data warehousing, data marts, OLAP, data mining, visualisation, star and snowflake schemas.</p> <p>Distributed databases: Replication, triggers, fragmentation, partitioning, integrity, security, transaction management.</p> <p>Object Oriented databases: Objects, instance variables, methods, classes, distinct types, structured types, subtypes, composite values, problems.</p> <p>Multi media databases: Data characteristics, processing, querying, metadata, direct references, datalink references, using files for multimedia, LOBs, packages.</p>			
Teaching Methods			
Online Delivery			
<p>Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p>			
Blended Delivery			
<p>Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p>			
Learning Outcomes			
<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the role of relational databases in supporting Decision Support Systems 2. Enumerate the features of a Distributed database 3. Demonstrate how relational databases support Object Oriented development 4. Use relational databases to support Multimedia 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
<p>Individual Assignment.</p> <p>The assignment will consist of a case study of the database organisation in an organisation.. The student will analyse the situation and provide recommendations for the client in the areas of distributed databases, decision support databases, object and multimedia databases.</p>	All	100%	4,000 words
Concise Indicative Reading List			
<p>Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.</p>			

Textbooks:	
Watson, R. T., 2005. <i>Data Management: Databases and Organisations</i> , 5 th edition, John Wiley	
Key Skills Delivered by this Module	
Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	X
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	X
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	
Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.11 Systems Analysis and Design

Module Title	Systems Analysis and Design		
Credits	20		
Level	5		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	To provide students with the knowledge and skills to undertake a systems analysis investigation by following a recognised methodology		
Synopsis of module content			
<ul style="list-style-type: none"> - Lifecycle models: Systems Development Lifecycle (SDLC), Rapid Application Design (RAD), Spiral, Agile, Dynamic Systems Design Methodology (DSDM), Waterfall and prototyping. - Lifecycle procedure/stage: Lifecycle stages within different models, lifecycle stage examples. - Fact finding techniques: Interviews, observation, investigation of documentation, questionnaires, focus groups. - Feasibility criteria: Legal, social, technical, economic, timescales, organisational constraints. - Feasibility report components: Purpose, structure, intended audience, outcomes. - Identify requirements: stakeholders. Requirements identification, requirements specification, scope, inputs, outputs processes, process descriptors, consideration of alternate solutions, quality assurance required. - Constraints: Costs, organisational policies, legacy systems, hardware platforms. - Report documentation: Structure, background information, problem statements, data collection process and summary, recommendations, appendices. - Terminology and tools: Context diagrams, data flow diagrams, entity relationship diagrams, business system options, technical system options, total quality management. 			
Teaching Methods			
Online Delivery			
<p>Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p>			
Blended Delivery			
<p>Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p>			
Learning Outcomes			
On completion of this module the student will be able to:			
<ol style="list-style-type: none"> 1. Distinguish between different systems life cycles 2. Undertake a feasibility study 3. Perform a systems investigation 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Individual Assignment. The assignment will consist of a case study for the students to analyse. The student will be required to select and justify an approach to systems analysis. Using this approach they will produce a requirements specification, analyse	All	100%	4,000 words

the system using appropriate tools/techniques and produce recommendations for the client.				
Concise Indicative Reading List				
Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.				
Textbooks:				
Dennis, A. & Haley Wixom, B., 2009. <i>Systems Analysis and Design</i> , 4th edition, John Wiley				
Lejk, A. & Deeks, D., 2002. <i>An Introduction to System Analysis Techniques</i> , 2nd edition, Addison Wesley				
Key Skills Delivered by this Module				
Computational thinking including its relevance to everyday life.				X
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.				X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.				X
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.				X
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.				
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.				X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.				X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.				X
Ethical consideration				
(please tick (✓) as appropriate)				
Ethical Issues have been considered and no ethical issues have been identified				✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)				
Notes:				
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending				

5.12 Research Skills

Module Title	Research Skills										
Credits	20										
Level	5										
Pre-requisite(s)	None										
Co-requisite(s)	None										
Award(s) for which module is a core requirement	BSc (Hons) Business Computing										
Award(s) for which module is a specified requirement											
Aims of the module	To equip students with the knowledge and research skills needed to select a research question and design a research proposal for a chosen topic of interest.										
Synopsis of module content											
<ul style="list-style-type: none"> - Research methodologies: Research types and methodologies, data collection, research pitfalls, types of data. - Conduct a literature review: Sources of information, accuracy of information, review format and referencing. - Research proposal: Research question, survey methods, research ethics. 											
Teaching Methods											
<p>Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p> <p>Blended Delivery Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at Level 5 will be in providing opportunities for students to develop a critical understanding of the key principles of the module and the ways in which these have developed. Developing the ability to transfer their learning to apply in different contexts is important and this will link to practical problems that will help in future employment. The use of well established techniques to resolve problems will be supported and students assisted to present their arguments effectively. Students will also be encouraged to appreciate the limitations of the techniques that they are using and to reflect more on their own abilities and success and failure to improve future performance.</p>											
Learning Outcomes:											
On completion of this module the student will be able to:											
<ol style="list-style-type: none"> 1. Compare and contrast different research methodologies 2. Conduct a literature review 3. Present a research proposal 											
Assessment Requirements											
<table border="1"> <thead> <tr> <th>Activity</th> <th>LO's Assessed</th> <th>Weighting</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Research Proposal</td> <td>All</td> <td>100%</td> <td>4,000 words</td> </tr> </tbody> </table>				Activity	LO's Assessed	Weighting	Notes	Research Proposal	All	100%	4,000 words
Activity	LO's Assessed	Weighting	Notes								
Research Proposal	All	100%	4,000 words								
Concise Indicative Reading List											
<p>Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.</p> <p>Moore, N., 1999. <i>The Complete Guide to Designing and Managing Research Projects</i>, 3rd edition, London Library Association</p> <p>Fink, A., 2009. <i>Conducting Research Literature Reviews: From the Internet to Paper</i>, 3rd edition, Sage</p>											
Key Skills Delivered by this Module											

Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	x
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	x
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	
Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.13 Current Trends in Networking

Module Title	Current Trends in Networking		
Credits	20		
Level	6		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	<p>This module, which aims to deal with selected, advanced topics in networking and data communications, is intended to:</p> <p>Develop, in depth, issues relating to network services provision Provide students with an insight into the leading edge of commercially available and emergent network technology and their application in real world situations.</p>		
Synopsis of module content			
<p>This is a rapidly developing area and in order for the module to remain relevant, the contents will need reviewing on a regular basis. Each topic will be assessed for its continued relevance and dropped if it is no longer considered relevant. New material will be constantly monitored for inclusion. Therefore, the topic list provided is indicative</p> <ul style="list-style-type: none"> - Infrastructure Broadband Technologies - Mobile Phone and Broadband Technologies - Voice Over IP - Network Modelling and Simulation - Advanced Routing - Digital broadcasting (TV and radio) - Social Impact - Network Security 			
Teaching Methods			
<p>Online Delivery Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at this level will be on students exploring the leading edge of commercially available technology associated with the module. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in emerging technologies.</p> <p>Blended Delivery Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at this level will be on students exploring the leading edge of commercially available technology associated with the module. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in emerging technologies.</p>			
Learning Outcomes			
<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate threats to network provision and compare solutions 2. Compare and contrast existing and emergent networking technologies 3. Apply appropriate network technologies in complex settings, providing alternative solutions, clear selections and justifications. 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Individual Assignment comprising a scenario based case study and requiring the student to identify issues with a current networking system and provide a range of solutions to those issues based on leading edge currently available	All	100%	4,000 words

technology.			
Concise Indicative Reading List			
<p>Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.</p> <p>Publications from leading commercial network companies. There are many companies involved in the development of communications technologies and delivering services. This list is a sample of the key players. The module will encourage students to search currently available and up to date material.</p> <p>Cisco, www.cisco.com Microsoft, www.microsoft.com BT, www.bt.com Virgin media, www.virginmedia.com British Sky Broadcasting, www.sky.com Apple Inc., www.apple.com Android organisation, www.android.com</p> <p>Academic journals such as published by:</p> <p>The British Computer Society, http://www1.bcs.org.uk/ The Institution of Electrical Engineers (IEE), http://www.iee.org.uk The Institute of Electrical and Electronics Engineers (IEEE) Computer Society, http://www.computer.org The Association of Computing Machinery (ACM), http://www.acm.org</p>			
Key Skills Delivered by this Module			
Computational thinking including its relevance to everyday life.			X
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.			X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.			
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.			
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.			X
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.			X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.			X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.			
Ethical consideration			
(please tick (✓) as appropriate)			
Ethical Issues have been considered and no ethical issues have been identified			✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)			
Notes:			
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending			

5.14 Online Business Systems

Module Title	Online Business Systems
Credits	20
Level	6
Pre-requisite(s)	None
Co-requisite(s)	None
Award(s) for which module is a core requirement	BSc (Hons) Business Computing
Award(s) for which module is a specified requirement	
Aims of the module	<p>This module, which aims to deal with selected, advanced topics in networking and data communications, is intended to:</p> <ul style="list-style-type: none"> - Develop the theory and technical skills required to design and develop dynamic web applications. - Enable the student to develop a static prototype using XHTML and CSS2. - Enable students to produce server side interactions using PHP and MySQL. - Develop the use of a methodology to underpin project development.
Synopsis of module content	<p>The module will present generic approaches and methodologies and examples of web technology as appropriate currently. The list below is therefore indicative and may change as technologies develop. There is also some flexibility depending on the exact facilities available to each student. Assignments will be specified at the user requirements level, with the student free to select and justify appropriate technologies.</p> <p>CSS PHP MySQL JavaScript .Net</p>
Teaching Methods	<p>Online Delivery Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at this level will be on students exploring technical web development underpinned by a suitable development methodology. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in web development.</p> <p>Blended Delivery Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at this level will be on students exploring technical web development underpinned by a suitable development methodology. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in web development.</p>
Learning Outcomes	<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. Manage the implementation phase of a web application and deploy appropriate client-side and server-side technologies. 2. Justify the design and development of the application and critically evaluate their implementation approach. 3. Design and implement an online business system meeting the needs of both the user and the client. 4. Prepare appropriate entity relationship diagrams and SQL queries in order to efficiently manage data within the web application. 5. Recognise the need for continual development and marketing of an online business system using multimedia objects. 6. Use an industry standard integrated development environment (IDE) for the design and implementation of the website
Assessment Requirements	

Activity	LO's Assessed	Weighting	Notes
Individual Assignment involving the development and implementation of a web based solution to a given scenario and including documentation of the development and implementation plus an evaluation of the solution.	All	100%	4,000 words
Concise Indicative Reading List			
Publications from leading commercial network companies. There are many companies involved in the development of communications technologies and delivering services. This list is a sample of the key players. The module will encourage students to search currently available and up to date material.			
Negrino T. and Smith D. (2010) Dreamweaver CS5 for Windows and Macintosh: Visual QuickStart Guide, Peachpit Press			
Ullman L (2008) PHP for the Web: Visual Quickstart Guide 3rd Edition, Peachpit Press			
Meloni J. and Morrison M. (2009) Sams Teach Yourself HTML and CSS in 24 hours, 8th ed, Sams			
Chun R (2010) Flash Professional CS5 Advanced for Windows and Macintosh, Visual QuickPro Guide, Peachpit Press			
Key Skills Delivered by this Module			
Computational thinking including its relevance to everyday life.			
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.			X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.			X
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.			X
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.			
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.			X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.			X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.			
Ethical consideration			
(please tick (✓) as appropriate)			
Ethical Issues have been considered and no ethical issues have been identified			✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)			
Notes:			
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending			

5.15 Understanding Systems

Module Title	Understanding Systems
Credits	20
Level	6
Pre-requisite(s)	None
Co-requisite(s)	None
Award(s) for which module is a core requirement	BSc (Hons) Business Computing
Award(s) for which module is a specified requirement	
Aims of the module	To give students and understanding of what a system is and the role of a systems approach in analysing complex situations

Synopsis of module content

- Types of systems: Open, Closed, Dynamic, Social, Human Activity
- An introduction to system components: System purpose, inputs/outputs, transformation, hierarchy, feedback, dynamic equilibrium, holistic approach, reductionist approach, emergence
- Hard Systems
- Soft Systems: SSM methodology
- Models: Types of model, strengths and weaknesses of models, model role in understanding systems

Teaching Methods

Online Delivery

Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at this level will be on students exploring the leading edge of commercially available technology associated with the module. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in emerging technologies.

Blended Delivery

Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at this level will be on students exploring the leading edge of commercially available technology associated with the module. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in emerging technologies.

Learning Outcomes

On completion of this module the student will be able to:

1. Identify a system
2. Compare and contrast the various types of systems that can exist
3. Analyse a system to identify its components
4. Critically appraise the importance of the role of the systems approach in identifying, amending and developing Information Systems
5. Use models in analysing and developing systems

Assessment Requirements

Activity	LO's Assessed	Weighting	Notes
Individual Assignment. There will be case study of an area that has system complexity which the student will need to analyse and produce systemic options for improving the situation.	All	100%	4,000 words

Concise Indicative Reading List

Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.

Textbooks:

Checkland, P. & Scholes, J., 2001. *Soft Systems Methodology in Action*, 1st edition, John Wiley

Checkland, P., 1999. *Systems Thinking, Systems Practice*, 1st edition, John Wiley

Checkland, P. & Howell, S., 1998. *Information, Systems, and Information Systems*, 1st edition, John Wiley

Morgan, G., 1998. *Images of Organisation: The Executive Edition*, 1st edition, Sage

Key Skills Delivered by this Module

Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	X
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	X
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	

Ethical consideration

(please tick (✓) as appropriate)

Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.16 Database Solutions

Module Title	Database Solutions
Credits	20
Level	6
Pre-requisite(s)	None
Co-requisite(s)	None
Award(s) for which module is a core requirement	BSc (Hons) Business Computing
Award(s) for which module is a specified requirement	
Aims of the module	To give students an understanding of the role of a relational database, the approaches to designing, building and implementing a relational database.

Synopsis of module content

- Types of database: Hierarchical, Network, Relational, Object
- Principles of a Relational database
- 3 Level database architecture
- Top Down/Bottom Up database design, ERD, entities, attributes, relationships, normalisation
- Primary keys, Foreign keys, Constraints, Null values
- SQL – basic operations, create database, interrogate database

Teaching Methods

Online Delivery

Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at this level will be on students exploring the leading edge of commercially available technology associated with the module. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in emerging technologies.

Blended Delivery

Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at this level will be on students exploring the leading edge of commercially available technology associated with the module. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in emerging technologies.

Learning Outcomes

On completion of this module the student will be able to:

1. Explain the concepts of different types of database
2. Identify the principles of a relational database
3. Explain the 3 Level architecture of a relational database
4. Produce a physical database
5. Produce SQL statements to create and interrogate a database.

Assessment Requirements

Activity	LO's Assessed	Weighting	Notes
Individual Assignment. The assignment will consist of a case study for which the student will need to develop a database by going through the process of top down and bottom up data analysis. SQL will be produced to build, populate and query the database.	All	100%	4,000 words

Concise Indicative Reading List

Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.

Textbooks:

Elmasri, R, Nvathe. S., 2008. *Fundamentals of Database Systems*, 6th edition, Addison-Wesley

Rolland, F.D, 1998. *The Essence of Databases*, 1st edition, Prentice Hall

Date, C.J., 2010. *An Introduction to Database Systems*, 8th edition, Addison-Wesley

Key Skills Delivered by this Module

Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	X
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	X
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	

Ethical consideration

(please tick (✓) as appropriate)

Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.17 Management in IT

Module Title	Management in IT		
Credits	20		
Level	6		
Pre-requisite(s)	None		
Co-requisite(s)	None		
Award(s) for which module is a core requirement	BSc (Hons) Business Computing		
Award(s) for which module is a specified requirement			
Aims of the module	To enable students to embrace the work based activities expected of a technology manager, by providing the generic skills, knowledge and understanding required in the IT environment.		
Synopsis of module content			
<ul style="list-style-type: none"> - Principles of staff management: Recruitment, administration, policies, management structure. - Software management tools: Software management processes, software management tools. - Strategic planning: Aim of strategic planning, use of IT in strategic planning, disaster recovery plan, IT strategic systems planning. - Current developments in IT: Impact on management, learning new skills, training, impact of internet on management. 			
Teaching Methods			
Online Delivery			
Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at this level will be on students exploring technical web development underpinned by a suitable development methodology. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in web development.			
Blended Delivery			
Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at this level will be on students exploring technical web development underpinned by a suitable development methodology. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in web development.			
Learning Outcomes			
On completion of this module the student will be able to:			
<ol style="list-style-type: none"> 1. Critically appraise principles of staff management 2. Use software management tools 3. Participate in strategic planning 4. Analyse the impact of current developments in information technology on business 			
Assessment Requirements			
Activity	LO's Assessed	Weighting	Notes
Exam	All	100%	3 hours
Concise Indicative Reading List			
Publications from leading commercial network companies. There are many companies involved in the development of communications technologies and delivering services. This list is a sample of the key players. The module will encourage students to search currently available and up to date material.			
Holtsnider, B. & Jaffe, B., 2006. <i>IT Manager's Handbook: Getting Your New Job Done</i> , 2nd edition, Morgan Kaufman			
Robson, W., 2007. <i>Strategic Management and Information Systems: An Integrated Approach</i> , 4th edition, Prentice Hall			
Key Skills Delivered by this Module			
Computational thinking including its relevance to everyday life.			X
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate			

to the Programme of Study.	
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	
Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	X
Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	✓
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

5.18 Practical Project

Module Title	Practical Project
Credits	20
Level	6
Pre-requisite(s)	None
Co-requisite(s)	None
Award(s) for which module is a core requirement	BSc (Hons) Business Computing
Award(s) for which module is a specified requirement	
Aims of the module	The aim is to give the students an opportunity to produce a piece of practical work which will culminate in the writing of a report

Synopsis of module content

Selection and delivery of a project

Teaching Methods

Online Delivery

Delivery is through tutor facilitated on-line learning. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a tutor in the online group learning forums. The emphasis at this level will be on students exploring the leading edge of commercially available technology associated with the module. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in emerging technologies.

Blended Delivery

Delivery is through on-line learning with enhanced face-to-face support. Students will be expected to complete a series of on-line activities. These will include tasks which will then become the subject of discussion facilitated by a face to face tutor. The emphasis at this level will be on students exploring the leading edge of commercially available technology associated with the module. Students will be encouraged to engage with both commercially published and academic material, as evidenced by formal referencing of credible sources, and to develop critical analysis of both academic theory and its application in emerging technologies.

Learning Outcomes

On completion of this module the student will be able to:

1. Manage a project, including planning and scheduling the use of time and resources
2. Write a comprehensive professional report on the work done
3. Identify and define a project and select appropriate methodologies/tools to produce a solution
4. Demonstrate an understanding of the limitations and achievements of the project
5. Critically evaluate the project and the processes used

Assessment Requirements

Activity	LO's Assessed	Weighting	Notes
Project product and report. The product will be artefact and will count towards 30% of the marks. The report will count for 70% of the marks and will describe, discuss and evaluate the project process.	All	100%	4,000 words

Concise Indicative Reading List

Where possible, the most current version of reading materials is used during the delivery of this module. Comprehensive reading lists are provided to students in their Handbooks. Reading Lists will be updated annually.

Other:

RDI Project Handbook

Key Skills Delivered by this Module

Computational thinking including its relevance to everyday life.	
Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the Programme of Study.	X
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	

Requirements, practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.	
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	X
Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.	X
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	X
Ethical consideration	
(please tick (✓) as appropriate)	
Ethical Issues have been considered and no ethical issues have been identified	
Attached are the ethical issues that have been identified as arising from this proposal and a statement of how they have been, or will be addressed (detailed below)	
Notes:	
Advice is being sought from the Faculty's Ethics Champion on the ethical issues which have arisen from this proposal and the outcome is pending	

6 Assessment

6.1 Assessment Methods

The assessment methods used for each module are shown below.

Module	Activity	LO's Assessed	Weighting	Notes
Level 4				
Employability and Professional Development	Individual Assignment	All	100%	4,000 words
Information Systems in Organisations	Individual Assignment	All	100%	4,000 words
Database Design Concepts	Individual Assignment	All	100%	4,000 words
Computer Technology	Exam	All	100%	3 Hours
Web Development	Individual Assignment with scenario component involving the design, implementation and testing of a simple e-Commerce web site.	All	100%	4,000 words
Software Engineering	Individual Assignment	All	100%	4,000 words
Level 5				
Systems Analysis and Design	Individual Assignment	All	100%	4,000 words
Advances Databases	Individual Assignment	All	100%	4,000 words
Data Communications	Individual Assignment with case study involving the design and specification of data communications solutions to given scenarios.	All	100%	4,000 words
Internet Server Technology	Individual Assignment with case study involving the design, implementation and documentation of Internet services.	All	100%	4,000 words
Quality in IT Systems	Individual Assignment	All	100%	4,000 words
Research Skills	Research Proposal	All	100%	3,000 words
Level 6				
Online Business Systems	Individual Assignment	All	100%	4,000 words
Management in IT	Exam	All	100%	3 Hours
Understanding Systems	Individual Assignment	All	100%	4,000 words
Current trends in Networking	Individual Assignment	All	100%	4,000 words
Database solutions	Individual Assignment	All	100%	4,000 words
Practical Project	Project product and report	All	100%	4,000 words

6.2 Registering to take Assessments

This Programme is designed to be as flexible as possible, so you can study it in your own time, and ensure it fits into your life pattern.

There are four assessment points during each calendar year: January, April, July and October. You are normally required to undertake assessment in a module at one of these assessment opportunities.

You must register to take each assessment with RDI. This must be done at least **six weeks** before the due date. **It is your responsibility to register to take each assessment yourself.** If you fail to do so, you will not be permitted to take the assessment and any work submitted will not be marked.

To register for an assessment, you must complete an electronic *Intent to Submit* (ITS) form on ilearn. An electronic ITS form will be available on each module page on ilearn. Please ensure you register to take assessment for each module separately using the link on the module page for each module.

You may only register to take assessment in a maximum of three modules at any one time, including deferrals and referrals.

6.3 Release of Assignments

Once you have registered to take an assessment, a new assignment brief will be released to you approximately 5 weeks before the deadline for submission.

Please note that the assessment brief will change for each assessment period. If you are retaking a referred assessment you will be required to complete the new assessment brief.

The assessment briefs will contain the following information:

1. Module title, Assignment title, submission date, word count
2. Submission instructions
3. Assignment brief/tasks detailing what the candidate needs to do.
4. Student Guidelines where applicable to assist you in your understanding of the exact requirements of the assessment.
5. Specific performance criteria mapped against the grading structure.

6.4 Registering to Take an Exam

Students are required to register to take an examination in a module a minimum of 6 weeks prior to the date of the exam. To register for your exam you must complete the *Intent to Submit* form as detailed in section 6.2.

If you are taking an examination, please ensure you clearly mark details of the venue where you wish to take your examination and that you include the appropriate examination fee (please see section 6.5 below).

6.5 Notice to all students regarding Examination Arrangements for North America/Caribbean Special Centres

From **January 2013** examination arrangements for North America/Caribbean Special centres will change and students will no longer pay RDI a fee of \$165 to organise a local examination venue.

Please see below the new arrangements.

6.6 Cost of Examinations

Students can register to take their exams at one of the following RDI venues at no additional cost by contacting the Examination Officer at exams@rdi.co.uk.

Coventry Venue

(Full details to be confirmed by the Examination Officer)

Hong Kong

Students registered via RDI Hong Kong can arrange to take their examination at the RDI Hong Kong Office free of charge – to do this please annotate your venue on the Intent to Submit form as RDI HK.

RDI Management Learning

7th Floor
South China Building
1-3 Wyndham Street
Central
Hong Kong

***An additional fee will apply to all examinations undertaken at any other venue, as detailed below.**

UK Special Centres

If you are in the UK but are unable to take your examination at one of the above-mentioned venues, you may organise a more convenient venue to take the examination. Students will be responsible for identifying and arranging the local venue. Venues must be a registered College or University that is approved to facilitate Distance Learning examinations.

Students will also be responsible for paying venue charges directly to the venue. Charges are set by the venue and will therefore vary.

Once you have identified a venue, you will need to provide the Exams Team with details so quality assurance checks can be undertaken. Details should include the main contact person, email address, telephone number, postal address and website of the venue. RDI will contact the venue to confirm the examination arrangements and despatch of the examination documents.

North America/Caribbean Special Centres

Students will be responsible for identifying and arranging the local venue. Venues must be either a British Council or a registered College or University that is approved to facilitate Distance Learning examinations.

Students will also be responsible for paying charges directly to the venue. Charges are set by the venue and will therefore vary.

Once you have identified a venue, you will need to provide the Exams Team with details so quality assurance checks can be undertaken. Details should include the main contact person, email address, telephone number, postal address and website of the venue.

RDI will contact the venue to confirm the examination arrangements and despatch of the examination documents.

Special Centres Elsewhere

If you are located elsewhere in the world, you should make arrangements to take your examination at your nearest British Council offices. Once you have agreed the arrangements with your local British Council, you will need to provide the details of the venue on your Intent to Submit form. Details should include the main contact person, email address, telephone number, postal address of the venue and website.

Students will be responsible for paying British Council charges directly to the venue. RDI will contact the venue to confirm the examination arrangements and despatch of the examination documents.

6.7 Cancellation of Assessment Registration and Non-Submission

Submission dates are printed on each assignment paper in line with the published assessment timetable. Please note that assessments will normally change for each assessment period and it is your responsibility to ensure you have the correct assessment brief.

If you are unable to meet an assessment deadline after you have registered, you have the opportunity to cancel your assessment registration up to 48 hours before the submission date by informing a member of the Student Support Team.

If you have registered to take an examination, you may also cancel your registration up to 48 hours before the start time of the examination. Please note that for examination cancellations a charge may be payable to your exam venue.

If you fail to take an assessment or exam for which you have registered without cancelling your registration, you will automatically receive a mark of zero. Any referral opportunities will be capped at 40%.

6.8 Word Count

Each Assessment Brief issued to students will include a specific word count. The word count excludes the **title page, executive summary, reference list and appendices**. Where assessment questions have been reprinted from the assessment brief these will also

be excluded from the word count. **ALL other printed words ARE included in the word count. Printed words include those contained within charts and tables.**

Penalties will apply if the word count exceeds the specified word count.

Where the word count is exceeded the following penalties will apply:

Word count exceeded by up to and including 10%	No penalty
Word count exceeded by more than 10%	Work capped at a maximum grade of 40%

Example: the word limit is 2000 and a student submits a piece of work with a word count of 2300. The work is marked and initially awarded 60%. However, as it is over the 2000 words limit plus 10% (i.e. 2200 words) the penalty is applied. Therefore the 40% cap is applied and the work is awarded a final mark of 40%.

Every student is required to indicate the exact word count, as defined above, on the Title Page of each assessment they submit. The quotation of an incorrect word count will be treated as an attempt to deceive and will be considered as a disciplinary offence under the appropriate University regulations.

Please refer to the policy via the link detailed below:

[http://moodle.bl.rdi.co.uk/guides/Anglia Ruskin University Word Count Policy .pdf](http://moodle.bl.rdi.co.uk/guides/Anglia_Ruskin_University_Word_Count_Policy_.pdf)

6.9 Help with Referencing and Avoiding Plagiarism

You should ensure that you carefully read the information on plagiarism provided within your Induction module on ilearn and complete the Plagiarism Quiz. You can return to this quiz later in your study to refresh your understanding of key definitions relating to plagiarism and referencing.

The Turnitin system allows your Tutor to check your work for improper citation or potential plagiarism by comparing it against continuously updated databases. All assessments submitted will be scanned through the Turnitin software. This software will allow students and markers to check the work improper citation or or potential plagiarism by comparing it against continuously updated databases.

When you submit your assignments on ilearn, an originality report will be generated by Turnitin. If you submit a draft assessment to ilearn in advance of the deadline, you will be able to view the draft originality reports generated by Turnitin and thus have an opportunity to make corrections to your assessment prior to making your final submission. A guide to help you to review your Turnitin originality report and identify any problem areas is available on ilearn. It is essential for you to read this information before you start planning for your first assessment.

6.10 Referencing Correctly

It is very important that you reference all your written work correctly using the Harvard system. According to Saunders *et al* (1997) there are three important points in relation to referencing:

- Credit must be given when quoting or citing other people's work, words and ideas
- Adequate information must be provided in the reference list to enable a reader to locate the references for themselves; and
- Referencing should be as consistent as possible.

Referencing is a two-stage process: you need to reference in the text of the report or essay and at the end in a reference list.

Referencing in the Text

The Harvard system uses the **author's surname and date of publication** to identify cited documents **in the text of an essay or report**. For example:

Brown (1994) notes that traditionally occupations within museums have been undertaken on perceived gender roles.

Or

Traditionally, occupations within museums have been undertaken on perceived gender roles (Brown, 1994).

When referring generally to the work of a number of different authors on a topic, put the authors in **alphabetical order**:

Tourism is the world's fastest growing industry (Holloway, 1998; Pearce, 1987; Williams, 1999)

When there are **two authors**, give both names in the order they appear on the publication:

Shaw & Williams (1994) suggest that the concept of themes is now widespread in the tourism industry.

When there are **more than two authors**, use the surname of the first author and '*et al*' (Latin for 'and others'):

According to Cooper *et al* (1997), tourism planning can fail at both the design and implementation stages.

For **corporate authors**, for example a company report, use the company or organisation's name:

Over 35,000 volunteers worked for the National Trust in 1997 (The National Trust, 1998).

For publications with **no obvious author**, for example a government publication, give the title:

Employment Gazette (1999).

For **direct, i.e. word-for-word quotes**, put the quotation in inverted commas and give the author's surname, date, and page number from which the quote was taken:

"A sound tourism strategy will therefore seek a balance between large, tourism-orientated events and local and regional events" (Getz, 1991, p.128).

Or

Markwell *et al* (1997, p.96) note that the 'typical' historic property is small scale, with "incomes insufficient to warrant full-time professional management".

If you have several references by the **same author**, they should be put in the order of date of publication, the earliest first.

You can use a, b, c etc in the text to differentiate between publications by the same author, but be sure to use them in your reference list and make sure they correspond. For example:

Binning this data vector gives the fold of the operator in model-space and its inverse (Claerbout, 1998a).

With the development of the helical coordinate system, recursive inverse filtering is now practical in multi-dimensional space (Claerbout, 1998b).

Quoting from the **Internet**:

The recently published Global Code of Ethics for Tourism state that tourism should contribute to a "mutual understanding and respect between peoples and societies" (WTO, 1999, p.1).

How the Reference List should look

The Reference List at the end of the work should only include those sources that have been *directly* referred to in your text, i.e. all texts mentioned in the report or essay should be on your reference list, and vice versa: all the text on your Reference List should be in your discussion. If you wish to include other sources that might be of interest to the reader but which you have not directly referred to you need to include a separate list called the **Bibliography**. References should be in **alphabetical order** by authors' surnames.

The following sequence ought to be followed when writing a reference for a Reference List:

For **books**, record:

- The author's or editor's name (or names)
- The year the book was published
- The title of the book

- Edition-If it is an edition other than the first
- The city the book was published in
- The name of the publisher

For **journal articles** record:

- The author's name or names
- The year in which the journal was published
- The title of the article
- The title of the journal
- the volume and issue numbers where applicable
- The page number/s of the article in the journal

You **MUST** be consistent with all your references.

Some examples:

One author:

Williams, S., 1999. *Tourism geography*. London, Routledge.

Two authors:

Shaw, G. & Williams, A. M., 1994. *Critical issues in tourism: a geographical perspective*. Oxford, Blackwells Publishers Ltd.

More than two authors:

A text with more than two authors can be cited in the text as Dobbin *et al* (2004), however, in the reference list all the authors must be named.

Dobbin, C., Miller, J., van de Hoek, R., Baker, D.F., Cumming., R. & Marks, G.B. , 2004. The effects of age, death period and birth cohort on asthma mortality rates in Australia. *The International journal of tuberculosis and lung disease*, 8(12), 1429–36.

More than one edition:

Cooper, C., 1998. *Tourism: principles and practice*. Second Edition. Harlow, Longman.

More than one reference by the same author:

Claerbout, J. F., 1998a. *Geophysical estimation by example*: Stanford Exploration Project.

Claerbout, J. F., 1998b. Multidimensional recursive filters via a helix. *Geophysics*, 63, 1532-1541.

A journal article:

Remember to include the pages and the issue number.

Devenny, A., Wassall, H., Ninan, T., Omran, M., Khan, S.D., & Russell, G., 2004. Respiratory symptoms and atopy in children in Aberdeen: questionnaire studies of a defined school population repeated over 35 years. *British medical journal*, 329, 489–90.

Common Errors

- Check that all the authors/text referred to in the text are in the reference list and vice versa
- Reference the source of statistics, including data in tables and figures
- Put the page number when using a direct quotation, and put the quote in "inverted commas"
- In your reference list, put page numbers for journal articles and book chapters.
- And remember: **be consistent!**

6.11 Submitting your assignment

Assignments will normally be submitted electronically to the assessment submission area in ilearn. You can find instructions on how to submit your work in the Guide to Submitting an Assessment document on ilearn.

Please remember that all of your assignments are to be submitted in this way unless you have agreed an alternative submission method in advance with your Student Support Team. If you know of a reason why you will not be able to submit your assignment electronically via ilearn, please contact your Student Support Team immediately to arrange an alternative submission method.

By submitting your assignment you will be agreeing to the Student Declaration, which confirms that the work you have submitted is your own original work. You will also be agreeing for your work to be scanned through RDI's plagiarism detection system. It is RDI's policy to scan all assessments through the Turnitin plagiarism detection system. (Please refer to Section 8 for clarification on plagiarism and referencing issues).

Before your assignment submission deadline, you are advised to upload a draft assessment to ilearn. You will then be able to view the Originality Report generated by Turnitin, which will show any matches in your work to external sources that have not been correctly referenced. Please allow 24 hours for the Turnitin report to be generated by the system and become available to you, particularly when you re-upload for a second time or more. To view your Turnitin originality report, click on the percentage 'similarity index score' which will appear next to your assessment once the report has been generated by the system.

When used appropriately, Turnitin can help ensure you both reference your work correctly and paraphrase external sources appropriately. In order to make best use of Turnitin you should be uploading your draft work to Turnitin and examining the Turnitin originality report at an early stage. You can upload your work as many times as you like leading up to an assessment deadline, so it is recommended you make use of this facility. You are discouraged from uploading your work for the first and only time on the submission deadline because you will not have had the opportunity to address any issues which may result in your work being sent for investigation for alleged Unfair Practice.

Further guidance on using Turnitin to review your draft assignment can be found on ilearn in the "Interpreting Turnitin Reports" guide in the Study Skills section of the Programme induction module.

Once the assignment deadline has elapsed your submission will be final and your Tutor will use the originality report to assist with marking your work. Please note that on the deadline Turnitin will automatically re-scan your work and produce the final originality report. It is this final originality report that will be visible to the marker.

6.12 Grading Structure

	70+	60-69%	50-59%	40-49%	Marginal Fail	Clear Fail
Level 4	<p>Direct, comprehensive answer to the question set, using a wide range of examples, evidence and arguments. Demonstrates a command of relevant facts and key concepts from the course. Excellent use of ilearn and classroom material and wider reading, supplemented by confident, effective use of additional sources; perhaps some use of research literature; shows clear ability to develop reasoned, sustained arguments. Discursive throughout, with clear evidence of critical ability. Fluent writing and structure, with high quality presentation throughout.</p>	<p>Direct answer to the question set, using a range of information: solid factual basis supported by firm understanding of key concepts. Confident, effective use of ilearn and classroom material, supplemented by some use of additional sources (for example, from newspapers, periodicals, <i>judicious</i> use of the internet, more specialist books) to develop reasoned arguments. Discursive rather than descriptive, with some evidence of critical ability. Fluent writing and structure, with high quality presentation throughout.</p>	<p>Direct but narrow answer to the question set, with competent use of basic ilearn, classroom material. Sound factual base, with satisfactory understanding of key concepts from the course, but limited grasp of wider issues related to the question set. Descriptive rather than discursive, with limited evidence of ability to develop reasoned arguments. Limited evidence of reading beyond basic textbook material. Satisfactory organisation and presentation.</p>	<p>Acceptable but inconsistent answer. Attempts to answer the question set, but lacks focus, with some content of limited relevance and/or poor organisation of material. Limited demonstration of knowledge and understanding; sketchy use of ilearn and classroom material; perhaps some mistakes. Reliance on facts rather than argument, with little or no evidence of reading in support of work. Poor quality presentation.</p>	<p>Fails to address the key elements of the question set. Large proportion of irrelevant or excessively simplistic material, and/or significant errors of fact or interpretation. Serious deficiencies in organisation or presentation.</p>	<p>Fails to answer the question set and/or demonstrates a complete lack of understanding. Consistently irrelevant content and/or numerous errors of fact and interpretation.</p>

	70+	60-69%	50-59%	40-49%	Marginal Fail	Clear Fail
Level 5	<p>Direct and penetrating in answering the question, drawing on a wide range of relevant material. Reasoned and sustained argument, with excellent use of supporting evidence. Excellent, critical understanding of concepts, with clear demonstration of insight, perceptiveness and originality. Extensive, in-depth information base. Shows firm familiarity with relevant literature, with effective reference to recent research papers in academic journals, or equivalent. Large 'value-added' to material from ilearn, face-to-face delivery and any prescribed reading.</p>	<p>Direct in answering the question, drawing on a range of relevant material. Reasoned and sustained argument, with effective use of supporting evidence. Firm understanding of concepts, with some signs of critical ability, insight and perceptiveness. Wide and sound information base. Shows familiarity with relevant literature, including some reference to recent research papers in academic journals, or equivalent. 'Value-added' to material from ilearn, classroom delivery and any prescribed reading.</p>	<p>Answers the question set, but draws on a limited range of relevant material. Shows some ability to develop reasoned and sustained argument, with adequate use of supporting evidence. Satisfactory understanding of concepts, but with limited signs of critical ability. Adequate information base. Restricted use of relevant academic literature. Little 'value-added' to material from ilearn, classroom delivery and any prescribed reading.</p>	<p>Attempts to answer the question, but may digress at times or shows limited awareness of the implications of the question. Argument not always fully reasoned or sustained, with limited use of supporting evidence. Limited understanding of concepts. Little or no sign of critical ability. Limited and/or shaky information base. No use of the recent research literature. No significant 'value-added' to material from ilearn, classroom delivery and any prescribed reading. Structural weaknesses or poor quality presentation.</p>	<p>Fails to address the specific question set, or presents consistently weak or 'non-academic' arguments. Misunderstanding of concepts. Poor information base, perhaps with factual errors. Serious structural weaknesses or serious deficiencies in presentation.</p>	<p>Answer is largely or wholly inaccurate, irrelevant or incoherent; answer is seriously incomplete or ignores academic conventions.</p>

	70+	60-69%	50-59%	40-49%	Marginal Fail	Clear Fail
Level 6	<p>Direct and penetrating in answering the question, drawing on a wide range of relevant material. Fluent, reasoned and sustained argument, with excellent use of supporting evidence. Consistently excellent, critical and comprehensive understanding of current concepts, debates and/or issues that demonstrates a command of subject matter and, where applicable, alternative philosophical or methodological approaches. Answer consistently demonstrates critical ability, with clear evidence of insight, perceptiveness and originality. Extensive, in-depth information base. Impressive knowledge of recent research papers in academic journals, or equivalent. Large 'value added' to material from ilearn, classroom delivery and any prescribed reading; perhaps some 'value-added' to research literature.</p>	<p>Direct in answering the question, drawing on a range of relevant material. Reasoned and sustained argument, with effective use of supporting evidence. Firm understanding of current concepts, debates and/or issues. Shows obvious critical ability with some indications of insight or perceptiveness. Wide and sound information base. Effective use of relevant literature, including recent research papers in academic journals, or equivalent. Considerable 'value added' to material from ilearn, classroom delivery and any prescribed reading.</p>	<p>Answers the question set, but draws on a limited range of relevant material. Some signs of ability to develop reasoned and sustained argument, with adequate use of supporting evidence. Satisfactory understanding of established concepts, but limited awareness of contemporary debates or limited evidence of critical ability. Adequate information base. Some use of relevant literature but limited or no awareness of recent research literature. Little 'value-added' to material from ilearn, classroom delivery and any prescribed reading.</p>	<p>Attempts to answer the question, but may digress at times or shows limited awareness of the implications of the question. Argument not always fully reasoned or sustained, with limited use of supporting evidence. Limited understanding of concepts and contemporary issues. Little or no sign of critical ability. Limited and/or shaky information base. Little awareness of relevant literature, with no obvious reference to the recent research literature. No significant 'value-added' to material from ilearn, classroom delivery and any prescribed reading. Structural weaknesses or poor quality presentation.</p>	<p>Does not answer the question directly, or does so with weak or simplistic arguments. Ignorance or misunderstanding of relevant concepts or issues. Poor information base, perhaps with factual errors. Serious structural weaknesses or serious deficiencies in presentation.</p>	<p>Answer is largely or wholly inaccurate, irrelevant or incoherent; answer is seriously incomplete or ignores academic conventions.</p>

6.13 Notification of Assessment Grades

For all BSc (Hons) Business Computing assessments, RDI normally returns marked feedback forms directly to candidates within six weeks from the official submission date. You will receive your provisional grade and comments from RDI via email.

All grades must be confirmed by the Examining Board before confirmed grades can be released to students. Grades are therefore provisional and subject to change until they have been confirmed by the Examining Board. Where marks have not been confirmed by the Examining Board, the feedback will indicate this.

Examining Boards will consider and confirm students' progress and final award classifications. Examining Boards are a key part of the quality assurance processes to ensure that standards are comparable with those of other schemes within Anglia Ruskin University and the UK higher education system.

The Examining Board is attended by External Examiners who will review the work of students, the marks awarded and the assessment process as a whole before confirming grades.

Examining Boards normally take place in March, June, September and December of each year. Students will normally receive notification of confirmed grades within 5 working days of the Examining Board.

Please see below table which outlines when to expect the release of your confirmed grade:

Assessment Period	RDI Examining Board
January	March
April	June
July	September
October	December

Final certificates will be issued once grades have been confirmed by the Anglia Ruskin Awards Board and may take up to a further 8 weeks (24 weeks after the submission deadline).

Please see below table which outlines when to expect confirmation of your final award:

Assessment Period	RDI Examining Board	Anglia Ruskin Awards Board
January	March	April
February	June	July
March	June	July
April	June	July
May	September	October
June	September	October
July	September	October

August	December	February
September	December	February
October	December	February
November	March	April
December	March	April

Note: October submissions may take longer as they will be presented to the Awards Board in February.

6.14 Re-assessment

If you are referred in a module (i.e. you do not achieve a pass grade) you will have a further opportunity to take a new assessment in the module at the next available submission period. Anglia Ruskin University regulations allow students to resubmit up to three times at the discretion of the Examining Board. However please note that if you have not passed the module within the maximum study period for that module, you will be required to re-enroll on the module and pay the appropriate module fee. Students who do not take any assessment within any given 9 month period may be withdrawn from the Programme.

If you fail a module at your fourth attempt, you will have no further assessment opportunities in that module. If you find yourself in this situation you should discuss your options with the Student Support Team.

The maximum grade that can be awarded for a re-assessment is the minimum pass of 40%. Please note that a £50 re-assessment charge will normally apply to all module re-assessments.

As assessments change at every assessment period, please note that it is your responsibility to ensure you submit the correct paper. If in doubt, please contact the Student Support Team.

If a student is eligible for an Honours Degree, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 180 credits. The calculation must include the results for all Level 6 modules and the highest results from the appropriate number of Level 5 modules to achieve the required total of 180 credits.

The following classifications are determined by the above calculations:

First class honours	70%+
Upper Second class honours	60% - 69%
Lower Second class honours	50% - 59%
Third Class honours	40% - 49%
Fail	0% - 39%

Exceptionally the Examining Board may confer a higher class of degree where these criteria do not apply. In such a case it must be with the approval of the External Examiners and the reasons fully recorded in the minutes.

Students who have failed to reach the standard for the final award may be awarded an interim award where this is specified in the Programme Document.

7 Study Guidelines

7.1 Introduction

To attain the optimum result and reward from time devoted to study, the following sections may prove a worthwhile aid to planning.

7.2 Managing your Study Time

For every hour you spend engaging with the online learning material on ilearn, you will normally spend 2 hours of self directed study outside of the virtual classroom. We strongly advise you to 'manage' your study time carefully. You should clarify your aims, identify your strengths and weaknesses, consider the context in which you will be studying and generate a broad strategy for successfully covering the material and completing this course.

You should take a broad overview of the requirements of any particular module and unit; consider your situation, workload and home responsibilities in the relevant study-period, then develop specific and realistic plans for active study and writing.

You should bear in mind the overall aims that we suggest for each module, but you may also find it useful to formulate more personal and specific objectives for yourself. These will help you to focus your study, assess material and apply ideas.

For example, in relation to the process of studying, you might want to set yourself targets for:

- The amount of time within which you will seek to complete a task
- The quantity of work you aim to do in a particular week
- Progress through the modules and modules, bearing in mind your other responsibilities and tasks
- Progress on assignments and preparation for examinations

You should plan and monitor what you do, and where necessary, act to improve the process, quantity and quality of your work. You should make decisions about the importance you will attach to tasks, the time you choose to allocate to them, and the sequence in which you will do them.

People learn in different ways. Creativity, the unexpected and discovery have an important part to play in education. We do not expect that all students will approach the business of study in the same way, or in a way we prescribe. We advise and expect you to be able to manage your study and to be disciplined about how you do it.

7.3 Preparing to Read and Study

When you are faced with any study-task or reading, it is helpful to spend a couple of minutes making notes on what you currently know about the topic, or think about the question. This will bring your own ideas and experience into focus. It could remind you of previous relevant information from the course. It will prepare you to respond critically to what you read and to integrate whatever you learn into your current knowledge and practice.

Creating a mind-map is sometimes a useful way to start such notes and to ensure that you generate a comprehensive range of points. By this we mean the rapid gathering of ideas,

which seem relevant to a particular topic or problem, within a brief time limit and without judgement. You can then reflect on each idea, develop and analyse the material as a whole, and make connections. Mind-mapping is a technique you can use on your own, as well as in groups.

7.4 Effective Reading

There are various styles of reading, which are appropriate for different purposes. For studying in depth, learning and remembering, you should not necessarily start at the beginning and finish at the end of something you plan to read.

First, look briefly at the whole item to see what is there. Look at headings and tables. Read any introduction or introductory paragraphs, any summary, and any concluding section. You will already be developing an understanding of what is said, without any detailed reading. Skim read each section to amplify your understanding. Finally, read the text in detail. Using these styles of reading, you gradually build up your understanding.

7.5 Evaluating Ideas, Action and Learning

People generally seem to find it easier to focus on weaknesses and negative points when they are evaluating propositions, people and projects. However, evaluation should cover positive points and strengths, too. To counteract this tendency, and to explore a range of factors relevant to analysis, it is useful at the beginning of a period of evaluative thought to brainstorm (say for a minute each) first the positives and then the negatives, then the interesting things about the matter in question. This approach will bring key ideas to the surface before you consider them in more depth. Of course, the same idea may fall under more than one category. At this stage, that does not matter; you are simply examining ideas. This process is a tool and a technique to help a certain type of thinking, which you will find helpful throughout this course.

7.6 Harvesting your Learning

It is important to “harvest” periods of reading and study, in order to derive maximum benefit from them. At stages along the way, summarise key things you have learned, both about the topic under discussion, and the process of thinking and learning. It is easy to forget new ideas. New tools, methods and skills require practice. To aid your memory, you should review your notes regularly. To help develop your skills by using new tools, try them out at work.

7.7 Assignment Guidelines

- 1 Read the assignment questions thoroughly and identify key words and points of issue.
- 2 Formulate a draft assignment plan featuring the main headings and sub-headings of the assignment.
- 3 Ensure you have good paragraphs of introduction and conclusion with a bibliography reflecting research sources.
- 4 Produce a contents list at the commencement of the assignment.

- 5 The assignment must be in English and preferably typed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data.
- 6 The sequence of points discussed in the assignment should be logical.
- 7 The text should be a rational and analytical commentary. Assignments full of assertions and opinions will receive poor (even failing) grades. Logical and well-reasoned arguments will receive higher marks. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall the assignments should have a strategic focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own experiences.
- 8 All research data used should be referenced in the text and the Reference Page.
- 9 The assignment must represent all your own work and not extracts without acknowledgement from research sources or colleagues/students. Assignments, which copy material from the module or textbooks without acknowledgement, will be given a Fail grade. Do **NOT** copy **any** material from a fellow students' assignment. **BOTH** assignments will be given a Fail grade so don't give your assignment to another student.
- 10 Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set, not the one you wish had been set. You will only be given credit for answers that are relevant to the assessment learning outcomes.
- 11 Ensure the assignment is completed by the date specified and has the required number of words.

7.8 Using Turnitin to Review Draft Assignments

Turnitin alongside academic judgement is used to identify potential cases of unfair practice. Please remember you can upload your draft work via Turnitin 'as many times as you like' leading up to the assessment deadline. You are strongly advised to take advantage of this to avoid any possibility of allegations of Unfair Practice being made at a later stage of the assessment process. Please also remember to use the same file name when uploading your work multiple times. Please remember to use the same file name when uploading your work multiple times and allow 24 hours for the originality report to be generated by the Turnitin software.

Further guidance on how to interpret your Turnitin report can be found on ilearn. See also section 7.6 for details of the Unfair Practice policy.

8 Policies

8.1 Academic Appeals

The University has established the following appeals procedures for candidates wishing to appeal against an academic decision. Candidates should note that appeals against the academic judgement of examiners cannot be accepted. Please refer to the relevant policy below for full details of the appeals process.

The Anglia Ruskin University Interim Verification Appeals Procedure is applicable to candidates that have part completed their studies and wish to appeal against a decision of the Examining Board.

[http://moodle.bl.rdi.co.uk/guides/Academic Appeals policy.pdf](http://moodle.bl.rdi.co.uk/guides/Academic%20Appeals%20policy.pdf)

The Verification and Appeals Procedure is applicable to students that have completed their period of study or have exited with an Anglia Ruskin University intermediate award (Certificate or Diploma)

[http://moodle.bl.rdi.co.uk/guides/Academic Appeals policy.pdf](http://moodle.bl.rdi.co.uk/guides/Academic%20Appeals%20policy.pdf)

Appeals Procedure (Unfair Practice Decisions) is applicable to students who wish to appeal against the decision of a Committee of Enquiry convened to consider an allegation of Unfair Practice.

[http://moodle.bl.rdi.co.uk/guides/Academic Appeals policy.pdf](http://moodle.bl.rdi.co.uk/guides/Academic%20Appeals%20policy.pdf)

8.2 Mitigating Circumstances Guidelines

A claim for mitigating circumstances will only be accepted in exceptional circumstances. A successful claim for mitigating circumstances will normally be based on evidence of circumstances that satisfies the criteria below. Namely that the circumstances are: *non-academic; unexpected; significantly disruptive; arising from matters beyond a student's control; likely to have affected the student's academic performance to an extent that is material.*

In order to be admissible, evidence submitted in support of a claim for mitigating circumstances should satisfy as many as possible of the following criteria: the evidence should be objective (for example medical certificate, death certificate or evidence from a counsellor), verifiable, and relevant. Self-certification will not normally be admissible. The burden of proof is on the student to establish the claim and to submit supporting evidence.

Claims for mitigating circumstances will normally be limited to:

(a) serious personal illness which is not a permanent medical condition in the run-up to an assessment deadline, or during an examination;

(b) acute personal or emotional trauma, e.g. acute anxiety or depression, family breakdown, breakdown of close personal relationship;

(c) the death or serious illness of a family member, or other person with whom the student had a close relationship, before the date of the assessment;

(d) significant and unplanned changes to employment circumstances or patterns of employment (EXCEPT Full Time study students);

- (e) traumatic event (e.g. being assaulted, or witnessing an accident or assault);*
- (f) Domestic upheaval (for example fire, burglary or eviction);*
- (g) impact of natural disaster, civil disruption or other major hazard.*

A student may not claim extenuating circumstances on the grounds that:

- (a) lack of preparation at an assessment event;*
- (a) s/he considers the marks given to be too low;*
- (b) s/he did not understand or was unaware of the Programme regulations;*
- (c) s/he misread or missed the published assessment timetable;*
- (d) normal assessment stress or anxiety experienced running up to the assessment (unless corroborated by medical evidence as a chronic condition and undergoing treatment);*
- (e) non-serious domestic or personal disruptions (for example moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements);*
- (f) study related circumstances (equipment failure or lack of suitable equipment) including failure to have taken back up copies, bunching of deadlines, poor time management).*
- (g) uploaded wrong assessment*

The examples detailed in both lists are not exhaustive, and are intended only as a guide. In all cases, the convening Board has the ultimate authority to use its discretion, taking into account the full circumstances of a particular case.

Requests for consideration of mitigating circumstances should normally be submitted within **14 days** of the date of the assessment affected. Students should complete the *Evidence of Mitigating Circumstances form* (which can be accessed via the link detailed below) and submit to your Student Support Co-ordinator along with any supporting evidence.

For BSc Business Computing students:

http://moodle.bl.rdi.co.uk/guides/Mitigating_Circumstances_Application.docx

For BSc Business Computing top up students:

http://moodle.bl.rdi.co.uk/guides/Mitigating_Circumstances_Application.docx

8.3 Complaints Procedure

This procedure applies to:

- Complaints arising from a student's educational experience, other than disputes relating to assessment and examinations (see below);
- Complaints in respect of academic and/or administrative support or other services provided by a validated institution or Anglia Ruskin University;
- Complaints regarding alleged harassment by staff of the validated institution or of Anglia Ruskin University;
- Complaints arising from alleged discrimination by staff of the validated institution or of Anglia Ruskin University in relation to gender, race, disability, sexual orientation or otherwise.

This list is not exhaustive – complaints falling outside those listed above will be considered and investigated at the discretion of RDI and the University.

The investigation of formal complaints relating to matters which have occurred more than twelve months previously will be investigated at the discretion the University.

This procedure does not apply to:

- Candidates wishing to appeal against an academic decision – separate procedures exist for such appeals. Candidates should also note that appeals against the academic judgement of examiners cannot be accepted;
- Disciplinary matters – these should be dealt with in accordance with separate procedures in place within the validated institution, though complaints will be accepted against the disciplinary procedure process and/or outcome;

Informal Process

Wherever possible, the University and RDI would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality.

The complaint should be discussed with the person involved and if the matter is not resolved the student should proceed to Stage One of the formal process outlined below.

Formal Process

- The complaint should be put in writing to the Student Support Manager.
- A formal response will be provided and/or a meeting will be convened to discuss the issue. This will normally be within 5 working days of receipt of the complaint.
- If there is no resolution, the complaint will be copied to the Principal. A further meeting will be convened to discuss the issue normally within 5 working days.
- If there is no resolution of the complaint, the student has the right to make a formal complaint to the University

Please refer to the policy via the link detailed below:

<http://moodle.bl.rdi.co.uk/guides/Complaints Procedure.pdf>

8.4 Equal Opportunities Policy

Introduction

RDI is committed to providing equal opportunities for staff, external contractors and students and will not tolerate any discriminatory behaviour with respect to any of the following:

- Colour.
- Ethnic origin.
- Gender.
- Creed.
- Marital status.
- Sexual orientation.
- Disability.
- Other.

Aims

RDI will continually develop strategies and procedures to tackle the varying forms of discrimination, which may occur. These will broadly fit into the following categories:

- Direct discrimination – where a person is not treated equally due to any of the categories listed above.
- Indirect discrimination – where a requirement, situation or condition, which is applied for all groups, has an adverse effect on one or more groups.
- Harassment – where someone is subjected to unwanted conduct, i.e. unwelcome sexual attention or racial harassment.
- Victimisation – where someone is treated less favourable due to action taken against others.
- Segregation – where someone is segregated due to his or her beliefs, attitudes or opinions.

Roles and responsibilities

It is the duty of all individuals and groups associated with RDI to avoid discriminatory practices. They should also condone and discourage discriminatory practices from others.

RDI will encourage those who wish to report instances of discrimination and provide a confidential process by which all discriminatory matters can be dealt with by means of the formal Grievance Procedures.

A designated RDI senior manager who will be responsible for equal opportunity monitoring and the point of contact for those who may wish to discuss any discriminatory practice informally in the first instance.

RDI will take action against anyone who is in breach of the Equal Opportunities Policy.

Students

RDI will offer equality for access to all its courses and will encourage the recruitment of students from the widest possible audience both nationally and internationally. RDI will also

offer flexibility of access to the curriculum by enabling students to enrol for both units of Programmes and full awards. This will be reinforced by:

- Marketing literature, which is produced for all courses.
- An admissions process, which is sensitive and supportive to the needs of all students, includes an enrolment process and provides for assessment of learning support for those students who may have special needs.
- The course review process will monitor the curriculum, student progress and achievement to ensure that equality of opportunity has taken place.
- All materials used for distance learning study and assessment will be subject to evaluation prior to issue to make sure that they do not contain anything which could be considered discriminatory or offensive to individual students or groups.

Statistical Analysis

Equal opportunities statistical information will be provided to monitor RDI provision and will focus primarily on:

- Comparing equal opportunities statistics of those who register for RDI courses.
- Data for analysis will be taken from the enrolment form.

Documentation relevant to Equal Opportunities

- Admissions Procedures.
- Induction Procedures.
- Assessment Policy.
- Grievance Procedure.
- Complaints Procedure.
- Assessment Policy.
- Staff Development Policy.
- Accreditation to Prior Learning (APL) Procedures.
- Unit Evaluation Forms.
- Academic Appeals Policy.

8.5 Unfair Practice

1. Definition of Unfair Practice

It is an unfair practice to commit any act whereby a person may obtain for himself/herself or for another, an unpermitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any action or actions shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of a qualification of Anglia Ruskin University. Anglia Ruskin University has distinct procedures and penalties for dealing with unfair practice in examination or non-examination conditions.

Without prejudice to the generality of the foregoing, examples of unfair practice are shown below. These examples are not exhaustive and other cases may fall within the general definition of unfair practice.

2. Examples of Unfair Practice in Non-Examination Conditions

(i) Plagiarism, which can be defined as using without acknowledgement another person's words or ideas and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples of plagiarism are given below:

- Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which quotations have not been clearly identified as such by being placed in quotation marks and acknowledged.
- Use of another person's words or ideas that has been slightly changed or paraphrased to make it look different from the original.
- Summarising another person's ideas, judgements, diagrams, figures, or computer programs without reference to that person in the text and the source in the bibliography.
- Use of services of essay banks and/or any other agencies.
- Use of unacknowledged material downloaded from the Internet.
- Re-use of one's own material except as authorised by the department.

(ii) Collusion, which can be defined as when work that has been undertaken by or with others is submitted and passed off as solely the work of one person. This also applies where the work of one candidate is submitted in the name of another. Where this is done with the knowledge of the originator both parties can be considered to be at fault.

(iii) Fabrication of data, making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

(iv) Presentation of evidence of special circumstances to Examining Boards, which evidence is false or falsified or which in any way misleads or could mislead Examining Boards.

3. Examples of Unfair Practice in Examination Conditions

(i) Introduction into an examination room and/or associated facilities any unauthorised form of materials such as a book, manuscript, data or loose papers, information obtained via any electronic device, or any source of unauthorised information.

(ii) Copying from or communication with any other person in the examination room and/or associated facilities except as authorised by an invigilator.

(iii) Communication electronically with any other person, except as authorised by an invigilator.

(iv) Impersonation of an examination candidate or allowing oneself to be impersonated.

- (v) Presentation of an examination script as one's own work when the script includes material produced by unauthorised means.
- (vi) Presentation of evidence of special circumstances to Examining Boards, which evidence is false or falsified or which in any way misleads or could mislead Examining Boards.

8.6 Procedure for Dealing with Cases of Suspected Unfair Practice

Turnitin alongside academic judgement is used to identify potential cases of unfair practice. Please remember you can upload your draft work via Turnitin 'as many times as you like' leading up to the assessment deadline. You are strongly advised to take advantage of this to avoid any possibility of allegations of Unfair Practice being made at a later stage of the assessment process. Please also remember to use the same file name when uploading your work multiple times.

It must be stressed that a low Turnitin score of even 2% does not necessarily indicate your work is free from examples of potential Unfair Practice. It is YOUR responsibility to satisfy yourself that your work has been compiled appropriately so as not to expose yourself to Unfair Practice allegations. The Originality Report obtained through Turnitin informs the marking process as follows:

Where the match is **less than 30%** the assessment will be marked and any suspicion of unfair practice will be notified to the Chair of the Examining Board, together with evidence of the alleged offence;

Where the match is **30% or above** the assessment will be marked using normal academic criteria. The Tutor responsible will automatically inform the Chair of the Examining Board of possible unfair practice. It is then the responsibility of the Chair of the Examining Board to individually investigate this work to ascertain whether unfair practice has potentially occurred.

In order to prevent your work reaching this stage and being progressed to the Committee of Enquiry you should, if in any doubt about how to reference your work or what collusion is, take the following actions:

- Revisit the referencing quiz contained within the induction module.
- Revisit the Programme Handbook that also gives further guidance on Unfair Practice.
- Revisit the guide on how to interpret Turnitin reports. This is located under resources within the induction module.
- If still in doubt, please contact your Tutor for advice.

Where collusion has deemed to have taken place, the student work implicated can be 'retrospectively' penalised, irrespective if the mark has been agreed. It is therefore important that you do not share your work either with students when preparing the assessment or at any point in the future.

Details of the Unfair Practice policy can be found via the link detailed below:
<http://moodle.bl.rdi.co.uk/guides/Unfair Practice in Assessment policy.pdf>

8.7 Student Engagement Policy

Introduction

RDI is committed to ensuring that the student voice is fully represented in decision making. This occurs through both feedback and representative activities.

Feedback is achieved through completion of module and Programme surveys. The latter is an annual event but modules are reviewed after each delivery iteration. Information from these surveys is taken to Course Committee; Joint Board of Studies; and RDI's Academic Board. Students are also provided with contact details of named staff from RDI's Student Support Team who can deal with specific problems as and when they arise.

Representation provides opportunities for students to feed into the wider activities of RDI. It has to be recognised that the distributed nature of the student body is less conducive to conventional meetings and that therefore focused use is made of on-line communications to achieve the desired outcomes.

RDI will comply with the Anglia Ruskin University requirements to have in place a staff student liaison committee and appointed student representatives in order to ensure that students have the opportunity for formal input into the management of the Programmes. Students will receive details of the student representative process as part of their induction and in their Student Handbooks. The principles outlined by the University and set out below will be adhered to.

Purpose of Student Representatives

Student representatives will be required to:

1. provide a student voice at all levels of Programme management;
2. voice problems suggestions or requests raised by members of the student body;
3. act as a representatives on relevant course committees;
4. feed back to the student body on issues discussed during relevant meetings
5. provide student involvement in the planning and development of Programmes.

Principles for the Appointment and Role of Student Representatives

RDI has:

1. Published guidelines for the selection and appointment of student representatives (including provision for appointments to be made by the student body);
2. Published terms of office for student representatives including:
 - a. Details of the duration of office and any payment and/or reimbursement of expenses;
 - b. Duties of the role (a role description) including reference to required attendance at relevant meetings;
 - c. Information on the benefits of being a student representative;
 - d. Details of what training and/or induction a student representative should expect to receive.

Function and Responsibilities of the Staff/Student Liaison Committee

A Staff/Student Liaison Committee where staff and students may meet together for discussion and consultation about validated schemes of study and other matters relating to the quality of students' academic experience will be held on a quarterly basis for each validated Programme. This will be held on-line through a discussion forum. In some cases where appropriate multiple Programmes will be considered at the same meeting.

Composition:

The Staff/Student Liaison Committee will include student representatives and designated members of RDI Academic/Administrative staff. Committee meetings will be open to all students studying on a validated scheme. All members will have the right to submit items for inclusion on the agenda and raise items for discussion. A Chairperson and Secretary will be appointed by the Committee and full minutes should be kept of each meeting including a note on items requiring action. Normally the Chairperson will be the Programme Leader.

Items for Discussion/Agenda:

These will include, inter alia:

1. discussion of matters raised by students, and matters on which RDI wishes to seek student views;
2. the outcomes of student evaluation of schemes (via module evaluation forms) and RDI responses; and
3. consideration of proposals for new schemes and any changes to current schemes.

Link to Joint Board of Studies

Minutes from each Staff/Student Consultative Group will be considered by the Joint Board of Studies. Student representatives will be members of the Joint Board of Studies.

Academic Board

There will be one student representative on Academic Board. Individuals nominated for this post must be existing student representatives. Where there is more than one nomination he/she will be elected by the student body.

8.8 Guidelines for the Selection and Appointment of Student Representatives

Why is student representation important?

Students are a key stakeholder in everything that RDI does. RDI therefore strongly believes that to ensure that students have a say is essential to its success. Student representation is a mechanism that helps RDI ensure that the student voice is fully represented in decision making. Representation provides opportunities for students to feed directly into not only Programme related developments, but also the wider activities of RDI.

Why become a student representative?

You will get:

- experience of engaging with peers and Tutors
- an opportunity to be involved with decisions
- committee experience
- the opportunity to help yourself and fellow students' study experience by suggesting improvements
- an enhancement to your CV
- reimbursement of expenses of £250 in recognition of the commitment made to the operation of the Programme during the term of office

The responsibilities of the Student Representative

As a representative you will be required to:

6. provide a student voice at all levels of Programme management;
7. voice problems suggestions or requests raised by members of the student body;
8. act as a representatives on relevant course committees;
9. feed back to the student body on issues discussed during relevant meetings;
10. provide student involvement in the planning and development of Programmes.

What the Student Representative is expected to do

During their term of office of 1 year, Student Representatives are expected to:

1. on a quarterly basis engage the student body via Programme discussion boards, online chat sessions or other appropriate means in order to listen to the views of the student body and canvass opinions on pre-agreed items;
2. be available to receive email comments from students;
3. forward student opinion to appropriate RDI staff;
4. represent the student voice by attending and participating in meetings of the Staff/Student Liaison Committee and Joint Board of Studies, either virtually (through teleconference or Skype) or in person;
5. communicate the outcomes of such meetings to the student body via the Programme discussion forums;

6. act with tact and sensitivity, respecting the general student view and the needs for confidentiality;
7. participate in student representative induction and training activities, as appropriate.

In addition to the above, one member of the student representative group will be elected to represent the student body at Academic Board.

What Student Representatives can expect from RDI

- A schedule of meeting dates for the term of office.
- Secure online fora within which to communicate with fellow students.
- Assistance in obtaining student views on key issues by posting requests for comment on the discussion boards and advertising open on-line meetings.
- Any appropriate induction and training.

How you can become a student representative

Representatives will be elected to represent students from a Programme or group of Programmes. Any active student on a Programme can nominate themselves as student representative for that Programme. In some cases Programmes will have more than one representative.

Calls for student representative nominations will be announced annually by the Academic Programme Director via the Programme discussion board and will include clear instructions on how nominations can be made and how the online voting system works.

If you are interested in becoming a student representative, you will be required to respond to the call for nominations, typically by providing a short statement about yourself, why you believe you will make a good student representative and why students should vote for you.

Nominations will be collated by the Programme team at RDI and published to the student body in advance of the online voting process.

Voting will then be opened to the student body for a limited period of time (normally one week) and will be undertaken using online survey mechanisms.

The student representative on Academic Board will be elected by the student body from existing Programme representatives following a similar nomination and election process as detailed above.

ANNEXES

Annex 1 – Learning Contract

This learning agreement is a 'partnership' between you, the student, and RDI. To help you understand the roles and responsibilities of each party during the learning process, please take the time to read this Learning Contract and to confirm your commitment to the contract to RDI.

Programme of Study:

By embarking on this Programme of Study you agree to:

- Abide by RDI rules and regulations.
- Be responsible for your own learning.
- Attend and participate in scheduled activities when required.
- Utilise the tutoring system when required to do so via the VLE.
- Utilise the student support mechanisms whenever you need guidance or advice.
- Retain copies of the assignment feedback sheets.
- Submit your own work and not plagiarise the work of others.

We RDI, agree to:

- Give you advice and guidance regarding all aspects of your Programme of Study.
- Provide you with the necessary learning and resource materials to enable you to undertake the learning process.
- Give you regular feedback via the tutorial system regarding your progress on the course, including assessments.
- Respond to queries normally within two working days.
- Return assessment feedback form to students, graded, normally within five weeks of the official submission date.
- Provide you with tutorial/learning support via the VLE.
- Provide you with appropriate pastoral support if you need it.