

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	Accounting and Information Systems Economics and Information Systems
5	UCAS/Programme Code	NG55, GL51
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Computing
8	FHEQ Level	Honours
9	Date written/revised	February 2008

10 Programme Aims

The aims of this programme are a subset of those for the Single Honours Degree in Information Systems. As such, students will have less breadth, but they will be able to follow some topics in depth.

1. To produce graduates who will be well suited to developing applications of IT, building on standard software and hardware platforms, and understanding and performing computer system administration. They will have a *depth* of knowledge of key computing science topics. We envisage them going on to employment in an administrative/commercial environment doing system management or applying their Information System skills in that environment. They would also be well-suited to what we see as a growing market in the development of material for network information services, electronic publishing and similar areas.
2. To provide a programme which meets the FHEQ at Honours level and which takes appropriate account of the subject benchmark statements in Computing.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Computing.

Knowledge and Understanding

On completing the programme students should be able to demonstrate knowledge and understanding of:

- A1. A diverse range of programming paradigms and languages supported by programming language principles
- A2. The principles of software engineering
- A3. Communicating information

Teaching and Learning Methods

Lectures are the main way of imparting knowledge and understanding (A1-A3), but tutorials are also used. Practical classes feature prominently, especially to support the Stage 1 programming modules (A1- A2). Students are expected to contribute to their own learning experience by independent reading. They are provided with references to books which are categorised as essential, recommended, and background reading, as well as scientific papers and other learning materials including appropriate web URLs.

Assessment Strategy

Knowledge and understanding are assessed by means of closed and open book written

examinations, and coursework (A1-A3).

Intellectual Skills

On completing the programme students should be able to understand and undertake:
B1. Carrying out the process of software development, including: the analysis of system requirements: the production of system specifications using appropriate models and techniques

B2. The use of a variety of advanced computer-based (including operating) systems

B3. The use and provision of network information services

B4. The use of a variety of programming languages and paradigms

B5. The design and implementation of user interfaces

B6. The introduction, customisation and management of IT systems

B7. Giving advice and support to users in the operation of their IT systems

B8. The identification and implementation of appropriate algorithms and data structures

A student may have skills in the following areas depending on the options taken at Stage 3

B9. Designing and building realistic distributed systems and Internet applications

B10. Integration of a wide variety of protocols and platforms

Teaching and Learning Methods

B1-B11 feature prominently in all modules, where coursework is used to develop these skills.

Assessment Strategy

Subject-specific and professional skills are assessed by coursework (B1-B11).

Practical Skills

On completing the programme students should have:

C1. The ability to conduct investigations using the technical and professional literature

C2. The ability to use and evaluate appropriate tools and techniques

C3. The ability to undertake empirical evaluation of alternative solutions

C4. The ability to solve problems by identifying suitable approaches to solving them

Teaching and Learning Methods

All modules involve coursework, much of which involves problem solving skills (C4), where students need to select, evaluate and apply appropriate tools and techniques (C2). Here and elsewhere students will need to investigate possible alternatives in the technical and professional literature (C1, C3).

Assessment Strategy

Practical skills are assessed by a range of coursework (reports, design documents, etc.) (C1-C4).

Transferable/Key Skills

On completing the programme students should be able to use the following skills:

D1. Written communication

D2. Problem solving

D3. Interpersonal communication

D4. Initiative

D5. Oral presentation

D6. Adaptability

D7. Teamwork

D8. Numeracy

D9. Planning and organisation

D10. Computer literacy

Teaching and Learning Methods

Key skills feature throughout the programme; teamwork, oral presentation, interpersonal communication and planning and organisation in the module on Information Handling (D3, D5, D7, D9); all students will have a basic level of numeracy (at least a C in GCSE Maths)

and these skills are used and developed by exercises in the programming modules and in the second year module on Information Handling (D8); written communication in all modules (D1); problem solving, interpersonal communication, initiative, computer literacy, problem solving, initiative and adaptability are necessarily covered throughout the programme (D2, D4, D6, D10).

Assessment Strategy

Key (transferable) skills are assessed by both written and oral presentations, in particular in the Stage 2 Information Handling module (D1-D10).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Students study 60 credits of compulsory modules in Stages 1 and 2, and take 20 compulsory credits and choose from a range of optional Computing modules at Stage 3. Students study 120 credits in total at each Stage.

The following combinations of subjects (followed by their UCAS Codes) are permitted:

Accounting and	Information Systems NG55
Economics and	Information Systems GL51

Key features of the programme (including what makes the programme distinctive)

Students are able to combine the study of Information Systems with another subject.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

GCSEs required

Minimum Grade C GCSE Mathematics

A-Level Subjects and Grades

This varies according to particular JH combination, but typically BBB at A2.

We accept applications for APL.

Alternative entry qualifications

We accept a wide range of alternative qualifications, such as IB 30 points, Distinction at GNVQ, BTEC to include 6 merits, Scottish Highers BBBB.

Admissions policy/selection tools

Applications are considered by the Degree Programme Director for the Joint Honours degree. Suitable applicants are usually made an offer without interview as soon as possible after their application forms have been received and considered. In some cases, however, e.g. where an applicant has non-standard qualifications, an interview may be necessary before a decision is made. Applicants are invited to a JH Visit Day, during which they are able to visit the relevant Schools to see the University and to meet staff and current undergraduates on the programme. Attendance is strongly encouraged but not compulsory and applicants who are not based in the UK are not expected to attend.

Non-standard Entry Requirements

Potential students are interviewed either in person or over the phone to assess their suitability for the programme.

Additional Requirements

None.

Level of English Language capability

For applicants whose first language is not English we ask for IELTS 6.5 or TOEFL 233 (computer-based).

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in this Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to individual projects.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

The School of Computing Science has well equipped computer laboratories consisting of networked PCs with dedicated labs for each stage of the programme. In particular the School hosts a videoconferencing suite, funded through the HEFCE Centre of Excellence in Teaching and Learning programme. Key software used in the support and delivery of the programme is available to students free of charge. The School has its own library which is mainly used for the support of advanced topics in the later stages of the programme. The

University's Robinson Library has available multiple copies of all recommended undergraduate texts.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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

Joint Honours programmes are subject to review by the subject specific Board of Studies and Staff Student Committee as well as the Board of Studies for Co- and Multidisciplinary Programmes and its associated Staff Student Committee.

Module reviews

All modules are subject to review by questionnaires which are considered by the CS Staff Student Committee and the CS Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Boards of Studies. Student opinion is sought at the Staff-Student Committees and/or the Boards of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies for Co- and Multidisciplinary Programmes conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the CS Board of Studies. External Assessor reports are considered by the Board of Studies for Co- and Multidisciplinary Programmes. The Boards respond to these reports through Faculty Teaching and Learning Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committees, and the Boards of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committees and the Boards of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

This programme is not accredited by any professional body.

Additional mechanisms

Board of Studies annual report
Peer observation of teaching
Annual module review
Annual review of progression rates

Joint Honours questionnaires
Joint Honours Staff Student Committee

Committees with responsibility for monitoring and evaluating quality and standards

Board of Studies in Accounting and Finance
Joint Honours Board of Studies
Teaching and Learning Committee in the University of Newcastle upon Tyne Business School
Employers' Panel
Stream Review meetings in Accounting and Finance
Examination Boards

16 Regulation of assessment

Pass mark

The pass mark is 40.

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of stages

The marks from Stages 2 and 3 will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages 2 and 3 is 1:1.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification	Modules not used for degree classification
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook
(see <http://www.cs.ncl.ac.uk/teaching/undergraduate/index.php>)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	CSC1014, CSC1015, CSC2002, CSC2502, CSC3501, CSC3502
A2	CSC1014, CSC1015, CSC2002, CSC2502, CSC3002, CSC3003
A3	CSC2002, CSC2501, CSC3003, CSC3006, CSC3501, CSC3502
B1	CSC1014, CSC1015, CSC2002, CSC2502, CSC3002, CSC3502
B2	CSC1014, CSC1015, CSC2002, CSC2502, CSC3002, CSC3501, CSC3502
B3	CSC1011, CSC2002, CSC2502, CSC3003, CSC3501, CSC3502
B4	CSC1501, CSC2502, CSC3501, CSC3502
B5	CSC2501, CSC2502, CSC3003, CSC3501, CSC3502, CSC3503
B6	CSC2002, CSC3003, CSC3501, CSC3502
B7	CSC3003, CSC3501, CSC3502
B8	CSC1502
B9	CSC3502
B10	CSC3502
C1	CSC1011, CSC2002, CSC2501, CSC2502, CSC3002, CSC3003, CSC3006, CSC3501, CSC3502, CSC3503
C2	CSC1011, CSC1502, CSC2002, CSC2501, CSC2502, CSC3003, CSC3006, CSC3501, CSC3502, CSC3503
C3	CSC1011, CSC2002, CSC2502, CSC3003, CSC3006, CSC3503
C4	CSC1014, CSC1015, CSC2002, CSC2502, CSC3002, CSC3003, CSC3006, CSC3501, CSC3502, CSC3503
D1	CSC1011, CSC2002, CSC2501, CSC2502, CSC3002, CSC3003, CSC3006, CSC3501
D2	CSC1011, CSC1014, CSC1015, CSC2002, CSC2501, CSC2502, CSC3002, CSC3006, CSC3501, CSC3502, CSC3503
D3	CSC1011, CSC2501, CSC2502, CSC3006, CSC3501
D4	CSC1011, CSC1014, CSC1015, CSC2002, CSC2501, CSC2502, CSC3002, CSC3003, CSC3006, CSC3501, CSC3502
D5	CSC1011, CSC2501, CSC3006
D6	CSC1011, CSC2502, CSC3006, CSC3501, CSC3502
D7	CSC1011, CSC3006
D8	CSC2501, CSC2502, CSC3501, CSC3502
D9	CSC1011, CSC1014, CSC1015, CSC2002, CSC2502, CSC3003, CSC3006, CSC3501, CSC3502
D10.	CSC1011, CSC1014, CSC1015, CSC2002, CSC2501, CSC2502, CSC3002, CSC3003, CSC3501, CSC3502