PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	Information Systems
5	UCAS/Programme Code	NG55 Accounting and Information Systems,
		GL51 Economics and Information Systems.
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Computing
8	FHEQ Level	Honours
9	Date written/revised	February 2011

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 Management (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 Management 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:

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Economics and	Information Systems GL51			
Accounting and	Information Systems NG55			

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/calendar/sae/faculty.html?faculty=SAE

13 Criteria for admission

Dealt with in overarching Joint Honours Programme Specifcation.

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.

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.

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.

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.

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.

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-sessional 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. 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.

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	, CSC2012, CSC2512, CSC3501,
A2	, CSC2012, CSC2512, CSC3002, CSC3003
A3	CSC2012, CSC2511, CSC3003, CSC3006, CSC3501,
B1	, CSC2012, CSC2512, CSC3002,
B2	, CSC2012, CSC2512, CSC3002, CSC3501,
B3	, CSC2012, CSC2512, CSC3003, CSC3501,
B4	, CSC2512, CSC3501,
B5	CSC2511, CSC2512, CSC3003, CSC3501, CSC3503
B6	CSC2012, CSC3003, CSC3501,
B7	CSC3003, CSC3501,
B8	
B9	
B10	
C1	, CSC2012, CSC2511, CSC2512, CSC3002, CSC3003,
	CSC3006, CSC3501, , CSC3503
C2	, CSC2012, CSC2511, CSC2512, CSC3003, CSC3006,
	CSC3501, CSC3503
C3	, CSC2012, CSC2512, CSC3003, CSC3006, CSC3503
C4	, CSC2012, CSC2512, CSC3002, CSC3003, CSC3006,
	CSC3501, , CSC3503
D1	, CSC2012, CSC2511, CSC2512, CSC3002, CSC3003,
	CSC3006, CSC3501
D2	, CSC1015, CSC2012, CSC2511, CSC2512, CSC3002,
D0	CSC3006, CSC3501, , CSC3503
D3	, CSC2511, CSC2512, CSC3006, CSC3501
D4	, CSC2012, CSC2511, CSC2512, CSC3002, CSC3003,
DE	
D5	
	CSC2012 CSC2512, CSC3003 CSC2006 CSC2504
	, CSC2012, CSC2512, CSC3003, CSC3000, CSC3501, CSC2012, CSC2511, CSC2002, CSC200, CSC200, CSC200, CSC200, CSC2002, CSC2002, CSC2002, CSC
010.	, CSC2012, CSC2311, CSC2312, CSC3002, CSC3003,
	C3C3301,