

PROGRAMME SPECIFICATION**Newcastle
University**

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| 1 | Awarding Institution | Newcastle University |
| 2 | Teaching Institution | Newcastle University |
| 3 | Final Award | BSc (Hons) |
| 4 | Programme Title | Information Systems Information Systems with Accounting Information Systems with Business Studies Information Systems with Management Information Systems (Industrial Placement) Information Systems with Accounting (Industrial Placement) Information Systems with Business Studies (Industrial Placement) Information Systems with Management (Industrial Placement) |
| 5 | UCAS/Programme Code | G500, G5N4, G5N1, G5N2, G504, G5NK, G5NC, G5NF |
| 6 | Programme Accreditation | British Computer Society |
| 7 | QAA Subject Benchmark(s) | Computing |
| 8 | FHEQ Level | 6 |
| 9 | Date written/revised | 15 June 2012 |

10 Programme Aims

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, supplemented by a breadth of knowledge that encompasses other subject areas such as economics, accounting, business management or law, or skills in a modern language (e.g. French, Spanish). We envisage them going on to employment in an administrative/commercial environment doing system management or applying their Information Systems 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 flexible programme that allows students to specialise in particular areas:
 - a. Students with a degree in Information Systems with Accounting or Information Systems with Accounting (Industrial Placement) will additionally have an understanding of the discipline of accounting and its regulatory frameworks, experience of elementary accounting reporting systems and an understanding of advanced topics such as management accounting and taxation.
 - b. Students with a degree in Information Systems with Management or Information Systems with Management (Industrial Placement) will additionally have understanding of management theory and practice and be able to demonstrate management skills, together with an understanding of advanced topics such as e-business and human resource management.

3. Students with a degree in Information Systems with Business Studies or Information Systems with Business Studies (Industrial Placement) will additionally have a breadth of understanding of topics in Marketing. To provide a programme that equips students with subject-specific and transferable skills that will enable them to pursue a variety of careers within, and outside, the IT industry, including research.
4. To provide a programme which meets the accreditation requirements of appropriate professional bodies, thus providing the basis for further professional development and lifelong learning.
5. To provide a programme which meets the FHEQ at Honours level and which takes appropriate account of the subject benchmark statements in Computing.
6. For those students taking a programme with industrial placement, to provide students with the opportunity to develop their skills within an industrial setting.

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 in Computing.

Knowledge and Understanding

On completing the programme students should have gained and 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. Professional issues, including legal and ethical aspects of professional practice, professional development, social roles and effects of computing systems
- A4. Communicating information
- A5. Research techniques
- A6. Techniques for distributed and Internet programming
- A7. Advanced knowledge of modern software engineering processes
- A8. Knowledge of basic principles of advanced software CASE tools
- A9. Awareness of software project management techniques
- A10. Understanding of legal issues affecting software projects
- A11. Other subject areas as appropriate to the specialism and/or choice of modules from other Schools

Teaching and Learning Methods

Lectures are the main way of imparting knowledge and understanding (A1-A11), but tutorials are also used. Practical classes feature prominently, especially to support the Stage 1 programming modules (A1, A2). Visiting speakers provide seminars on aspects of being an IT professional (A3). 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. In addition, an industrial placement will involve the development of knowledge within an industrial setting.

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| Assessment Strategy |
| Knowledge and understanding are assessed by means of closed and open book written examinations, and coursework, including team and individual project reports and log books (A1-A11). |
| Intellectual Skills |
| On completing the programme students should be able to understand and undertake: |
| <p>B1. Carrying out the process of software development, including: the analysis of system requirements: the production of system specifications using appropriate models and techniques</p> <p>B2. The use of a variety of advanced (especially object-oriented) programming languages and paradigms</p> <p>B3. The use of a variety of advanced computer-based (including operating) systems</p> <p>B4. The use and provision of network information services</p> <p>B5. The use of a variety of programming languages and paradigms</p> <p>B6. The design and implementation of user interfaces</p> <p>B7. The introduction, customization and management of IT systems</p> <p>B8. Giving advice and support to users in the operation of their IT systems</p> <p>B9. The identification and implementation of appropriate algorithms and data structures</p> <p>B10. Project management skills, including estimation and planning</p> <p>B11. The application of IT systems to other subject areas depending on specialism</p> <p>B12. Designing and building realistic distributed systems and Internet applications</p> <p>B13. Integration of a wide variety of protocols and platforms</p> <p>B14. Other skills as appropriate to the specialism and/or choice of modules from other Schools</p> |
| Teaching and Learning Methods |
| A team project at Stage 2 gives students experience of working with others to engineer a complex piece of software (B1-B10). When taken, the industrial placement will require students to produce solutions to a customer's requirements (B1-B10). An individual project at Stage 3 requires students to relate their IT knowledge, experience and skills to a different subject area (B14). In all other modules coursework is used to develop many of these skills (B1-B13). Appropriate teaching and learning strategies are employed by external Schools to develop relevant skills (B14). |
| Assessment Strategy |
| Subject-specific and professional skills are assessed by coursework (B1-B14). |
| Practical Skills |
| On completing the programme students will have: |
| <p>C1. The ability to conduct investigations using the technical and professional literature</p> <p>C2. The ability to use and evaluate appropriate tools and techniques</p> <p>C3. The ability to undertake empirical evaluation of alternative solutions</p> <p>C4. The ability to solve problems by identifying suitable approaches to using computer-based systems.</p> |

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| Teaching and Learning Methods |
| All modules involve coursework, much of which involves problem solving skills (C4). This is especially so in the team and individual projects and, when taken, the industrial placement 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 in the Stage 2 team project (D7); oral presentation, interpersonal communication, and planning and organisation in the module on Information Handling, and the final year project module, as well as the Stage 2 team project and when taken, the industrial placement (D3, D5, D9); written communication in all modules, but especially in the final year project (D1); 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); 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). Teamwork in the Stage 2 team project is assessed both by the module leader at team oral presentations and by a team monitor (a member of teaching staff) who attends team formal meetings (D5, D7). When taken, the industrial placement is assessed by the Module Leader with input from an industrial supervisor and on a pass/fail basis. No resit opportunity is available. Students who fail the placement are able to proceed to Stage 3 of the corresponding "without Industry" programme. |

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| 12 Programme Curriculum, Structure and Features |
| Basic structure of the programme |
| This programme has 3 Stages and when an industrial placement is taken, an intercalating year between stages 2 and 3. Students are required to take 120 credits at each Stage (except during an intercalating year). |

At each Stage students take 80 compulsory credits worth of Computing Science modules and a further 40 credits of non-Computing modules. The diet of modules taken must be agreed by the Degree Programme Director who will need to ensure that a sufficient number of modules are taken at an advanced level.

A range of optional Computing Science modules is available at Stage 3 from which students choose at least one module, however all students must take the 40-credit individual project module CSC3595.

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

Students may elect to study one or two semesters of their final year abroad at one of our ERASMUS partner institutions.

Students taking one of the industrial placement degrees will take an industrial placement year between Stages 2 and 3.

To gain BCS accreditation students are required to have studied Stages 2 and 3 at the Newcastle campus. Students must have also passed a problem-solving project at the first attempt.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Students are no longer admitted to these programmes

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

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 Student Handbook and 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.

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 both team and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

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 programmes may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Industrial Placement (when taken)

During the industrial placement, students will have a supervisor from the School as well as an industrial supervisor as detailed in the School's Placement Handbook.

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 one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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.

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

Module reviews

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

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programmes and reports to Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience Committee.

External Examiner reports are shared with institutional student representatives, through the Staff-Student 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 Committee and the Board 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 Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process.

Accreditation reports

A request for accreditation by the British Computer Society of the degrees in Computer Science (Bio-computing), Computer Science with Industrial Placement (Bio-computing), Computer Science (Security and Resilience) and Computer Science with Industrial Placement (Security and Resilience) will be in 2013. All other programmes covered by this Degree Programme Specification were accredited by the British Computer Society in October 2008.

Additional mechanisms

None.

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 50 : 50

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 |

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching, Learning and Student Experience Committee, following 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:

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

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

The School Brochure <http://www.ncl.ac.uk/computing/>

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook
(see <http://www.ncl.ac.uk/computing/current/documents/StudentHandbook.pdf>)

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 (Compulsory in Bold) |
|---------------------------|---|
| A1 | CSC1011, CSC1014, CSC1016, CSC2513, CSC2015, CSC2511, CSC3501, CSC3504, CSC3595 |
| A2 | CSC1011, CSC1014, CSC2513, CSC2015, CSC2511, CSC3003, CSC3002, CSC3303, CSC3595 |
| A3 | CSC1014, CSC1015, CSC2015, CSC2511, CSC2512, CSC3003, CSC3006, CSC3303, CSC3501, CSC3504 |
| A4 | CSC1014, CSC1016, CSC2513, CSC2015, CSC2512, CSC3003, CSC3006, CSC3501, CSC3504, CSC3595 |
| A5 | CSC3595 |
| A6 | CSC1014, CSC3504 |
| A7 | CSC3303 |
| A8 | CSC3303 |
| A9 | CSC3303 |
| A10 | CSC3303, |
| A11 | CSC3006, non-CSCXXX modules. |
| B1 | CSC1011, CSC1014, CSC1016, CSC2513, CSC2015, CSC2511, CSC3002, CSC3303, CSC3504, CSC3595 |
| B2 | CSC1011, CSC1014, CSC1016, CSC2015, CSC2511, CSC3595 |
| B3 | CSC1011, CSC1014, CSC1016, CSC2513, CSC2015, CSC2511, CSC3002, CSC3501, CSC3503, CSC3504, CSC3595 |
| B4 | CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC3003, CSC3501, CSC3504, |
| B5 | CSC1011, CSC1014, CSC1016, CSC2015, CSC2511, CSC3501, CSC3504, CSC3595 |
| B6 | CSC1014, CSC1016, CSC2015, CSC2511, CSC2512, CSC3003, CSC3501, CSC3503, CSC3504, CSC3595 |
| B7 | CSC1014, CSC1015, CSC1016, CSC2513, CSC3003, CSC3501, CSC3504 |
| B8 | CSC1014, CSC1015, CSC3003, CSC3501, CSC3504 |
| B9 | CSC1011, CSC1014 |
| B10 | CSC2015, CSC3303, CSC3595 |
| B11 | CSC1014, CSC3003, CSC3501, CSC3504 |
| B12 | CSC1014, CSC3504 |
| B13 | CSC1014, CSC1016, CSC3504 |
| B14 | non-CSCXXX modules |
| C1 | CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3002, CSC3003, CSC3006, CSC3501, CSC3503, CSC3504, CSC3595 |
| C2 | CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3003, CSC3006, CSC3501, CSC3503, CSC3504, CSC3595 |
| C3 | CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC3003, CSC3006, CSC3503, CSC3595 |
| C4 | CSC1011, CSC1014, CSC1016, CSC2513, CSC2015, CSC2511, CSC3002, CSC3003, CSC3006, CSC3501, CSC3503, CSC3504, CSC3595 |
| D1 | CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3003, CSC3002, CSC3006, CSC3303, CSC3501, CSC3595 |
| D2 | CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3002, CSC3006, |

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| | CSC3501, CSC3503, CSC3504, CSC3595 |
| D3 | CSC1015, CSC2015, CSC2511, CSC2512, CSC3006, CSC3303, CSC3501, CSC3595 |
| D4 | CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3002, CSC3003, CSC3006, CSC3501, CSC3504, CSC3595, |
| D5 | CSC1015, CSC2015, CSC2512, CSC3006, CSC3595 |
| D6 | CSC1011, CSC1014, CSC1015, CSC1016, CSC2015, CSC2511, CSC2512, CSC3006, CSC3501, CSC3504, CSC3595 |
| D7 | CSC1015, CSC2015, CSC3006, CSC3303, CSC3501 |
| D8 | CSC2015, CSC2512, CSC3501, CSC3504 |
| D9 | CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2512, CSC3003, CSC3006, CSC3303, CSC3501, CSC3504, CSC3595 |
| D10 | CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3002, CSC3003, CSC3501, CSC3504, CSC3595 |