

University of Ulster

**Bachelor of Science Degree with Honours
in Computing and Information Systems**

**Course Handbook
for
Students in Year One
and
Prospective Students**

2010/2011

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University of Ulster

Bachelor of Science Degree with Honours in Computing and Information Systems

1. Educational Aims of the Course

The overall aim of the course is to provide a broadly-based education in computing and information systems which will produce graduates equipped to apply best practice to the development and management of a wide range of information systems in organisations.

In support of this, the course has the following objectives:

- To equip students with a knowledge and understanding of the theory and principles underlying computing and information systems.
- To enable students to develop an ability to analyze computing and information systems problems and formulate practical solutions to these problems from both a strategic and tactical level, coupled with the ability to critically evaluate the approach and techniques used.
- To develop students' ability to work within a team.
- To develop students in a range of key skills, personal qualities and attitudes essential to support the student's progression into a career in the computing and information systems industry or further academic study.

2. Course Structure

The structure of the course is shown in the Course Structure diagram below.
Course Structure Diagram

Module Title	Credit Level	Credit Points	Module Status [compulsory/optional]	Award
Human Computer Interaction	2	20	Compulsory	
Information Systems Support for Management	2	20	Compulsory	
Object-Oriented Programming	2	20	Compulsory	
Relational Databases	3	20	Compulsory	1/6
Distributed Information Systems and Networks	3	20	Compulsory	1/6
Engineering Processes and Techniques	3	20	Compulsory	1/6
Information Systems Strategic Planning and Asset Management	3	20	Compulsory	1/6
Project Management	3	10	Compulsory	1/12
Information Systems Project	3	30	Compulsory	1/4

3. Course Specification

BSc (Hons) Computing and Information Systems

PLEASE NOTE: This specification provides a concise summary of the main features of the *course/provision* and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the teaching, learning and assessment methods of each module can be found in later parts of this *course handbook*.

1. **AWARD INSTITUTION/BODY:** UNIVERSITY OF ULSTER
2. **TEACHING INSTITUTION:** UNIVERSITY OF ULSTER
3. **LOCATION:** JORDANSTOWN
4. **ACCREDITED BY:** N/A
5. **FINAL AWARD:** BSC (HONS) IN COMPUTING AND INFORMATION SYSTEMS
6. **MODE OF ATTENDANCE:** PART-TIME
7. **SPECIALISMS:** Computing
8. **COURSE/UCAS CODE:** E507UJ
9. **DATE REVISED** 2007/08
10. **EDUCATIONAL AIMS OF THE COURSE**

The overall aim of the course is to provide a broadly-based education in computing and information systems which will produce graduates equipped to apply best practice to the development and management of a wide range of information systems in organizations.

In support of this, the course has the following objectives:

- To equip students with a knowledge and understanding of the theory and principles underlying computing and information systems.
- To enable students to develop an ability to analyze computing and information systems problems and formulate practical solutions to these problems from both a strategic and tactical level, coupled with the ability to critically evaluate the approach and techniques used.
- To develop students' ability to work within a team.
- To develop students in a range of key skills, personal qualities and attitudes essential to support the student's progression into a career in the computing and information systems industry or further academic study.

MAIN LEARNING OUTCOMES

The course provides opportunities for students to achieve and demonstrate the following learning outcomes.

11K KNOWLEDGE AND UNDERSTANDING OF SUBJECT

- K1** The essential facts, concepts, principles, theories and practices relating to information systems planning, information systems support, programming, systems development, distributed information systems, human computer interaction, information asset management and project management (B,P)
- K2** The problems and criteria involved in planning and using information systems within an organisation and their impact and implications (B,P)
- K3** The methods used in defining and assessing criteria for the evaluation of information system (B)
- K4** The professional, legal, moral, ethical, security and control issues relevant to the computing industry (B,P)
- K5** Current developments in a selection of advanced software techniques, technologies and applications (e.g. distributed information systems, information systems support for management, information asset management) (B,P)

Teaching and Learning Methods: lectures, tutorials, laboratory practical classes, directed private study, individual and group-based coursework.

Assessment Methods: class-tests, assessed coursework assignments, written examinations.

11I INTELLECTUAL QUALITIES

- I1** Abstract and model data and facts pertaining to the requirements of an information system for the purposes of comprehension, analysis, specification and communication (B,P)
- I2** Analyze and evaluate the extent to which information systems planning and information asset management can help organisations improve their investment in information systems (B,P)
- I3** Relate professional, legal, moral, ethical, security and control issues to the engineering and use of information systems (B,P)

- I4** Analyze the relationship between different components in an information system with a view to formulating solutions to its organizational and/or technical problems, and to recommend enhancements to the use of the technology (B,P)
- I5** Justify and communicate to a range of audiences the technical and organizational rationale for a particular IS/IT solution (B,P)
- I6** Apply computing and information systems fundamentals to the comprehension and evaluation of advanced IS practice (B,P)

Teaching and Learning Methods: lectures, tutorials, laboratory practical classes, directed private study, individual and group-based coursework.

Assessment Methods: class-tests, coursework assignments, group-based coursework, individual project written reports and viva-voce examination, individual presentations and written examinations.

11P PROFESSIONAL/PRACTICAL SKILLS

- P1** Plan for and identify the role of computer-based information systems within an organisation (B,P)
- P2** Deploy best practice engineering processes, techniques and tools for the planning and development of information systems (B,P)
- P3** Demonstrate the communication and problem solving skills required by information systems professionals in the workplace (B,P)
- P4** Communicate effectively technical information to technical, management, user, and academic audiences (B,P)
- P5** Effectively manage information resources using appropriate tools and techniques (B)
- P6** Recognise the professional, legal, moral, ethical, security and control principles relevant to the computing industry (B,P)

Teaching and Learning Methods: lectures, tutorials, laboratory practical classes, directed private study, individual and group-based coursework.

Assessment Methods: class-tests, coursework assignments, group-based coursework, individual project written reports and viva-voce examination, software demonstrations and individual presentations.

11T TRANSFERABLE SKILLS

- T1** Learn in both familiar and unfamiliar situations making effective use of information retrieval skills and learning resources (B)
- T2** Communicate effectively using various media and with a variety of audiences (B)
- T3** Apply numeracy in both understanding and presenting cases involving a quantitative aspect (B)
- T4** Effectively use general information technology facilities (B)
- T5** Manage one's own learning and development including time management, organizational skills and awareness of entrepreneurship issues (B,P)
- T6** Appreciate the need for continuing professional development in recognition of the need for life long learning (B,P)

Teaching and Learning Methods: lectures and tutorials, laboratory practical classes, directed private study, individual and group-based coursework.

Assessment Methods: class-tests, coursework assignments, group-based coursework, individual project written reports and viva-voce examination, software demonstrations, and individual presentations.

11. PROGRAMME LEARNING OUTCOME MAP

Please note: The matrix displays only the measurable programme outcomes and where these are developed and assessed within the modules offered in the programme.

Modules			Outcomes																							
TITLE	Year/Sem	CODE	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	T1	T2	T3	T4	T5	T6	
Human Computer Interaction	1/1	COM308J1	√		√	√	√	√	√	√						√	√	√	√	√	√			√		
Information Systems Support for Management	1/2	COM407J2	√			√	√		√	√		√	√	√		√			√	√	√	√	√			
Object-Oriented Programming	1/1,2	New	√				√	√				√			√		√			√	√		√			
Relational Databases	2/1,2	COM625J1	√			√	√		√	√		√	√	√		√			√	√	√	√	√			
Distributed Information Systems/Networks	2/2	COM541J2	√	√	√		√	√	√		√		√	√	√	√										
Engineering Processes and Techniques	2/1	COM624J4	√				√	√		√	√		√		√		√	√	√	√	√	√	√	√	√	
Information Systems Strategic Planning and Asset Management	3/1	COM616J1	√				√		√	√							√	√		√						
Project Management	3/2	COM617J2	√	√		√		√			√				√		√		√		√	√	√	√	√	
IS Project	3/1,2	COM618J4		√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	

12 **STRUCTURE AND REQUIREMENTS FOR THE AWARD**

This is a three-year part time course. Over the three years students will take nine modules (three per year). Three of these modules will be at Level 5 and six at Level 6.

Year 1	60 points at Level 5	Three 20 point modules
Year 2	60 points at Level 6	Three 20 point modules
Year 3	60 points at Level 6	One 10 point module One 20 point module One 30 point module

Only second and third year (level 6) modules contribute to the classification of the award of the Degree.

Students will take nine compulsory modules and all students will have to submit a 30 point information systems project.

Satisfactory completion of each pre-final year of the course is normally a pre-requisite for progression to the subsequent year. Satisfactory completion of Year 3 leads to the award of the degree with Honours. Pass requirements and honours classifications are detailed in section 16 below.

The language of instruction is English.

The modules within the course, the level at which each is studied, its credit ratings and, where appropriate, its contribution towards the classification of the final award are shown below.

Module Title	Credit Level	Credit Points	Module Status [compulsory/optional]	Award
Human Computer Interaction	5	20	Compulsory	
Information Systems Support for Management	5	20	Compulsory	
Object-Oriented Programming	5	20	Compulsory	
Relational Databases	6	20	Compulsory	1/6
Distributed Information Systems and Networks	6	20	Compulsory	1/6
Engineering Processes and Techniques	6	20	Compulsory	1/6
Information Systems Strategic Planning and Asset Management	6	20	Compulsory	1/6
Project Management	6	10	Compulsory	1/12
Information Systems Project	6	30	Compulsory	1/4

13. **SUPPORT FOR STUDENTS AND THEIR LEARNING**

Students and their learning are supported in a number of ways:

An *Induction Process* for students in their first year and are delivered by members of staff from the Faculty and the University departments responsible for providing the central learning resources and student services. The aim is to provide timely advice on the key aspects of the course and services provided by the University.

Adviser of Studies provides a single first point of reference for both new and continuing students. The advisor of studies is an experienced member of staff with the responsibility of assisting students in their personal and career development.

A *Career Development Centre* is available to help students and graduates develop, evaluate, and implement career decisions and employment plans for the mutual benefit of themselves, employers and the University community.

An *Information Services Department* providing library services, academic and administrative computing services, digital communications, audiovisual services and reprographic services.

A *Student Support Department* offering support for all aspects of a student's personal and academic life while they are studying at the University of Ulster.

Students and their learning are also supported via:

- A course web site
- Computer laboratories with a wide range of software
- Intranet containing learning support material
- Student e-mail accounts and full access to the Internet
- Advertised availability hours for academic staff in addition to email contact

14. **CRITERIA FOR ADMISSION**

Applicants must:

- (a) satisfy the University's general entry requirements;
- (b) Students must have: a Higher National Diploma in Computing or a related discipline or have passed an Associate Bachelor Degree in Computing or a foundation degree in Computing or a related discipline.

Applications from students with lesser qualifications e.g. Higher National Certificate in Computing or a related discipline, supplemented by relevant work experience, will be considered under the University's accreditation of prior learning process

15. **EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF TEACHING AND LEARNING**

Quality and standards are evaluated and improved through consideration of:

- *Module reviews*: Each module co-ordinator takes responsibility for evaluating the content and delivery of each module they present. The evaluation is informed by student feedback and the course committee reviews the evaluations.
- *Annual Subject Monitoring*. Each year, all courses within the Faculty are reviewed to ensure their effectiveness and identify opportunities for improvement.
- *Annual staff reviews*: A teaching questionnaire for each member of teaching staff each year is completed by students to help identify strengths and weaknesses in their performance. The University administers this evaluation and the results are discussed with the Head of School.

Committees with responsibility for monitoring and evaluating quality:

- The *Course Committee*. This committee oversees all changes to the Course and has overall responsibility for its design and effective delivery.
- The *Staff-Student Consultative Committee*. Class representatives are appointed for each year of the course. They are expected to bring forward any issues raised by the student group they represent.
- *Board of Examiners*
- Faculty and University *Academic Affairs Committee*

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

- *Staff-Student Consultative Committee*
- *Module Evaluation* (questionnaires / module forum / module freeform responses). In addition, each module co-ordinator must also take responsibility for evaluating the content and delivery of each module they present. The evaluation is informed by student feedback, and the Course Committee reviews the evaluations.

Staff development includes:

- *Students Questionnaires*. A teaching questionnaire is completed for each member of teaching staff each year to help identify strengths and weaknesses in their performance. The University administers this evaluation and the results are discussed with the Head of School.
- Updating in the subject through research and scholarship
- Consultancy and technology transfer
- University Staff Development Programme

16. REGULATION OF STANDARDS

Assessment rules

Appendix 1 contains detailed course regulations.

The pass mark for each module in years 1 - 3 is 40%. Where a module is assessed by a combination of coursework and examination a minimum mark of 35% shall be achieved in each element.

The following percentages are used for determining candidates' overall gradings of Honours degree courses:

Class I	At least 70%
Class II (division i) (Ili)	At least 60% and less than 70%
Class II (division ii) (IIii)	At least 50% and less than 60%
Class III	At least 40% and less than 50%

Only Level 6 modules contribute to the honours classification. All modules contribute equally according to their points weighting (20 point modules contribute one sixth, 10 point modules one twelfth and 30 point modules one quarter.)

External examiners

There is one external examiner for the course.

External examiners are academic subject or professional experts appointed from outside the University. Their key functions are to contribute to the assurance of the standards of the award and the fair treatment of students. They are involved in the moderation and approval of assessments and the moderation of the marking undertaken by internal examiners.

17. INDICATORS OF QUALITY RELATING TO TEACHING AND LEARNING

Selected indicators of quality relating to Teaching and Learning include:

- 25% of teaching staff are members of the British Computer Society
- Computing was awarded a Grade 4 in the 2001 Research Assessment Exercise

- This course is accredited by The British Computer Society.

- The outcome of the QAA Institutional Audit (2005) to which the Computing Discipline Audit Trail was a major contributor: judgement of broad confidence with no requirements
- External funding for learning and teaching initiatives.
- New staff and some existing staff have attained the Postgraduate Certificate in University Teaching.

4. Course Modules

This is a three-year part time course. Over the three years students will take SIX core modules and TWO optional modules. All students will undertake a major project in the final year of the course.

Year 1

Human Computer Interaction

This module presents the principles of human-computer interaction (HCI) and introduces analysis, design, implementation and evaluation techniques for modern user interfaces. On completion, students will be able to design and implement high-quality computer interfaces suitable for use in business or scientific applications.

Object-Oriented Programming

This module introduces the basic concepts of object-oriented design and development and encourages students to solve problems using this approach. Objects and classes, both user-defined and system-defined are covered together with their basic properties of encapsulation, inheritance and polymorphism. Graphical user interfaces are introduced. Students study algorithms and data structures.

Information Systems Support for Management

Most organizations value information as a strategic asset that can directly affect their bottom line. As a result there is a need to have an understanding of the process and technology relationship within the functional areas of a business with focus on the supporting information systems. Knowledge of how information systems relate to developing technologies and modern business methods and an understanding of the social and legal impacts of information systems are also studied.

Year 2 Modules

Engineering Processes and Techniques

This module utilises processes as evidenced in popular process models such as the Capability Maturity Model Integration (CMMI) to provide a broad understanding of the processes used during the engineering of software.

The module examines engineering from a process perspective and investigates the processes and techniques of Requirements Development, Technical Solution, Verification, Validation and Product Integration. Techniques of technical solution will include the UML.

With processes comes the need to understand performance and improve operations to gain and maintain competitive advantage, therefore this module also looks at the difference between mature and immature engineering processes.

Distributed Information Systems/Networks

Many modern computer systems are distributed in nature and are required to interact with external systems and internal legacy systems. This module introduces the fundamental concepts of such systems, and the various techniques that can be used to program them. It provides students with the foundations for using the technology in real world applications. The technologies that underpin e-commerce are discussed and practice is given in those skills that enable the establishment of viable of e-commerce sites.

Relational Databases

Relational databases underpin a large proportion of computing applications. This module gives undergraduate students an opportunity to study in depth the design, construction and use of relational databases.

Year 3 Project Management

Practical project management skills are essential for the information systems (IS) practitioner and are relevant to all types of IS project, from individual project work through to large commercial projects. This module presents modern project management principles and techniques as a means to help deliver successful software development projects. Tutorials and practical exercises will illuminate concepts and give experience in using software tools to assist in project planning, monitoring and control. Students will be directed to read journals and online articles related to the module content as independent study and in relation to the assignment.

Information Systems Strategic Planning and Asset Management

In today's information age it is necessary to have a clear understanding of the role of IS/IT systems and information resource management in support of meeting business needs with particular reference to competitive advantage and added value. An in-depth understanding of the manner in which IT may be harnessed from a managerial rather than technical perspective and an understanding of information systems strategy and its relationship to the business and organisational context are therefore required. This module will examine the relationship between business performance, information, information systems (IS) and information technology (IT). It will also look at alternative approaches to matching information systems with overall organisation goals and describe suitable planning mechanisms and strategies. Information resource management and its alignment with IT strategy will be discussed. Appropriate techniques for deciding on IT/IS investment will be analysed and recent developments relating to the strategic use of IT/IS discussed. A major theme will be the need for a formal approach to strategic issues, and a professional approach to managerial activities

Information Systems Project

Students are required to undertake an IS project during the final year of the course. The project module allows a significant information systems problem to be investigated and an appropriate solution to be produced. Within the project, the student is expected to integrate and apply material from other modules in the course. Generic project-related skills and topics will be presented through formal lecture/seminar sessions. Topics addressed will include the following: techniques and tools for the planning and control of student project work, approaches to literature review and use of information sources, report writing and technical presentation skills. Project specific study and investigation will be undertaken by the student.

Content will vary from project to project but will, most commonly, involve the problem formulation and solution of a substantial information systems related problem. Students will make use of the various hardware and software resources available within the university and, by prior arrangement, with industrial partners.

The Project Supervisor will be responsible for specifying directed reading material, for advising on the technical direction of the project, and for monitoring student progress with respect to the overall project schedule.

5. Course & Subject Management

C1 Equality of Opportunity, Admissions Policy; SENDO

C2 Course/Subject Administration

C3 Student Support and Guidance

C4 Quality Assurance and Enhancement

C1 Equality of Opportunity, Admissions Policy; SENDO

The Faculty of Computing and Engineering is committed to the University's Charter which states that "...persons shall not be excluded by reason of religious belief, political opinion, race or sex from admission as members of the University or any advantage or privilege thereof; preference shall not be given on the grounds of religious belief, political opinion, race or sex". As such, this submission has been drafted in accordance with the University's Equality Scheme, its Equal Opportunities Policies and current equality legislation.

Where appropriate, University Disability Services liaise with the Course Director to establish any particular requirements for applicants with a disability.

All staff have a responsibility to ensure the effective implementation of the University's equal opportunities policy (including SENDO requirements) and to assist in the prevention of discrimination.

The University also has a policy on sexual, racial and religious harassment and has appointed and trained a network of harassment advisors to ensure the effective implementation of the policy.

C2 Course/Subject Administration

Overall responsibility for the management of the course lies with the Course Committee. The Course Director has responsibility for the day-to-day running of the course.

Course Committee

The Course Committee is a committee formed by those members of academic staff who have teaching responsibilities on the course as well as the nominated studies advisors. This committee oversees all changes to the course and has overall responsibility for its design and effective delivery. The Course Director is the chairman of the Course Committee.

The membership of a course committee includes:

all members of the academic staff of the University, and persons designated under Statute I, 9(c) as recognised teachers of the University, who make a significant contribution to the teaching of the course;

the Heads of School and the Deans of the Faculties (ex-officio) in which the academic staff members of the committee are located;

at the discretion of the Board of the Faculty:

student representatives, subject to the provisions of Statute XXI, the number and manner of appointment to be determined by the Board;

persons, whether members of the University or not, who make a significant contribution to the teaching and/or supervision, and/or assessment, of students on the course;

co-opted members, subject to such terms and conditions as the Board may determine.

The Course Committee has the following Terms of Reference:

(a) To advise the Head of School and report to the Faculty Board:

All matters relating to the organisation of teaching, including curricula and assessments in the course.

The effective and efficient use of resources for the course.

The progress and conduct of students on the course.

The establishment of an effective form of consultation between staff and students on the course.

Such other matters as may be determined by the Faculty Board.

(b) To submit to the Faculty Board nominations for the appointment of an External Examiner for the course.

(c) To submit to the Faculty Board an Annual Report on the operation of the course, including the reports of the External Examiner.

(d) To consider evidence of extenuating circumstances presented by students in relation to performance in assessment in semester one and to decide, on behalf of Senate, whether to permit them to take the assessment as for the first time.

(e) To consult with other Course Committees on matters of mutual interest and concern.

The School has an Extenuating Circumstances panel which assists the Course Committees in the timely consideration of evidence of extenuating circumstances.

Student-Staff Consultative Committee

Student-Staff Consultative Committees (SSCC) assist in informing the Course Committees. The SSCC normally meets once per semester. Class representatives are elected for each year of the course and these representatives are expected to bring forward any issues raised by the student group they represent. For undergraduate courses there are normally two representatives per year depending on cohort size. Meetings are minuted and also formally considered by the Course Committee. Feedback is given to students via the student representatives normally after the Course Committee has considered the matters raised.

Course Director

The Course Director is responsible to the Board of the Faculty for the organisation and management of the course. In particular the Course Director:

- Acts as Chairman of the Course Committee.
- In consultation with the Head of School as appropriate, keeps under review the provision of human and physical resources for the course.
- Liaises with the Head of School to ensure that a Module Coordinator is appointed for each course module.
- Ensures that the course committee carries out its functions as approved by Senate and is responsible in collaboration with other members of the Course Committee for:
 - Preparation of course publicity material and co-ordination of the Course Committee's contribution to the University's overall course publicity programme.
 - Ensuring that information held on the module database is updated to take account of revisions which affect the modules taught in the course (see also below).
 - Oversight of the selection of applicants in accordance with the University's admission policy.
 - The timetabling of the course.
 - Arrangements for student induction programmes, including the preparation and distribution of course handbooks and other material to students.
 - Ensuring that students are adequately informed of both general health and safety matters and those specific to their course of study and for communicating relevant information to them.
 - In consultation with the Head of School, allocation of advisers of studies to students.
 - The regular review of student attendance and progress and presentation of reports on these matters to the Course Committee, (including evidence of extenuating circumstances submitted by students in relation to performance in examinations and assessment in semester one), and to the Faculty Board in respect of students deemed withdrawn on account of non-attendance for an (aggregate) period of four weeks.
 - Implementation of the Course Committee's decision regarding the method of staff/student consultation.
 - Submission to the Faculty Board of nominations for the appointment of external examiners.
 - Collation of draft examination papers and collaboration with external examiners in the approval and moderation of examination papers and coursework.
 - Consideration of requests for permission for late submission of coursework.

- Arrangements for meetings of Boards of Examiners and for the attendance of external examiners.
- Arrangements for the preparation of students' results profiles for presentation to the Board of Examiners.
- Communicating to unsuccessful students the Board of Examiners' decisions about their performance and progress.
- Preparation for consideration by the Course Committee of a draft response to the report(s) of external examiner(s).
- Preparation and submission of appropriate documentation, for initial consideration by the Course Committee, for annual subject monitoring and Revalidation and for proposed revisions to the course.
- With the approval of the Dean, arrangements for liaison with external bodies.

The Course Director undertakes such other duties as the Board of the Faculty may specify.

Duties in Relation to Modular Course Structure

The main responsibilities of Course Directors in relation to the University's modular course structure are:

Co-ordinating the Planning of Modules to be offered on the Course

The Course Director will, in relation to new courses, identify the modules to be offered, obtain details of these from the Module Co-ordinators for inclusion in the course document; submit the required information to Academic Registry.

Ensuring that Information held on the Module Database is Updated

The Course Director will:

In respect of new courses and those being re-validated, identify for Academic Registry new modules and changes to existing modules and submit the information necessary to update the module database.

In respect of existing courses, and in consultation with Module Co-ordinators, complete and submit to the Faculty a CA3 form setting out any proposed changes. The form should be received by the Academic Office by the approved deadlines.

Arranging for the Enrolment of Students on their Chosen Modules

The Course Director is responsible for making arrangements to ensure that:

At enrolment sessions all students on the course are enrolled on the correct modules, both compulsory and optional (this task may be delegated to studies advisers or to Faculty administrative staff depending on the Faculty's practice).

A student record amendment form is completed and lodged with the Faculty Office not later than the second week of Semester 1 and third week of Semester 2, where a student is permitted to change a module. The Faculty Office in turn notifies the Registry Office of the change.

Module Co-ordinator

Each module has a Module Co-ordinator who is appointed by the Head of School and who has overall responsibility for the module. Staffing within a module is the responsibility of the Head of School.

The main responsibilities of the Module Co-ordinator are:

- Planning the module and changes to the module.
- Co-ordinating and managing teaching on the module.
- Co-ordinating the assessment of students on the module.

In cases where a module is delivered by more than one member of staff, some responsibilities will be shared.

In addition to the above duties the Module Co-ordinator is responsible for contributing to the module monitoring process.

A member of the course committee, typically the Module Coordinator of final year project modules, acts as the Project Co-ordinator on the course. The role of the Project Co-ordinator involves collating project topics from academic staff and allocating students to projects and project supervisors. The Project Co-ordinator also organises all aspects of project assessment and collates the marks from various sources into an overall project mark.

C3 Student Support and Guidance

Students and their learning are supported in a number of ways:

An *Induction Programme*, in line with the University Policy on Transition, that introduces all aspects of the course, including course management, PC laboratory facilities and usage rules, introduction to student support services, library services and the examinations process.

Small Group Tutorials operate for first year students supporting them in basic study skills and Personal Development Planning, as well as providing tutorial support for selected first year modules.

Provision of a *Faculty Student Handbook* that contains essential information for students studying within the Faculty. This handbook provides details of all of the key issues in relation to the faculty including academic structures, student support, study requirements, career and further study options etc.

Provision of a *Course Student Handbook* that contains the essential information for students enrolled on their designated course. This handbook provides details of all of the key issues in relation to the course including learning outcomes, assessment strategy, rules and regulations etc.

Each module is supported by the provision of a *Module Handout* upon commencement of the module. The Handout provides details of all of the key issue relevant to the module such as teaching plan, assessment schedule, reading material etc. It also refers students to the Module Description.

Each student is allocated a *Studies Advisor* who has the responsibility of assisting students in their personal and career development. Studies Advisors are charged with assisting their students in adapting to the requirements of a University environment and are required to meet with their students on a regular basis so that any problems can be identified at an early stage and corrective

action taken. Where problems are of a more serious nature or require more specialist advice, students may be directed to other teaching staff, the Course Director, University Counselling Service or Medical Services.

Provision to staff by School Office of weekly, updated *Attendance Lists* in support of attendance monitoring to further inform student support.

The University's centralised *Department of Student Support* is available to help students achieve the maximum benefit from their University life. Students encounter personal challenges in learning and in living within the university environment. The purpose of the Department of Student Support is to assist students, not only in relation to academic achievement, but also in their social and personal development. There are a number of areas that are of particular use to students and these include Accommodation Services, Health Services, Nursery Care, Students Union and Student Development (which includes Counselling & Guidance).

The University's *Career Development Centre* provides a comprehensive careers information, guidance and job search advisory service for students during their course and beyond graduation. In the final year of the course, weekly sessions are run by the Careers Services for students on this course, advising students on job searching, employment opportunities, CV preparation, and interview skills.

Arrangements for Personal Development Planning (PDP)

PDP is introduced to all first-year students. Students are encouraged to assess their own learning styles and skills capabilities. The University PDSystem is also introduced as a tool for supporting this activity. PDP is reinforced in year 2 where students are engaged in placement preparation and writing of curriculum vitae, supported by OPUS, the Faculty's online placement management system. In year 4 PDP is further developed and supported by the Career Development Centre.

C4 Quality Assurance and Enhancement

Quality Assurance and Enhancement is of extreme importance to the Faculty and has an extremely high profile in relation to all aspects of course provision.

At a general level the Faculty's policy on teaching, learning and quality assurance is overseen by the Faculty Academic Affairs Committee.

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

- The *Course Committee*. This committee oversees all changes to the course and has overall responsibility for its design and effective delivery.
- The *Staff-Student Consultative Committee*. Class representatives are appointed for each year of the course. They are expected to bring forward any issues and good practice raised by the student group they represent. The committee also provides a forum for staff to inform student representatives of relevant course issues.
- *Students Questionnaires*. A teaching questionnaire is completed for each member of teaching staff each year to help identify strengths and

- weaknesses in their performance. The University administers this evaluation and the results are discussed with the Head of School.
- *Module Evaluation.* In addition, each module co-ordinator takes responsibility for evaluating the content and delivery of each module they present. This evaluation is informed by student feedback and the evaluations are reviewed by the Course Committee.
 - *External Examiner.* the External Examiner's report is considered by the Course Committee and a formal response made to all issues raised.
 - *Annual Subject Monitoring.* Each year, all courses within the Faculty are reviewed to ensure their effectiveness and identify opportunities for improvement.

6. Dates of Enrolment/Attendance/Examinations/Vacations:

See

<http://www.ulster.ac.uk/academicservices/student/>

Attendance Monitoring

The regulations for all courses at Ulster include a section on attendance requirements which indicates:

- Students are expected to attend all classes associated with the course and be punctual and regular in attendance.

- A student who has not been in attendance for more than three days through illness or other cause must notify immediately the Course/Subject Director. The student shall state the reasons for the absence and whether it is likely to be prolonged. Where the absence is for a period of more than five working days, and is caused by illness which may affect their studies, the student shall provide appropriate medical certification in accordance with the General Regulations for Students.

- Students who are absent without good cause for a substantial proportion of classes may be required to discontinue studies, in accordance with the General Regulations for Students.

Attendance will therefore be monitored on all modules across all years of study (undergraduate and postgraduate). Typically this will take the form of a sign-in sheet at each class (although other methods such as login records etc may also be used, particularly on online modules). This sheet will then be returned to the School Office where each student's attendance will be recorded electronically. Staff will then be able to periodically review a summary of each student's attendance and take any necessary action, such as interviewing a student to discuss their attendance.

Attendance at meetings with advisors of study or other staff will also be recorded.

It is acknowledged that there may be times that due to personal circumstances, attendance is not possible. However, it is important that in such circumstances you advise your Course Director as soon as practical, preferably in advance using an NA1 form.

Should you be contacted in relation to your attendance, it is important that you respond immediately and fully engage with the procedures. The School views the monitoring of attendance as a mechanism to help you maximise the benefit from your studies – it is not a “punishment”.

Appendix 1

UNIVERSITY OF ULSTER

Course Regulations for Honours Degree

1 TITLE **CODE 2175**

Bachelor of Science in Computing and Information Systems (with Honours)

2 MODE OF ATTENDANCE

Full-Time

3 DURATION

PART TIME: Normally 3 years (6 semesters of study)

4 LOCATION

Jordanstown

5 FACULTY

Computing and Engineering

6 ADMISSION REQUIREMENTS

Applicants must:

6.1 Applicants must:

- (a) satisfy the University's general entry requirements;
- (b) Students must have: a Higher National Diploma in Computing or a related discipline or have passed an Associate Bachelor Degree in Computing or a foundation degree in Computing or a related discipline.

6.2 Applications from students with lesser qualifications e.g. Higher National Certificate in Computing or a related discipline, supplemented by relevant work experience, will be considered under the University's accreditation of prior learning process

7 EXEMPTIONS

7.1 Studies pursued and examinations passed in respect of other qualifications awarded by the University or by another university or other educational institution, or evidence from the accreditation of prior experiential learning, may be accepted as exempting candidates from part of an approved programme provided that they shall register as students of *the University of Ulster* for modules amounting to at least the final third of the credit value of the award at the highest level.

8 PLACEMENT/STUDY ABROAD

N/A

9 ATTENDANCE REQUIREMENTS

9.1 Students are expected to attend all classes associated with the programme and be punctual and regular in attendance.

9.2 A student who has not been in attendance for more than three days through illness or other cause must notify immediately the Course Director. The student shall state the reasons for the absence and whether it is likely to be prolonged. Where the absence is for a period of more than five working days, and is caused by illness which may affect their studies, the student shall provide appropriate medical certification in accordance with the General Regulations for Students.

- 9.3 Students who are absent without good cause for a substantial proportion of classes may be required to discontinue studies, in accordance with the General Regulations for Students

10 RULES GOVERNING STUDENT CHOICE

- 10.1 Modules are offered as indicated in the table at section 18. Revisions may be made in accordance with the University's quality assurance procedures. Module availability may vary.

11 EXAMINATION AND ASSESSMENT

- 11.1 The performance of candidates shall be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Programmes of Study.
- 11.2 Candidates shall be assessed in the modules for which they have enrolled in each year of study. At the discretion of the Board of Examiners candidates may be required to attend a viva voce examination.
- 11.3 Within each module candidates shall be assessed by *coursework or a combination of coursework and examination* in accordance with the attached table at 18.
- 11.4 The pass mark shall be 40%. Where a module is assessed by a combination of coursework and examination a minimum of 35% shall be achieved in each element. Some or all assessment components may be marked on a pass/fail basis.

12 SUBMISSION OF COURSEWORK

- 12.1 Coursework shall be submitted by the dates specified by the Course Committee.
- 12.2 Students may seek prior consent from the Course Committee to submit coursework after the official deadline; such requests must be accompanied by a satisfactory explanation, and in the case of illness by a medical certificate. This application shall be made to the Course Director.

- 12.3 Coursework submitted without consent after the deadline shall not normally be accepted.

13 PROGRESS

- 13.1 Subject to 14 hereof, candidates are required to pass all modules in each year of study in order to proceed to the next. Progress from semester 1 to semester 2 is automatic.

14 CONSEQUENCES OF FAILURE

- 14.1 Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to re-present themselves as specified in 14.2 for one or more supplementary examination and repeat such coursework or other assessment requirements as shall be prescribed by the Board. Such candidates may be exempted at the discretion of the Board from the normal attendance requirements. Where candidates are required to repeat coursework or to take a supplementary examination the original mark in the failed coursework component or examination shall be replaced by a mark of 40% or the repeat mark whichever is the lower for the purpose of calculating the module result.

- 14.2 In each year, other than the final year, (year 1) the consequences of failure shall normally be as follows:

Failure at the First Attempt

Failure in modules with an overall value up to and including 60 credit points	Repeat specified examinations and/or coursework in the failed modules (examinations August).
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Failure in modules with an overall value of between 60 and 80 credit points	Repeat specified examinations and/or coursework in the failed first semester module(s) (examinations January) and of specified examinations and/or coursework in the second semester modules (examinations May) with or without attendance OR withdraw from the programme.
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Failure in modules with an overall value of more than 80 credit points	Withdraw from the programme.
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Failure at the Second Attempt

Failure in modules with an overall value up to and including 20 credit points	Provided that the module(s) are not prerequisite(s) which must be passed, proceed to next year and repeat <i>once only</i> specified examination(s) and/or coursework in the failed module(s) at the next examination period (January or May).
Failure in modules with an overall value up to and including 40 credit points (except as above)	Repeat <i>once only</i> specified examination(s) and/or coursework in the failed module(s) at the next examination period (January or May or August if semester already repeated) with or without attendance (progress to next year not permitted).
Failure in modules with an overall value of more than 40 credit points	Withdraw from the programme.

14.3 Failure in Level 6 Modules (Years 2 and 3 combined)

In the final year the consequences of failure shall normally be as follows:

Failure in modules with an overall value up to and including 40 credit points	Repeat <i>once only</i> specified examination(s) and/or coursework in the failed module(s) in consideration for Honours classification (examinations August).
Failure in modules with an overall value of more than 40 credit points	Withdraw from the programme.

15 CLASSIFICATION OF FINAL RESULT

15.1 The final classification is based on all Level 6 modules.

The table at section 18 indicates the contribution of each module to the final award. The weighting of each module's contribution to the overall mark shall be determined by the module credit value, except for level 5 modules which are permitted to contribute to the final result.

15.2 Classification of Final Result (Honours degree)

The following percentages shall be used to determine candidates' overall gradings:

Class I	At least 70%
Class II (division i) (IIi)	At least 60% and less than 70%
Class II (division ii) (IIii)	At least 50% and less than 60%
Class III	At least 40% and less than 50%

16 ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES

16.1 In any year other than final year:

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment during the programme, or whose results are substantially affected by illness or other sufficient cause, permit the candidates to complete, take, or repeat the assessment in one or more modules at an approved subsequent date.

16.2 Final year (Honours Degree):

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the final stage assessment or whose results are substantially affected by illness or other sufficient cause:

- (a) permit the candidate to complete, take, or repeat as candidates for the Honours degree, the assessment in one or more modules at an approved subsequent date **or**
- (b) deem the candidate to have passed and recommend the award of an Aegrotat Honours Degree.

Before an Aegrotat award is recommended a candidate must have indicated that he or she is willing to accept the award.

17 REVISIONS TO REGULATIONS

These regulations may be revised during the student's period of registration in accordance with the procedures approved by Senate.

**18
TABLE**

Year	Semester	Level	Module Title	Credit Value	Status Compulsory (C) Optional (O)	Assessment Methods		Contribution to the overall mark of the Final Award
						%Examination	%Coursework	
1	1	5	Human Computer Interaction	20	C	25	75	
1	2	5	Information System Support for Management	20	C	50	50	
1	1/2	5	Object-Oriented Programming	20	C	25	75	
2	1	6	Relational Databases	20	C	25	75	1/6
2	2	6	Distributed Information Systems	20	C	50	50	1/6
2	1/2	6	Engineering Processes and Techniques	20	C	50	50	1/6

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3	1	6	Inf.Strat.Plann.and Res. Man	20	C	25	75	1/6
3	2	6	Project Management	10	C	25	75	1/12
3	1/2	6	Information Systems Project	30	C		100	1/4

