WELCOME FROM THE PROGRAMME LEADER

This handbook is intended for all students taking the BSc (Hons) Business Information Systems. You will find it a useful source of information at the start of your programme but you should also keep it for reference purposes throughout your time here. It is, however, not intended to provide all you need to know, so you should also read the FTMS College Student Handbook.

We hope that you will become a full and active participant in college life. There are many activities, sports, clubs and societies that you can get involved in that will complement your main goal of becoming a graduate.

We are sure you will make many new friends with other students following all sorts of different programmes. While you are studying there are lots of ways students can help each other by discussing programme content before and after classes, by revising together, by swapping lecture notes etc. Students can also make suggestions for improvements to the programmes and help out, for example with open days and at exhibitions. If students and staff work together, cooperatively, the full benefits of the college experience can be realised. Doing this is also a preparation for organisational life after university where ‘teamwork’ and ‘commitment’ are increasingly valued.

FTMS College is staffed by a team of enthusiastic and caring professionals, both teaching and support staff, who will work hard to make your educational experience a successful one. If you can match this by participating fully and giving your best, then we are sure that your time as a student of both FTMS College and the University of East London will be both enjoyable and rewarding.

We wish you good luck in your studies!

Trevor Ward (FTMS College)
Andres Capiluppi (UEL)
POLITE REQUEST

As a matter of common courtesy, during all lectures and other classes, please:

- Arrive 5 to 10 minutes before the class begins
- Have your own materials and all equipment required for the class
- Sign the class register
- Turn off your mobile phone
- Remove Bluetooth and other ear pieces
- Remove your hat or baseball cap
- Do not conduct conversations during lectures
- Do not wander around or in and out of the tutorial / Lecture room
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GENERAL INFORMATION

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UNIVERSITY OF EAST LONDON

Academic Link (UEL)
Tel +44 20 8223 2071
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School of Computing, IT and Engineering Website: www.uel.ac.uk/CITE
Assuring the quality and standards of the award

You are enrolled on a programme of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as [insert name of collaborating institution] and both institutions work together to ensure the quality and standards of the programme on which you are registered. The final responsibility for all quality assurance, validation and standards’ matters rests with UEL.

Some of the ways in which we ensure the quality and standards of the programme include:

1 Approval of the programme and institution at which you are studying

Before the programme started, the University, through an approval process, checked that:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements, where applicable
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

2 Appointment of external examiners.

The standard of this programme is monitored by at least one external examiner external to UEL, appointed by UEL. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to all students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating standards;
- Ensuring that regulations are followed;
- Providing feedback to the University through an annual report that enables us to make improvements for the future.

3 Review and Enhancement Process.

This annual review includes the evaluation of and the development of an action plan based on:

- external examiner reports and accreditation reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback obtained via programme committee and module evaluation questionnaires.

4 Periodic reviews of the partnership and programme.

This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.
5 Award certificates

Issuing award certificates to successful students on programmes.

Circumstances in which student can access UEL directly

You will find that for most issues that arise during the course of your studies academic and administrative staff at your location of study will be able to help, and further details are provided in this handbook. If however you have concerns that lie outside the remit of these staff you can contact the UEL link person [Andres Baravalle, Tel +44 20 8223 2071, Email: A.Baravalle@uel.ac.uk] in the first instance who will be able to re-direct your enquiry as appropriate.
YOUR COMMITMENT TO YOUR STUDIES

As a student you are expected to:

- Enrol with the University and register your modules with the Registry
  
  *If you don’t you may have problems with assessment*

- Pay all outstanding debts to FTMS College
  
  *If you don’t you may have information withheld*

- Read your Handbooks from cover to cover!
  
  *They have ALL the information you require in them!*

- Attend regularly - all lectures, tutorials and seminars/workshops
  
  *If you don’t you may be withdrawn from the module, and it’s unlikely you’ll pass if you haven’t attended!*

- Keep the college informed of changes to your data
  
  *If you don’t letters may go astray and you may, for example, not be assessed in modules you’ve been studying*

- Keep the college informed of breaks in attendance
  
  *If you don’t we may withdraw you in error or give wrong information*

- Be familiar with the University and College regulations
  
  *If you aren’t you won’t realise that some may have changed*

- Notify the college if you have an assessed disability/special need
  
  *If you don’t you may not receive the special arrangement you are entitled to*

- Read and take note of all correspondence sent to you
  
  *If you don’t you won’t know all the updates we have to tell you!*

- Check your record on UEL-Direct regularly
  
  *It has regular updates and allows you to update your personal record*
Undergraduate Computing

Fields and the Modular Scheme

Your degree programme falls into the area of Undergraduate Computing and is made up of modules from three “Fields” of study; Computer Systems and Networks, Secure Systems and Software Development, and Information Systems and Multimedia. These Fields form part of the University’s Academic Framework and are administered by the School of Computing, Information Technology and Engineering at the University of East London.

The modules within these fields adhere to the published guidelines for all modular degrees run by the University. There are modules at three levels and, for single and major honours students, an optional industrial placement. There are several named programmes, each leading to a different degree.

These awards are validated and reviewed by the University of East London under its charter.

Business Information Systems Programme

Aims of the Programme

The aim of the programme is to provide a learning environment that allows students to:

- Gain appropriate knowledge and skills base to pursue a career managing and developing information systems in a contemporary business context.
- Gain an understanding of the operational, strategic and practical issues in information systems currently relevant to small, medium and large enterprises.
- Be aware of the management, economic, legal, social, professional and ethical issues relating to information systems.
- Learn and work both independently and within groups.
- Develop the necessary study skills and knowledge to pursue further study.

Objectives

1. To provide students with the skills necessary to manage IS projects in a business setting.
2. To promote an understanding of the role of I.T. in the structure and culture of an enterprise, with particular reference to strategic planning and the management of innovation.
3. To enable students to apply and critically appraise the current methodologies used to design information systems, and to understand the issues involved in the design process.
4. To furnish students with the necessary skills and knowledge to design and manage database systems that meet the needs of business and industry in a contemporary environment.

Learning Outcomes

Knowledge
- How to design and implement information systems
- How computer hardware and software work together to provide a platform for information systems
- How information systems can be used in a business context.
- How IT project can be strategically managed and developed.

Thinking skills
- Problem solving
- Evaluation and critical analysis
- Self-appraisal and review of personal practice.

Subject-Based Practical skills
- Use of range of specialised computer technology, such as databases, website
and other development packages.
  • Preparation of essays, reports and presentations.
  • Production of major self-directed project.

Skills for life and work (general skills)
  • Communication Skills.
  • Time management.
  • Learning and working both independently and in groups.

Rationale for the Programme

There is an increasing demand from employers for more specialist graduates. In particular, our graduates typically will follow one of these career patterns:

  • The hybrid manager; combining business knowledge with technical skills and additional emphasis on one of the following;
  • IT strategy issues for business, or; Issues in management and technology policy
  • The infrastructural manager; dealing with the technology associated with communications and data services within and between organisations.
  • The analyst/designer; involved in the analysis, design and implementation of Information Systems projects.
  • The software engineer; involved in the production of complex, rigorously specified and verified software.
  • The qualified professional whose work requires an understanding of I.T. systems design or development coupled with another academic discipline such as Accountancy, Law, Languages or Business Administration.
STRUCTURE OF THE PROGRAMME

The programme consists of eighteen (18) twenty (20) credits modules (Six (6) modules at each level). All the modules in this programme are core modules, which are compulsory to the programme route. Some modules are also prerequisite modules for some of the modules at the next level.

Mature students, without appropriate academic qualifications but with relevant work experience, attend for interview and aptitude test.

Students may also be admitted onto later years of the programme and are given the opportunity to attend the induction activities alongside level 1 students, which includes meeting with the programme leader to gain more detailed information about their chosen programme, including when and where classes will be held, and what materials and other resources they will need to study. In addition, they will also be introduced to the various resources, such as the library, networked PC system, laboratories and student support.

General Information

Single Honours Programmes:

- BSc Business Information Systems

Intermediate Awards:

A programme leading to a Certificate of Higher Education (CertHE) consists of 120 credits at Level One or Higher.

A programme leading to a Diploma of Higher Education (DipHE) consists of 240 credits at Level One or Higher including:

120 credits at Level One or Higher
120 credits at Level Two or Higher.
# Modules Offered

BSc (Hons) Business Information Systems

<table>
<thead>
<tr>
<th>Level</th>
<th>Semester A</th>
<th>Semester B</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>CORE MODULES:</strong></td>
<td><strong>CORE MODULES:</strong></td>
</tr>
<tr>
<td></td>
<td>IM1024 Web Authoring and Web Management</td>
<td>CN1041 Academic Skills for Computing (Sem A or B)</td>
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<tr>
<td></td>
<td>CN1041 Academic Skills for Computing (Sem A or B)</td>
<td>IM1045 Information Systems</td>
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<tr>
<td></td>
<td>IM1046 Introduction to Object Oriented Systems Development (Sem A or B)</td>
<td>IM1046 Introduction to Object Oriented Systems Development (Sem A or B)</td>
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<tr>
<td></td>
<td>IM1701 Office Automation</td>
<td>CN1048 Computer Based Technologies</td>
</tr>
<tr>
<td>2</td>
<td><strong>CORE MODULES:</strong></td>
<td><strong>CORE MODULES:</strong></td>
</tr>
<tr>
<td></td>
<td>CN2041 Professional Issues</td>
<td>IM2044 Usability Engineering</td>
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<tr>
<td></td>
<td>IM2042 Information System Modelling and Design</td>
<td>SD2052 Database Systems</td>
</tr>
<tr>
<td></td>
<td>IM2043 Information Technology Planning and Infrastructure</td>
<td>IM2701 Multimedia Design and Web Development</td>
</tr>
<tr>
<td>3</td>
<td><strong>CORE MODULES:</strong></td>
<td><strong>CORE MODULES:</strong></td>
</tr>
<tr>
<td></td>
<td>CN3041 Research Skills (Sem A or B)</td>
<td>CN3041 Research Skills (Sem A or B)</td>
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<tr>
<td></td>
<td>SD3042 Advanced Database Development</td>
<td>IM3045 Project Management</td>
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<td></td>
<td>SD3043 Advanced Information Systems Development</td>
<td>IM3056 Management and Information Systems</td>
</tr>
<tr>
<td></td>
<td>CN3061 Project (Sem A or B)</td>
<td>CN3061 Project (Sem A or B)</td>
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A full module schedule can be found by checking the “Guide to Undergraduate Modular Programmes”, available on-line at: [http://www.uel.ac.uk/courses/undergraduate/index.htm](http://www.uel.ac.uk/courses/undergraduate/index.htm)
Attendance mode

Students can follow their chosen programme in either part-time or full-time mode.

Full-time
A degree which is studied in full-time mode will normally take three years to complete.

Part-time
A degree which is studied in this mode will normally take five to six years to complete.

With the permission of the Programme Leader, a student may change between attendance modes if it is felt that their studies would benefit as a result. Part-time students take a maximum of four modules each academic year and usually choose one or two modules per semester.

Students who are absent without an independently verifiable cause from classes or other required activities on three consecutive occasions and/or whose attendance falls below 75% at any time will be de-registered from the module to which the classes or other required activities apply. Students who are de-registered from two modules in one semester may be withdrawn from our University.
Business Information Systems

Single Honours Programme

Students take six modules at each level.

For Single Honours students who complete at least 120 credits at level one, the award of a CertHE in Business Information Systems may be made.

For Single Honours students who complete at least 120 credits at level two, the award of a DipHE in Business Information Systems may be made.
Programme Operation

Programme Delivery

At levels 1 and 2 there will be a reliance on traditional methods of delivery consisting of a lecture programme with tutorial support. In addition, other methods of delivery, such as Computer Underpinned Learning or research-based tasks, may be used; these styles are more student-centred and put more responsibility onto the students to achieve the intended learning outcomes.

Certain modules at levels 1 and 2 lend themselves to group working and assessment or operate in a mode where written examinations are inappropriate. The programme team is very experienced in group assessment via its successful workshop modules.

At level 3, whilst certain modules are delivered by traditional methods, there is more reliance on student-centred learning. For single honours students, the Project and Workshops/Skills constitute one third of the programme, and assessment of these components consists entirely of non-examined individual/group assessment. Several modules take the opportunity to introduce students to research methods and encourage investigation of current published work.

Tutorial Groups

You will be allocated to a tutorial group for each module of study. You are required to attend the group for which you are registered and you may not attend an alternative group informally.

Assessment Regulations

The Module Handbooks each give detailed breakdowns of the weightings and volume of assignments. For a formal description of the assessment process you should refer to the Academic Framework Module Regulations at: www.uel.ac.uk/academicframework/.

Assessment Boards

Assessment Boards control and consider all assessments undertaken by students. The Board comprises a Chair, all those substantially involved as tutors and/or examiners and the external examiner(s). For more detailed information about the terms of reference of Assessment Boards within the Academic Framework Modular Regulations, please see details at www.uel.ac.uk/academicframework/

Moderation of Assessment

Examinations and other assessments undergo a rigorous quality assurance process as follows:

- Module lecturers write the questions and produce solutions with marking schemes.
- Another lecturer checks the assessment questions, solutions and marking scheme.
- Copies of the assessment questions, solutions and marking scheme are sent via the University to one of the External Examiners for checking and approval.
- Following the examinations students’ answers are marked by the module lecturers.
- Students’ answers are second marked by another lecturer.
- Marked samples of students’ submissions are sent to the University for assessment.
- The External Examiners visit the University and check the students’ work and the lecturers’ marking.
- The results are considered at assessment boards.

Assessment Criteria

As you progress in your degree you will be assessed in a number of different ways. You might be asked to write an essay or a report, to give a presentation or a demonstration of a piece of software. Each piece of assessed work will be issued to you with clear marking criteria. These criteria will indicate how you are being
assessed for that piece of work. The section below gives you a general guideline of what we are looking for at different levels of the programme.

**Level 1**
- You can present factual information.
- With some help, you can analyse and evaluate the information presented and draw some conclusions.
- You can follow guidelines in creating solutions to straightforward problems.

*Work of a better standard usually reflects an approach where*

- You have required little guidance in producing your work.
- You have shown initiative where appropriate.
- You meet your obligations to others
- You have fully appreciated the complexity of a task and managed your time and resources accordingly.
- Your work is presented with care and forethought.

**Level 2**
- Your work displays a detailed knowledge of the topic. You are aware of other contexts that can be applied to this knowledge.
- With some guidance you can analyse data and situations in a range of different contexts.
- You can take information gathered or the ideas of others and re-format it to your own purpose.
- You can select appropriate evaluation techniques. You can use these to evaluate your own findings.

*Work of a better standard usually reflects an approach where*

- You have required minimal assistance if any assistance.
- You have been particularly creative in devising and implementing your chosen solution
- You have identified the key elements of problems and chosen the appropriate strategies to resolve them.
- You have communicated your work in a clear and concise manner.

**Level 3**
- Your work displays a comprehensive and detailed knowledge of the topic with areas of specialisation showing depth of understanding.
- You are aware of current developments.
- Without guidance you can analyse data and situations in a range of different contexts.
- You can develop creative and innovative solutions with little guidance.
- You can review evidence critically and use your findings to support conclusions and recommendations.

*Work of a better standard usually reflects an approach where*

- You have not required any assistance
- You have proved you can manage your own learning and make full use of a wide range of resources.
- You have been confident in your ability to solve problems.
- You have communicated your work in a thoroughly professional and coherent manner.

**Extenuation**

It is possible that under certain circumstances that are unforeseeable or unpreventable you may not be able to meet the submission date for assessment of material. Details of extenuation procedures are documented in Appendix 8.

Your request for extenuation must be made in writing and submitted to your programme administrator. All requests should be made giving the maximum notice period prior to the submission date. However where this is not possible the request should be made no later than one week following the submission date. All requests must be supported with evidential documentation.
Programme Organisation

The organisation and administration of the programme will be carried out by a team consisting of the FTMS Programme Leader, UEL Academic Link person and Administrators. With the exception of the UEL Course Director, it is these people who are responsible for day-to-day running of the programme.

The two groups of people you are most likely to meet regularly are:

The **Programme Leader** is responsible for ensuring that:

- a variety of assessment tasks and types are employed and mapped across the programme
- learning outcomes, and associated assessment tasks and criteria are monitored to ensure they:
  - meet the published aims of the programme
  - are in keeping with qualifications descriptors and subject benchmark statements
  - reflect increasing levels of demand, complexity and depth of study.

The **Module Leaders** are responsible for ensuring that all assessment tasks are:

- appropriately designed to offer formative and summative opportunities
- mapped to learning outcomes and enable students to demonstrate achievement of these
- devised at the same time, together with reassessment tasks (coursework, examinations etc)
- efficient in terms of student and staff time
- accompanied by a set of assessment criteria, task guidelines, submission dates and information regarding return of work, clearly published to students
- clearly worded and presented, within designated timeframes
- followed by appropriate feedback, within designated timeframes.

**External Examiners**

External Examiners are responsible for providing an independent check that proper standards are being maintained and are allocated to modules by Field. They review each piece of assessment before it is available to students, will review samples of work each semester, and view student feedback and results.
Advice and Support Available

Support for you while you study

Following a degree programme inevitably takes a number of years and many things will happen to you during the time you are studying. Some events are predictable, but others are unexpected. Some are relatively insignificant, but others can seriously affect your studies.

FTMS strives for excellence in supporting students in many ways. You will always be able to find a sympathetic person who will try to help you if at all possible.

Obviously it would take a very special kind of person to be able to sort out every different type of problem that might arise. The most important thing is to find the RIGHT person to help you. The first person to contact in many cases will be your programme leader. Even if they are not the "best" person to solve your problem they will know someone else who is!

Programme Leaders

Your programme leader will be able to advise you on general matters about the programme you are following. They can help you if you are unsure about which programme to select, or which combination of modules to take. If you have a problem with particular modules, and have not been able to resolve it by talking to the module leader, you should bring the matter to the programme leader.

Programme leaders are responsible for liaison with student representatives for the programme. They also have other duties, which vary from year-to-year and are often connected with quality improvement projects.

Module Leaders

Module Leaders are responsible for the delivery of their module. They co-ordinate the team of tutors who are available to you during tutorials and practical sessions. They usually take some if not all of the lectures for their module.

As far as possible any problems or questions concerning individual modules should be addressed to the module leader. In most cases this can be done within seminars or workshops. Occasionally, it may be necessary to speak to the tutor outside these times. General academic advice can also be obtained from personal tutors.

Personal Tutors

Sometimes your question or problem might not be to do with your programme but comes from your personal life. Other times you might not feel able to approach the person suggested above. In these cases you can see your personal tutor.

Every student is allocated a personal tutor within the first two weeks of their arrival at the university. This is a member of academic staff who you can go to, individually, for general guidance and advice. Personal tutors may discuss key choices (e.g. option choices) and review your progress. You will be notified of the identity of you personal tutor via UEL-Direct.

Technical Staff

We have a full complement of Technical Staff reporting to the Systems Manager (Mr Joey Teh, tel: (603) 20509500Extn: 303, email: joey@ftms.edu.my) whose responsibility it is ensure that our IT Systems and Labs are in full operating mode when you need it. If you come across a computer which is not working or damaged or vandalised, kindly inform the Systems Manager, his office is located on level 3, and he and his staff will attend to the problem.
UEL Direct

UEL Direct is UEL’s Virtual Environment for students. You will find you have access to the university’s library and other useful services. You will be able to see your University transcript showing details of modules that you have registered for and also the grades awarded. It’s a good way to keep up to date.

- On the UEL home page www.uel.ac.uk select UEL Direct log on
- Enter your user name and password when prompted

Programme Enquiries - Registry

Most enquiries and administrative matters concerning registration for programmes and modules, programme regulations and other issues relating to student support can be dealt with at from your programme administrator. If in doubt about where to go – go there. If necessary you will be referred to others who can help you. If your enquiry cannot be dealt with immediately, or if you wish certain issues to be discussed in confidence, an appointment may be made for an individual interview.

Health and Safety

Information on Health and Safety at FTMS can be found in the FTMS Health and Safety Policy (Appendix 9).

Disabled Students

FTMS College welcomes applications from disabled students.

The campus has an entrance accessed by a ramp that leads directly to the lifts. Each floor accessed by the lifts is on a level making classrooms, computer laboratories and the library easily accessible.

On level 3 a disabled washroom is available.

Corridors and doorways are sufficiently wide to provide access for those in wheelchairs.

Special arrangements are made to ensure that students benefit fully from the academic, social and recreational experiences. For example the appointment of personal tutors ensures that those visually impaired students can obtain audio copies of textual material.

Students with particular requirements are invited to consult the Academic Relations Manager directly to appropriate support is provided during their period of study.
How You Can Have Your Say and Make Suggestions

Students can and do make a vital contribution to the development of the programme. They do this through informal discussion with various members of staff and through the following formal mechanisms.

Student Representatives

Students are elected to represent each ‘year’ of the programme (4 - 8 reps per year). Student representatives meet with programme leaders and other teaching staff at least once a semester to give feedback and comments and may raise specific issues at any time. While student representatives are a channel for airing grievances we also see them as partners in the process of programme development. As such they make suggestions for improvements, may undertake some project work and participate in a number of activities (e.g. helping out with open days).

What do Student Reps Do?

It is the responsibility of the Student Rep to:

- Identify students’ issues and needs.
- Raise these at Programme Committee meetings.
- Report back to other students the results of the Programme Committee meetings.
- Liaise with other Student Reps from different programmes and different years, including the Faculty Representatives.

What are the Benefits of being a Student Rep?

- You get to influence the running of your programme.
- Through this work you will have the opportunity to develop skills such as committee meeting skills, problem solving, and negotiation and disseminating information. These skills are highly attractive to employers.
- Evidence that you can take on responsibility and that you have done something in addition to studying.

What Support is Available to Student Reps?

1. Advice: The Students’ Education Unit offers advice on specific issues and general problems.

2. Information: The Education Unit produces a Student Rep Handbook and regular newsletter.

Further information is available from your Programme Leader.

The Programme Committee

The Programme Committee shall meet at least once per academic semester and shall have the following terms of reference:

To be responsible for assuring and enhancing the quality of the student experience at programme level by:

1. Providing a forum in which students can express their views about the management of the programme, and the content, delivery and assessment of modules, or equivalent, in order to identify appropriate actions to be taken in response to the issues raised and to ensure that the implementation of these actions is tracked.

2. Providing formal yearly student feedback on the programme as input into the preparation of the Programme REP
3. Reviewing programme questionnaire results and making recommendations and changes arising from these.

4. Receiving, considering and approving the Programme REP and identifying responsibilities for action to be taken before it is considered by School Quality Standing Committee.

5. Reviewing the relevant documentation and other evidence prepared for Academic and collaborative Institutional Review and other external review processes.

6. Reviewing proposals for modification of the programme structure (validated programmes only) and noting implementation arrangements for modifications.

7. Advising the Programme Leader on mechanisms by which University policy statements, which have an impact on programme design and delivery, are implemented.

MEMBERSHIP

Programme Leader (Chair)
Administrator/Servicing Officer (ex-officio)
Programme staff making a significant teaching contribution to the programme
Learning Support Services representative
Technician representative (for laboratory based programmes)
Dean of School/department or equivalent (ex officio)
UEL Dean of School/Associate Dean of School, or equivalent (ex officio)
UEL link person (ex officio)
Two student representatives for each level and at least one part-time student (where appropriate)

The meeting will be held once per semester/term and will be quorate if 40% of the members are present.

Student Feedback Surveys

There are regular surveys to gauge student attitudes and obtain feedback and suggestions from as wide a cross-section of students in the programmes as possible.

If you do have a comment or complaint about a particular module it is usually best to discuss it immediately with the module leader for that module. Do not feel you have to wait to go through the formal mechanisms. Remember that a considerate and constructive approach is likely to be most effective.

It is, of course, just as important to offer praise and support where this is warranted - through formal and informal mechanisms. We are always on the lookout to generalise ‘best-practice’ and students can often be in the best position to point out something that could usefully be disseminated.
2012/2013 Programme Details

Key Dates in the Academic Year 2012/2013

Please refer to the academic calendar information for key dates.

Assessment regulations permit students to take a further opportunity for assessment in failed modules. Resit examinations are to be held in August/September. Please ensure that you are available to attend University during this period if necessary.

Induction Week

An induction week for the BSc (Hons) Business Information Systems programme for all new entrants is organised during the first week of the semester.

Induction week is designed

- to provide you with a welcome and introduction to UEL programs offered at FTMS College
- to introduce you to the programme, the programme teams and to acquaint you with the structure and operation of the degree
- to introduce study skills
- to identify students who may need extra support in English or mathematics
- to enrol

During induction week you will meet members of the programme team, your fellow students, be given a guided tour of the college, be introduced to the various facilities available, and be able to enrol.

First Week of Teaching

New students will be allocated to a particular timetabled group for tutorials, seminars and workshops.
Academic Calendar 2011/2012

### ACADEMIC CALENDAR
FOR SESSIONS 2011/2012

<table>
<thead>
<tr>
<th>2010/2011 SEMESTER 2</th>
<th>Date From</th>
<th>Date To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction</td>
<td>Mon 3rd January 2011</td>
<td>Sat 29th January 2011</td>
</tr>
<tr>
<td>Lectures</td>
<td>Mon 31st January 2011</td>
<td>Sat 14th May 2011</td>
</tr>
<tr>
<td>Exam Weeks</td>
<td>Mon 23rd May 2011</td>
<td>Sat 4th June 2011</td>
</tr>
<tr>
<td>Semester Break</td>
<td>Mon 6th June 2011</td>
<td>Sat 10th September 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2011/2012 SEMESTER A</th>
<th>Date From</th>
<th>Date To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction</td>
<td>Mon 22nd August 2011</td>
<td>SAT 10TH SEPTEMBER 2011</td>
</tr>
<tr>
<td>Lectures</td>
<td>Mon 12th September 2011</td>
<td>SAT 24TH DECEMBER 2011</td>
</tr>
<tr>
<td>Re-sit Exam</td>
<td>Mon 18th July 2011</td>
<td>SAT 23RD JULY 2011</td>
</tr>
<tr>
<td>Exam Weeks</td>
<td>Mon 2nd January 2012</td>
<td>SAT 14TH JANUARY 2012</td>
</tr>
<tr>
<td>Semester Break</td>
<td>Mon 16th January 2012</td>
<td>SAT 21ST JANUARY 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2011/2012 SEMESTER B</th>
<th>Date From</th>
<th>Date To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction</td>
<td>Mon 9th January 2012</td>
<td>SAT 21ST JAN 2012</td>
</tr>
<tr>
<td>Lectures</td>
<td>Mon 23rd Jan 2012</td>
<td>SAT 12TH MAY 2012</td>
</tr>
<tr>
<td>Exam Weeks</td>
<td>Mon 21st May 2012</td>
<td>SAT 2ND JUNE 2012</td>
</tr>
<tr>
<td>Semester Break</td>
<td>Mon 4th June 2012</td>
<td>SAT 1ST SEPTEMBER 2012</td>
</tr>
<tr>
<td>Public Holidays</td>
<td>1st Feb 2012 (Federal Territory Day) 1st May 2012 (Labor Day) Sat 3rd June 2012 (Agong’s Birthday) 31st Aug 2012 (National Day)</td>
<td>PUBLIC HOLIDAYS</td>
</tr>
</tbody>
</table>

FTMS College, Malaysia reserves the right to make changes and amendments to the above information, as it deems necessary
FREQUENTLY ASKED QUESTIONS

When do I get my timetable?

Your timetable will be available before the semester starts. A copy will be placed on the notice board on level 2.

When will I get assignments?

Assignments will be distributed by the module leader; who will inform students of the handout / submission dates of the assignments, at the beginning of the module.

How will I be assessed?

At the start of each module, the lecturer will explain what the module is about and what you will learn. They will also tell you which assignments you will do, when they will be given to you and when you need to submit them.

Where do I submit my assignments?

All coursework must be submitted via the student counter on level 1 during opening hours. Each piece of work can only be submitted with a completed front sheet that is also available from the level 1 counter.

Will I have a Personal Tutor?

Yes, all students are allocated a Personal Tutor within the first two weeks of their first semester.

When will I have exams?

Exams are held at the end of each semester. The timetable is displayed on the notice board on level 2 and will show the date, time and location of each exam.

How do I get my results?

All results are published via UEL Direct. You can log on to UEL Direct via the University website using your network logon and password. Results will not be available via email or telephone, and results will not be published for any student whose fee payments are not up-to-date.

Can we recommend any changes?

Yes, we always welcome helpful comments and suggestions. All suggestions should be made in writing to the Programme Leader and handed in at the level 1 counter.

How will my award be worked out?

The specific regulations governing awards can be found in the School of Computing, Information Technology and Engineering School Handbook, or on the web at www.uel.ac.uk/academicframework/. You can also discuss this with your Programme Leader or Personal Tutor.

Is there anything I should tell FTMS College?

Yes, the information flow should be a two way process! Please let us know if you:

• change your address
• are off sick
• are travelling abroad
• have problems which may prevent you from continuing
• intend to leave the programme or transfer to another programme
All information should be in writing and passed to the registrar via the level 1 counter.

**What should I do if I have a problem?**

Talk to someone! It is essential that you make contact with a member of staff if you are experiencing any problem that is bothering you. The difficulty could be a family concern, a health problem, a financial or academic worry. Whatever it is, you should let someone know. You should first see your Personal Tutor who will be available to see you to talk over your difficulties and may direct you to someone else such as Student Services. If your Personal Tutor is unavailable, then go and speak to anyone else you feel comfortable with. If your problem is with an academic subject then you should speak to the lecturer concerned. Try to ensure that your lecturers know of any difficulties you are having in a subject.
MODULE SPECIFICATION

The following descriptions are intended only as a guide to the modules offered. For a more comprehensive and up to date description you should refer to the Module Handbooks.

LEVEL 1 MODULES

<table>
<thead>
<tr>
<th>Module Title: Academic Skills for Computing</th>
<th>Module Code: CN1041</th>
<th>Module Leader: Kinn Abass</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level: 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit: 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECTS credit:</td>
<td></td>
</tr>
</tbody>
</table>

Pre-requisite: None  
Co-requisite: None  
Skills module: Yes  
University-wide option: No

Location of delivery: UEL

Main aim(s) of the module:
- To provide students with core skills necessary for the study of computing within H.E.
- To form basis of future skills development throughout programme of study
- To provide a practical experience of working in and managing a task oriented team.
- To develop personal and professional skills necessary to contribute effectively to a working environment.
- To encourage the development of successful problem solving strategies for future academic skills development.

Main topics of study:
- Planning, monitoring and controlling minor projects
- Documentation format and report writing.
- Personal and professional skills development and evaluation.
- Team leadership and participation.
- Critical and effective reading and writing.
- Skills in Academic learning for computing
- How to be an effective HE student
- IT Skills development.
- Researching and using information.
- Reflection and Personal development planning

Learning Outcomes for the Module

At the end of this Module, students will be able to:

Knowledge
1. Use IT systems, communicate electronically and use basic computer packages relevant to computing
2. Access resources available in the college both in print and electronically relevant to computing
3. Interpret the nature of collusion and plagiarism and be able to check assignments to ensure that all third party content is properly referenced.

Thinking skills
4. Evaluate information sources and make judgements about their likely worth.
5. Interpret published data relevant to computing
6. Produce different types of written work appropriate to the programme of study, observing the conventions of academic writing.

Subject-based practical skills
7. Demonstrate how to be an effective student in HE.
8. Record information from a variety of sources including lectures, seminars, texts and internal sources.
10. Plan, implement and review a team project demonstrating awareness of professional and practical issues.

Skills for life and work (general skills)
11. Read texts critically and be able to précis, paraphrase, reference and quote correctly.
12. Work effectively in groups.
13. Reflect on and record own learning and skills in a Personal Development Plan.

**Teaching/learning methods/strategies used to enable the achievement of learning outcomes:**
- Group Lectures, Seminars/tutorials.
- Computer based tasks (such as Computing software packages) and use of a VLE.
- Team work within workshops and tutor teams.
- Research based tasks, e.g. information searches, surveys etc.
- Independent study using learning materials.
- Personal Development Planning.
- Peer contact, discussion and/or study groups.

**Assessment methods which enable students to demonstrate the learning outcomes for the module:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
<th>Learning Outcomes Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four member team research project – presentation and short report (70 hours)</td>
<td>50%</td>
<td>1, 2, 4, 5, 9, 10, 12</td>
</tr>
<tr>
<td>Individual portfolio containing tutorial work, presentation slides, evaluation of project management, reflective statement and Personal Development Plan (70 hours)</td>
<td>50%</td>
<td>1, 2, 3, 6, 7, 8, 11, 13</td>
</tr>
</tbody>
</table>

**Reading and resources for the module:**

**Core**
- LTSN, ILTHE, DRN and other on-line resources [http://www.uel.ac.uk/skillzone/index.htm](http://www.uel.ac.uk/skillzone/index.htm) (Uel skill zone web pages)

**Indicative learning and teaching time (10 hrs per credit):**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor interaction, some of which may be online:</td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Tutorials/Seminars/Workshops</td>
<td>24 hrs</td>
</tr>
</tbody>
</table>

**Student learning time:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>140 hrs</td>
</tr>
<tr>
<td>Weekly preparation</td>
<td>12 hrs</td>
</tr>
</tbody>
</table>

**Total hours**

200
Module Title: Computer Based Technologies
Module Code: CN1048
Level: 1
Credit: 20
ECTS credit: 
Module Leader: Joshua Samual

Pre-requisite: None
Pre-cursor: None
Co-requisite: None
Excluded Combination: None
Skills module: None
University-wide option: No
Location of delivery: UEL

Main Aim(s) of the Module
To enable students to select appropriate hardware components and operating systems software for the implementation of computer-based business information systems.

Main Topics of Study

Overview of business information technology
The key components of computer systems, their purpose, characteristics and costs
- CPU and memory subsystems
- Peripheral devices
- Storage devices
- Operating systems

Information technologies, their purpose, characteristics and costs
- Desktops and server systems
- Basic networking technologies
- Mobile computing

Future developments in business information technology

Learning Outcomes for the Module
At the end of this Module, students will be able to:

Knowledge
1 Explain the purpose and characteristics of key computer system components
2 Explain the differences between desktop and server systems.
3 Outline a variety of networking technologies and their application.
4 Identify and describe various examples of mobile computing devices.

Thinking skills
5 Compare the performance and/or capacity of key computer system components
6 Identify some of the latest trends in computer and communications technologies and their likely impact on the development of business information systems.

Subject-based practical skills
7 Select appropriate hardware components and operating systems software for the implementation of computer-based business information systems.

Skills for life and work (general skills)
8 Analyse a set of requirements.
9 Evaluate a proposal against an established set of requirements.
10 Present the results of an investigation in a written report.

Teaching/learning methods/strategies used to enable the achievement of learning outcomes:
Lectures, tutorials and laboratory sessions
<table>
<thead>
<tr>
<th>Assessment methods which enable students to demonstrate the learning outcomes for the module:</th>
<th>Weighting:</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework</strong> Research-based assignment requiring students to analyse a set of requirements, develop and evaluate a proposal to meet the requirements and to present the results in a report (140 hours of study)</td>
<td>100%</td>
<td>1-10</td>
</tr>
</tbody>
</table>

**Reading and resources for the module:**

**Core**
- SCHILLER, J., *Mobile Communications*. 2nd Ed.

**Indicative Teaching and Learning Time (10 hrs per credit):**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student/Tutor interaction, some of which may be online:</strong></td>
</tr>
<tr>
<td>24 hours</td>
</tr>
<tr>
<td>24 hours</td>
</tr>
<tr>
<td>Lectures</td>
</tr>
<tr>
<td>Tutorials/lab sessions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Learning Time:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>152 hours</td>
</tr>
<tr>
<td>Essential and background reading, tutorial preparation, assignment planning and preparation, examination revision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Total hours:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>200 hours</td>
</tr>
</tbody>
</table>
## Module Title: Web Authoring and Web Management

### Module Code: IM1024

- **Level:** 1
- **Credit:** 20
- **ECTS credit:**

### Module Leader:
Cheryl Chea

### Pre-requisite:
None

### Pre-cursor:
None

### Co-requisite:
None

### Excluded Combination:
None

### Is this module part of the Skills Curriculum?
No

### University-wide option:
Yes

### Location of delivery:
UEL

### Main Aim(s) of the Module:
- Through research and practice, to develop an understanding of the techniques used to build a web application.
- To examine the requirements for a given business oriented web application and to select appropriate tools and techniques with which to design and build it.
- To use those selected tools and techniques to design, implement and test a prototype of the stated web application.
- To provide professional ‘type’ documentation for the web application produced.
- To briefly evaluate the web application and the use of the tools and techniques selected for its development.
- To demonstrate the application and present the associated documentation and evaluation.

### Main Topics of Study:
- Internet awareness: web sites, internet tools, search engines, browsers, sniffers etc.
- Internet technology and Web standards: addressing and messaging, domain names, URL’s, IPS, protocols, FTP, HTTP, HTML, XML, CSS, client-side scripting languages.
- Web applications architecture: physical, logical and navigational structure, front-end and back-end.
- Review of different web development tools: prototyping, Adobe applications.
- Designing, implementing, testing and evaluating dynamic web applications: Practice in current packages, methods and authoring tools.
- Web site design considerations: fundamental principles, usability, accessibility, credibility aspects of design.
- Documentation requirements.
- Legal and ethical issues associated with web site design.

### Learning Outcomes for the Module

At the end of this Module, students will be able to:

#### Knowledge
1. Demonstrate an understanding of the key principles in the design and implementation of web applications and the associated technologies and standards.

#### Thinking skills
2. Analyse requirements for a business oriented web application.
3. Select appropriate techniques for building a web application.

#### Subject-based practical skills
4. Design and implement a web application.

#### Skills for life and work (general skills)
5. Evaluate, document and present the web application.

### Teaching/learning methods/strategies used to enable the achievement of learning outcomes:

This is intended to be a practical ‘hands-on’ approach enabling Level 1 students to learn through doing and to work at their own pace but within the weekly framework of planned milestones. Lectorials, practical sessions and other directed practical tasks based on a workshop approach will be used.

### Assessment methods which enable student to demonstrate the learning outcomes for the Module:

| Project – finding tools and techniques, analysing requirements, selecting and using tools and techniques to build, evaluate, document and demonstrate a prototype web application – 140 hours | Weighting: 100% | Learning Outcomes demonstrated: 1-5 |
Indicative Reading for this Module:

To reflect the web application approach of this module and to ensure that the taught material is current, the majority of sources are on line.

http://lynda.com; site with details and distance learning packages on web site application building using Java and Adobe tools.

http://macromedia.com; part of the Adobe suite but has learning packages for Dreamweaver and Flash.

http://useit.com; Jakob Nielsens site on usability for the web.

http://www.webml.org; UML for web application design.

http://hcibook.com; Dix, et al, on usability and user design methods.

All of the above are also available in hard copy 'book' format.

<table>
<thead>
<tr>
<th>Indicative Teaching and Learning Time (10 hrs per credit):</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor Contact Time:</td>
<td></td>
</tr>
<tr>
<td>12 hours</td>
<td>Lectorial</td>
</tr>
<tr>
<td>36 hours</td>
<td>Workshop / Practical</td>
</tr>
<tr>
<td>Student Learning Time:</td>
<td></td>
</tr>
<tr>
<td>140 hours</td>
<td>Project building (towards assessment)</td>
</tr>
<tr>
<td>12 hours</td>
<td>Private study other than directly for the project</td>
</tr>
</tbody>
</table>

Module Title: Information Systems

Module Code: IM1045

Level: 1
Credit: 20
ECTS credit: 6

Module Leader: Joshua Samual

Pre-requisite: None
Pre-cursor: None
Co-requisite: None
Excluded Combination: None

Is this module part of the Skills Curriculum? No
University wide option? No

Location of delivery: UEL

Main Aim(s) of the Module:

- To promote an understanding of different methods of developing information systems and the characteristics of information.
- To introduce and provide practical experience of requirement analysis, system analysis and the tools and techniques used.
- To promote an understanding of the role of information in the decision making process.
- To develop basic skills in certain fundamental techniques of information systems planning and analysis.
- To promote an understanding of the social and ethical issues relating to information system design.

Main Topics of Study:

Information systems, Information requirements, Requirements analysis, Social and ethical issues relating to IS design, Data analysis, UML, Object-orientated development

Learning Outcomes for the Module:

At the end of this Module, students will be able to:

Knowledge
1. Describe the various methods used in systems development.
2. Appraise the information requirements at different levels in an organisation

Thinking skills
3. Contrast the roles of data processing, management information and decision support systems

Subject-based practical skills
4. Carry out the analysis and design of a simple system

Skills for life and work (general skills)
5. Identify the ethical issues involved in Information Systems development
### Teaching/learning methods/strategies used to enable the achievement of learning outcomes:

- Lectures, Tutorials, Practical, Computer Simulations

### Assessment methods which enable student to demonstrate the learning outcomes for the Module

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Weighting: 50%</th>
<th>Learning Outcomes demonstrated: 3, 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group-based requirements specification and analysis exercise, including production of report (2000 words)</td>
<td>50%</td>
<td>3, 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TCA</th>
<th>Weighting: 50%</th>
<th>Learning Outcomes demonstrated: 1, 2, 3, 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice questions of short answers (1 hour 30 mins)</td>
<td>50%</td>
<td>1, 2, 3, 5</td>
</tr>
</tbody>
</table>

### Indicative Reading for this Module:

#### Core

#### Recommended

### Teaching and Learning Time

(10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Student/Tutor Contact Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>20 hours</td>
</tr>
<tr>
<td>Practical</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Student Learning Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential and background reading, tutorial preparation, assignment planning and preparation</td>
<td>152 hours</td>
</tr>
<tr>
<td>Total hours:</td>
<td>200 hours</td>
</tr>
</tbody>
</table>
Module Title: Introduction to Object Oriented Systems Development

Module Code: IM1046
Level: 1
Credit: 20
ECTS credit: 20

Module Leader: Sarmiladevi Balaguru

Pre-requisite: None  Pre-cursor: None
Co-requisite: None  Excluded combinations: None
Skills module: No  University-wide option: No
Location of delivery: UEL

Main Aim(s) of the Module:
To enable students to develop competencies in an object-oriented approach to the design and development of computing applications.

Main Topics of Study:
- OO terminology & techniques
- The Requirements Analysis process
- Design methods used in an Object Oriented computer system
- Problems related to building computer systems
- Producing and implementing testing strategies

Learning Outcomes for the Module
At the end of this Module, students will be able to:

Knowledge
1. Recognise and apply object oriented terminology

Thinking skills
2. Analyse problems associated with developing software generally
3. Undertake a Requirements Analysis of a given problem
4. Prepare a requirements specification

Subject-based practical skills
5. Apply object-oriented methods in the design, development, production and evaluation of systems applications
6. Develop appropriate OO design documentation

Skills for life and work (general skills)
7. Work effectively as a member of a team in developing a prototypical model from a given scenario

Teaching/learning methods/strategies used to enable the achievement of learning outcomes:
Lectures, tutorials & practical sessions

Assessment methods which enable student to demonstrate the learning outcomes for the Module:

| Group based coursework: produce requirements analysis and design documentation of a given problem and apply OO methods for the development of one major class model (84 hours of study) | Weighting: 60% | Learning Outcomes demonstrated: 3 – 7 |
| TCA (multiple choice questions and short answers questions (1 hour 10 mins)) | Weighting: 40% | Learning Outcomes demonstrated: 1, 2 |

Indicative Reading for this Module:

Essential Text

Additional Text
### Indicative Teaching and Learning Time (10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: (e.g. lectures/seminars/tutorials/workshops/studio work etc)</td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td></td>
</tr>
<tr>
<td>Tutorials/practicals &amp; Workshops</td>
<td></td>
</tr>
<tr>
<td>Activity: (e.g. seminar reading and preparation/assignment preparation/background reading/group work/portfolio/diary etc)</td>
<td></td>
</tr>
<tr>
<td>Essential and background reading, Planning &amp; preparation.</td>
<td></td>
</tr>
</tbody>
</table>

#### Module Title: Office Automation

**Module Code:** IM1701

**Level:** I

**Credit:** 20

**ECTS credit:**

**Module Leader:** Joshua Samuel

#### Pre-requisite:

None

#### Pre-cursor:

None

#### Co-requisite:

None

#### Excluded Combination:

ECDL certification

#### Skills Module:

No

#### University Wide option:

No

#### Locations of delivery:

UEL

### Main Aim(s) of the Module:

To help develop skills in:

1. Presenting information and data using contemporary applications.
2. Demonstrating the use of office tools available to organisations for data processing and organisation.

### Main Topics of Study:

1. **Information and contemporary applications**

*Information and data:* definition of information and data, sources of information, information requirements and the needs for information at different levels within an organisation, storing information and its importance with regard to security, accuracy and relevance.

*Contemporary applications:* operational transaction processing, managerial decision making, executive information systems.

*Using computers and managing files:* Use of electronic filing and managing of folders within a PC.

2. **Information processing**

*Tools:* description of current tools (eg text processors, databases, spreadsheets, web pages, and data warehousing), description of the use of telecommunications (eg Internet, e-mail etc).

*Information processing:* transaction processing, information presentation and reporting, strategic advantage and problem-solving, relationship with tools.

*Presentation:* presentation of data and information in variety of forms (eg slides and graphics).

3. **Information systems within an organisation**

*Measures:* evaluation/criteria, eg accuracy, suitability, timeliness, cost, confidence, legal, ethical and social issues.

*Use of measures:* the use of measures to evaluate information systems.
Learning Outcomes for the Module

At the end of this module, the student will be able to:

Knowledge
1. Describe the basic IT concepts and system file management.

Subject-based practical skills
2. Demonstrate the use of tools available to organisations for information processing and presenting
3. Demonstrate application of the information systems within an organisation
4. Demonstrate competence in all seven stages of the ECDL assessment

Teaching/learning methods/strategies used to enable the achievement of learning outcomes:

This will be achieved by a mixture of lectures, practical work, and blended learning. Practicals will be used to support the lecture content. Additional learning will be achieved by student centred study.

ECDL training and assessment takes place online via UEL library and UEL-Direct.

http://www.uel.ac.uk/ecdl/

Assessment methods which enable student to demonstrate the learning outcomes for the Module:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Weighting</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio of work (70 hours)</td>
<td>50%</td>
<td>1-3</td>
</tr>
<tr>
<td>ECDL seven stages (70 hours)</td>
<td>50%</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Indicative Reading for this Module:

BESANT, A (2004) Learning to Pass ECDL 4.0 for Office XP. Heinemann Educational Publishers


Indicative Teaching and Learning Time (10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor Contact Time: 60 hours</td>
</tr>
<tr>
<td>Lectures: 12 hours</td>
</tr>
<tr>
<td>Workshop: 12 hours</td>
</tr>
<tr>
<td>Practicals: 36 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Time: 140 hours</td>
</tr>
<tr>
<td>Activity: (e.g. seminar reading and preparation/assignment preparation/ background reading/ group work/portfolio/diary etc )</td>
</tr>
</tbody>
</table>

Total hours: 200 hours

This is in the form of preparation work, assignment work, reading and lab practice.
LEVEL 2 MODULES

<table>
<thead>
<tr>
<th>Module Title: Professional Issues</th>
<th>Module Code: CN2041</th>
<th>Module Leader: Mohamed Ismail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level: 2</td>
<td>Credit: 20</td>
<td></td>
</tr>
<tr>
<td>ECTS credit:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-requisite: None  
Co-requisite: None  
Excluded Combination: Other employability skills option modules

Is this part of the Skills curriculum? Yes  
University-wide option: No

Locations of delivery: UEL

Main Aim(s) of the Module:

To enable students to:
- identify and understand requirements for appropriate and realistic employment opportunities
- demonstrate the knowledge and skills required by employers
- be aware of the key legal, social, ethical and professional issues involved in the development and use of computer-based systems

Main Topics of Study:

- Investigation and identification of job opportunities
- Examination of job application process
- Professional issues and themes, including British Computer Society Code of Conduct and Code of Good Practice
- Professional ethics and responsibilities

Learning Outcomes for the Module

At the end of this Module, students will be able to:

Knowledge
1. Identify and explain the key legal, social, ethical and professional issues in the development and use of computer-based systems

Thinking skills
2. Reflect upon their own employment aspirations and align these to current employment opportunities.
3. Evaluate their own skills set against the skills set required by the Computing profession, identifying relevant personal strengths and weaknesses in the form of a Personal Development Plan.

Subject-based practical skills
5. Reflect on the requirements of the Computing job market, construct an application and critically review the application process.
6. Select, implement and evaluate appropriate interview and presentation techniques.

Skills for life and work (general skills)
7. Communicate effectively
8. Demonstrate an awareness of relevant professional issues

Teaching/learning methods/strategies used to enable the achievement of learning outcomes:

Lectures, tutorials, seminars, case studies, role play, guest speakers

Assessment methods which enable students to demonstrate the learning outcomes for the module:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Weighting:</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job application process and Personal Development Plan (Group presentation and report (50 hours of study), individual portfolio (35 hours of study))</td>
<td>60%</td>
<td>2, 3, 5-7</td>
</tr>
<tr>
<td>Exam (1 hour 15 mins)</td>
<td>40%</td>
<td>1, 4, 8</td>
</tr>
</tbody>
</table>
Reading and resources for the module:

Core

<table>
<thead>
<tr>
<th>Indicative Teaching and Learning Time (10 hrs per credit):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor interaction, some of which may be online:</td>
<td></td>
</tr>
<tr>
<td>24 hours Lectures</td>
<td></td>
</tr>
<tr>
<td>24 hours Tutorials/Seminars</td>
<td></td>
</tr>
<tr>
<td>Student Learning Time:</td>
<td></td>
</tr>
<tr>
<td>152 hours Essential and background reading, seminar reading and preparation, assignment research and preparation, update of Personal Development Plan</td>
<td></td>
</tr>
<tr>
<td>Total hours 200 hours</td>
<td></td>
</tr>
</tbody>
</table>

Module Title: Information System Modelling and Design
Module Code: IM2042
Level: 2
Credit: 2
ECTS credit:
Module Leader: Riyaz Ahmed
Pre-requisite: IM1045 - Information Systems
Pre-cursor: None
Co-requisite: None
Excluded Combination: None
Skills module: No
University-wide option: No
Location of delivery: UEL

Main Aim(s) of the Module:
- To promote student's knowledge and understanding of the process of developing information systems.
- To develop an understanding of various approaches in developing information systems.
- To provide the students with the knowledge of various techniques and tools used in the process of information systems planning and requirements analysis.
- To develop skills in certain fundamental techniques of information systems planning and analysis

Main Topics of Study:
1. Information Systems and organisations
2. Requirements Analysis
3. Use Case Modelling
4. Class Modelling
5. Modelling Interactions
6. Specifying Operations
7. States & Activities
8. From Models to Implementation
9. Designing the User Interface
10. Data Management Design
11. Information Systems Development and Techniques
Learning Outcomes for the Module

At the end of this Module, students will be able to:

Knowledge
1. Demonstrate a sound knowledge of a variety of current approaches in developing information systems.
2. Apply and display improved competence in a range of relevant methods and techniques to the process of information systems development.

Thinking skills
3. Demonstrate a sound understanding of the specification and design process.

Subject-based practical skills
4. To familiarise themselves with a range of analysis and design software tools.
5. To develop and design an information system

Skills for life and work (general skills)
6. Collaborative and team working skills

Teaching/learning methods/strategies used to enable the achievement of learning outcomes:
Lectures and tutorials and practical work shops

Assessment methods which enable student to demonstrate the learning outcomes for the Module:
The coursework will take the form of a group activity designed and related to modelling and design of an Information System (70 hours)
Exam (1 hour 30 mins)

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>4,5,6</td>
</tr>
<tr>
<td>50%</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

Indicative Reading for this Module:


Indicative Teaching and Learning Time (10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor Contact Time:</td>
<td></td>
</tr>
<tr>
<td>24 hours</td>
<td>Lectures</td>
</tr>
<tr>
<td>20 hours</td>
<td>Tutorials &amp; Practicals</td>
</tr>
<tr>
<td>Student Learning Time:</td>
<td></td>
</tr>
<tr>
<td>156 hours</td>
<td>Independent Study:</td>
</tr>
<tr>
<td>Total hours:</td>
<td>200 hours</td>
</tr>
</tbody>
</table>
Module Title: Information Technology Planning and Infrastructure
Module Code: IM2043
Level: 2
Credit: 20
ECTS credit: 
Module Leader: Riyaz Ahamed
Pre-requisite: None
Pre-cursor: None
Co-requisite: None
Excluded combinations: None
Is this module part of the Skills Curriculum? No
University-wide option: No
Location of delivery: UEL

Main aim(s) of the module:
The aim of this module is to develop an appreciation of the need for planning, procedures and developing work practices in order to achieve the organisational goals

Main topics of study:
Main topics:
1. Management Challenges of the New Infrastructure: Need for Strategic IT Planning
2. What is Infrastructure: The Information Technology Portfolio
3. Evidence for Business Value
4. Four Approaches to Information Technology Infrastructure Investment
5. Matching Competing Views with Infrastructure Capabilities for Information Flow
6. Management by Maxim: Linking Strategy and Infrastructure
7. Using Maxims to Drive Change?
8. Business Transformations and Infrastructure Capabilities
9. Making the Investment Decision
10. IT Governance and Information Flow

Learning Outcomes for the module
At the end of this module, students will be able to:

Knowledge
1. Analyse and evaluate investment in Information Technology
2. Develop planning and managing Information Technology in an organisation

Subject-based practical skills
3. Explain the need for methods of monitoring and controlling the flow of information

Skills for life and work (general skills)
4. Discuss and select an appropriate IT development solution

Teaching/learning methods/strategies used to enable the achievement of learning outcomes: Lectures, Tutorials
Assessment methods which enable students to demonstrate the learning outcomes for the module:
Coursework: Group Case Study Analysis and Individual Portfolio Report (IPR).

<table>
<thead>
<tr>
<th>Learning Outcomes demonstrated</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3</td>
<td>30%</td>
</tr>
<tr>
<td>2, 4</td>
<td>70%</td>
</tr>
</tbody>
</table>

Notes:
1. Module leader will assign case studies to groups of students for analysis.
2. IPR must address in-depth an issue of relevance to the course.
   a. The issue can be one identified in 1 above, but, each student will be undertaking more in-depth analysis of the issue on his/her own.
   b. OR, the IPR can be an in-depth analysis of infrastructure or the application of IT planning in a real organization.
Reading and resources for the module:

**Core**


**Recommended**


<table>
<thead>
<tr>
<th>Indicative learning and teaching time (10 hrs per credit):</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/tutor interaction, some of which may be online:</td>
<td></td>
</tr>
<tr>
<td>24 hours</td>
<td>Lectures</td>
</tr>
<tr>
<td>24 hours</td>
<td>Tutorials</td>
</tr>
<tr>
<td>Student learning time:</td>
<td></td>
</tr>
<tr>
<td>152 hours</td>
<td>Essential and background reading, private study and practical work</td>
</tr>
<tr>
<td>Total hours</td>
<td>200 hours</td>
</tr>
</tbody>
</table>
Module Title: Usability Engineering
Module Code: IM2044
Module Leader: Joshua Samuel

Level: 2
Credit: 20
ECTS credit:

Pre-requisite: IM1046 or SD1046
Pre-cursor: None
Co-requisite: None
Excluded combinations: None
Is this module part of the Skills Curriculum? No
University-wide option: No
Location of delivery: UEL

Main aim(s) of the module:
To provide students with the knowledge and understanding of the basic concepts and principles of human factors in the design of computer applications.

Main topics of study:

- User interface engineering
  - HCI guidelines, principles and standards
  - Evaluation methods appropriate for usability engineering
  - User centred design techniques
  - Interface techniques and managers
  - Construction skills
  - Architectures
  - Development environments
- User models
  - Introduction to user psychology
  - Ergonomics
  - Human information processing
- HCI applications
  - Virtual and connected environments
  - Multimedia
  - Systems for users with special needs
  - Business applications
- Usability engineering development and evaluation and Usability metrics

Learning Outcomes for the Module
At the end of this Module, students will be able to:

Knowledge
1. Apply the knowledge of user needs to an Information System application specification
2. Apply appropriate design and specification standards
3. Have an awareness of current practices in the development of systems for people

Thinking skills
4. Effectively evaluate various systems and make appropriate design decisions

Subject-based practical skills
5. Prepare and present design specifications

Skills for life and work (general skills)
6. Manage own time

Teaching/learning methods/strategies used to enable the achievement of learning outcomes:
Lectures, tutorials, practical sessions, workshops, student presentations, feedback sessions, group work.

Assessment methods which enable students to demonstrate the learning outcomes for the module:
Coursework
Portfolio – 140 hours for each student based on individual usability principles and techniques

Weighting: 100%

Learning Outcomes demonstrated: 1 – 6
Reading and resources for the module:

Core


Recommended


Indicative learning and teaching time (10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student/Tutor</td>
<td></td>
</tr>
<tr>
<td>Contact Time:</td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>Lecture</td>
</tr>
<tr>
<td>21 hours</td>
<td>Tutorial</td>
</tr>
<tr>
<td>24 hours</td>
<td>Practical</td>
</tr>
<tr>
<td>2. Student learning time:</td>
<td></td>
</tr>
<tr>
<td>152 hours</td>
<td>Individual study, team meetings and assignment</td>
</tr>
<tr>
<td>Total hours:</td>
<td>200 hours</td>
</tr>
</tbody>
</table>

Module Title: Multimedia Design and Web Development

Module Code: IM2701

Level: 2
Credit: 20
ECTS credit: 20

Module Leader: Cheryl Chea

Pre-requisite: None
Pre-cursor: None
Co-requisite: None
Excluded Combination: None
Skills Module: No
University Wide option: No
Locations of delivery: UEL

Main Aim(s) of the Module:
The aim of this module is to teach students to design and evaluate a prototype multimedia system using an iterative approach. Students will design the structure, interaction and components of the interface. A psychological understanding will be encouraged to give students a broad understanding of the use of colour, metaphors and navigational systems. Prototypes will be designed using the latest Web and multimedia authoring packages. In addition, this module will enable students to create and manage Web-based applications including managing both client and server sides mechanisms of managing a Web application.

Main Topics of Study:

Multimedia System Analysis and Design
Planning a system; planning and using fact finding techniques; understanding users’ requirements; and appreciating the difficulty in building the big picture of the system and complexity of users’ constant changing requirements.

Modelling Web and Hypermedia Applications
Using verity of modelling techniques specific for Web and hypermedia applications; and an introduction into concepts of abstraction and conceptualisation of applications.

Using Multimedia and Web packages
Practice in latest packages in multimedia authoring packages and Web development packages to implement a Web
application or Hypermedia application prototype.

**Usability Engineering and user-driven interface design**
Introduction into formalisms that emphasize user-driven interface design; reflect on latest publications in regards to HCI design; and review of government and legal issues regarding HCI designs.

**Publishing and Managing a Web and multimedia applications**
Demonstration of Web server technology and ways of online management of Web sites; review security aspects and firewall features; and comparing these issues with CD-ROM multimedia publishing and management.

**Learning Outcomes for the Module**
At the end of this module, the student will be able to:

**Knowledge**
1. Originate and plan a structure for interaction and interface design

**Thinking skills**
2. Research and define users’ requirements through task analysis

**Subject-based practical skills**
3. Assemble audio and visual components of multimedia prototype
4. Code and implement a Web application using appropriate vendor package
5. Deploy, test, evaluate and maintain a Web application

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**
This module will be delivered by a mixture of lectures/tutorials) and student centred activities.

**Lectures**
The lectures are designed to be of an interactive nature. Students will be expected to participate in various activities both individually and in small groups. These activities will be used as checkpoints to ensure that you understand the material and achieve the expected learning outcomes. Student will also be required to have completed the set reading and other preparatory tasks. These will enforce your acquisition of basic skills and competence in the topic area.

**Tutorial Sessions**
Tutorials will either consist of a series of set tasks, some to be completed individually and some to be completed in small groups, or will take the form of discussion sessions. The aim of the tutorial sessions is to complement and enhance the lecture sessions and they will therefore centre on the students gaining skills and competence in the topic areas.

**Practical Sessions**
Practical sessions are intended as an integrative experience, bringing together the various practical elements of the programme in a systematic manner. Students will be expected to undertake a variety of tasks involving the analysis of the case study, reflecting the material recently covered in the lectures and building on previous weeks’ activities.

**Assessment methods which enable student to demonstrate the learning outcomes for the Module:**

<table>
<thead>
<tr>
<th>Assessment methods which enable student to demonstrate the learning outcomes for the Module:</th>
<th>Weighting:</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Usability Evaluation Report (2000 words)</td>
<td>50%</td>
<td>1, 2</td>
</tr>
<tr>
<td>Group Web design of a web application (70 hours per student)</td>
<td>50%</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**Recommended Reading for this Module:**

**Indicative Teaching and Learning Time (10 hrs per credit):**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student/Tutor Contact Time:</strong></td>
</tr>
<tr>
<td>60 hours</td>
</tr>
</tbody>
</table>

42
### Student Learning Time:

<table>
<thead>
<tr>
<th>Activity:</th>
<th>140 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is in the form of preparation work, assignment work, reading and lab practice.</td>
<td>200 hours</td>
</tr>
</tbody>
</table>

### Module Title:

- **Database Systems**

### Module Code:

- SD2052

### Level:

- 2

### Credit:

- 20

### ECTS credit:

- 20

### Module Leader:

- Sarmiladevi Balaguru

### Pre-requisite:

- None

### Pre-cursor:

- None

### Co-requisite:

- None

### Excluded Combination:

- None

### Is this module part of the Skills Curriculum?

- No

### University-wide option:

- No

### Location of delivery:

- UEL

### Main Aim(s) of the Module:

To provide an understanding of methods of data organisation and retrieval.

### Main Topics of Study:

- data system concepts;
- data modelling techniques
- data organisation and retrieval techniques;
- managing organisation’s data;
- data administration and tools.

### Learning Outcomes for the Module

At the end of this Module, students will be able to:

**Knowledge**

1. Identify and implement database models
2. Contrast and compare a variety of database technologies
3. Cite relevant legislation relating to issues such as Data Protection, Privacy and Copyright

**Thinking skills**

4. Discuss and select a suitable data management system for managing an organisation’s data

**Subject-based practical skills**

5. Identify and implement database models
6. Examine and design a data model for an organisation
7. Select and construct different methods of organising files to ensure efficient storage and retrieval
8. Program and implement database solutions using basic SQL statements
**Teaching/learning methods/strategies used to enable the achievement of learning outcomes:**

<table>
<thead>
<tr>
<th>Lectures/tutorials/practical sessions/workshops</th>
<th></th>
</tr>
</thead>
</table>

**Assessment methods which enable students to demonstrate the learning outcomes for the module:**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Weighting</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and implement a database system (2000 words)</td>
<td>50%</td>
<td>1, 5-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam</th>
<th>Weighting</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 hour 30 mins)</td>
<td>50%</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Reading and resources for the module:**

- **Core**

- **Recommended**

**Indicative Teaching and Learning Time (10 hrs per credit):**

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor interaction, some of which may be on-line:</td>
<td></td>
</tr>
<tr>
<td>24 hours</td>
<td>Lectures (112 hours + 2 hr revision)</td>
</tr>
<tr>
<td>24 hours</td>
<td>Tutorials/practicals</td>
</tr>
<tr>
<td>10 hours</td>
<td>Workshops and student presentations assessment</td>
</tr>
</tbody>
</table>

**Student Learning Time:**

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>142 hours</td>
<td>Private study</td>
</tr>
</tbody>
</table>

**Total hours:** 200 hours
LEVEL 3 MODULES

<table>
<thead>
<tr>
<th>Module Title:</th>
<th>Research Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code:</td>
<td>CN3041</td>
</tr>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit:</td>
<td>20</td>
</tr>
<tr>
<td>ECTS credit:</td>
<td></td>
</tr>
<tr>
<td>Module Leader:</td>
<td>Riyaz Ahamed</td>
</tr>
</tbody>
</table>

Pre-requisite: None  
Pre-cursor: None  
Co-requisite: None  
Excluded Combination: Other Research Skills modules

Is this module part of the Skills Curriculum? Yes  
University-wide option: No

Locations of delivery: UEL

**Main Aim(s) of the Module:**

- have a comprehensive knowledge of good research and professional practices
- appreciate the ethical and legal issues relating to research
- plan and prepare for implementation of a Computing research project

**Main Topics of Study:**

- Identification of research topic
- Review of literature
- Research methodologies
- Legal and ethical issues
- Project management
- Academic writing and presentation skills

**Learning Outcomes for the Module**

At the end of this Module, students will be able to:

**Knowledge**

1. Identify the nature and sources of information needed to write a research proposal
2. Select and apply research methodologies and analytical techniques appropriate to Computing

**Thinking skills**

3. Critically reflect on the ethical considerations of chosen research topic
4. Constructively critique the research of others, identifying strengths and weaknesses in technique, analysis and conclusions

**Subject-based practical skills**

5. Write a research project proposal and construct a realistic research timetable
6. Construct a literature review

**Skills for life and work (general skills)**

7. Deliver a presentation on chosen research topic

**Teaching/learning methods/strategies used to enable the achievement of learning outcomes:**

Lectures, tutorials, seminars, practical tasks providing a hands-on approach to material presented in lectures

<table>
<thead>
<tr>
<th>Assessment methods which enable student to demonstrate the learning outcomes for the Module:</th>
<th>Weighting:</th>
<th>Learning Outcomes demonstrated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 2,000 word project proposal (including literature review and timetable, etc)</td>
<td>50%</td>
<td>1-6</td>
</tr>
<tr>
<td>A 15 min. presentation &amp; 1,000 word Personal Development Plan</td>
<td>50%</td>
<td>7</td>
</tr>
</tbody>
</table>
Reading and resources for the module:

Core
Palgrave-Macmillan

Indicative Teaching and Learning Time (10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
<th>12 hours</th>
<th>36 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor interaction, some of which may be online:</td>
<td>Lectures</td>
<td>Tutorials/Seminars/Practical sessions</td>
</tr>
</tbody>
</table>

Student Learning Time:

152 hours Essential and background reading, seminar reading and preparation, research activities, assignment preparation, update of Personal Development Plan

Total hours: 200 hours

Module Title: Project
Module Code: CN3061
Level: 3
Credit: 20
ECTS credit:

Module Leader: Trevor Ward

Pre-requisite: None
Pre-cursor: CN3041
Co-requisite: None
Excluded Combination: Other Project modules
Is this module part of the Skills Curriculum? No
University-wide option: No
Locations of delivery: UEL

Main Aim(s) of the Module:
- To enable students to apply academic and technical skills and techniques acquired throughout their undergraduate studies
- To provide the student with the opportunity to pursue individual study in depth in a subject relevant to the student's chosen programme

Main Topics of Study:
Students should produce a project report which documents professionally a major computing task, which is relevant to their programme and is undertaken by the student during the period of the project.

If the task is the development of a large non-trivial application, the documentation should include a study of the application domain, detailed analysis and design, implementation and testing of the system.

A more theoretical project should critically evaluate and make reference to current research in the chosen field and must have an element of originality.

Learning Outcomes for the Module

At the end of this Module, students will be able to:

**Knowledge**
1. Demonstrate a sound knowledge and understanding of the subject area to which his/her project pertains

**Thinking skills**
2. Manage their time to organise a sizable piece of independent academic work.
3. Follow a professional approach to developing and documenting a non-trivial computing task.
Teaching/learning methods/strategies used to enable the achievement of learning outcomes:

Students will start the module with an agreed proposal consisting of title, aims and objectives and hardware/software requirements. The project proposal will be written around a substantial computing task. The role of the project supervisor is to act as a mentor during the duration of the project. It is the student's responsibility to conduct independent research and study in order to meet the aims and objectives of the project proposal.

### Assessment methods which enable student to demonstrate the learning outcomes for the Module:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Weighting</th>
<th>Learning Outcomes demonstrated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is required to produce a professional document of approximately 4000 words (exclusive of appendices).</td>
<td>100%</td>
<td>1-3</td>
</tr>
</tbody>
</table>

### Reading and resources for the module:

**Core**

### Indicative Teaching and Learning Time (10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
<th>ECTS credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hours Discussion and direction in consultation with tutor</td>
<td></td>
</tr>
<tr>
<td>195 hours Reading, research, analysis, practical, evaluation and final preparation of project.</td>
<td></td>
</tr>
<tr>
<td>Total hours: 200 hours</td>
<td></td>
</tr>
</tbody>
</table>

### Module Title

Project Management

<table>
<thead>
<tr>
<th>Module Code: IM3045</th>
<th>Module Leader: Riyaz Ahamed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level: 3</td>
<td></td>
</tr>
<tr>
<td>Credit: 20</td>
<td></td>
</tr>
<tr>
<td>ECTS credit:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-requisite: None</th>
<th>Pre-cursor: None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite: None</td>
<td>Excluded Combination: None</td>
</tr>
<tr>
<td>Is this module part of the Skills Curriculum? No</td>
<td>University-wide option: Yes</td>
</tr>
<tr>
<td>Location of delivery: UEL</td>
<td></td>
</tr>
</tbody>
</table>

**Main Aim(s) of the Module**
To provide students with the knowledge and understanding to manage IT projects.

**Main Topics of Study:**
- Project management principles
- Cost and Time management
- Planning, scheduling and tracking projects
- Risk analysis and management
- Human Resources/Communications
- Quality management issues
- Review Software Development lifecycles
- Contracts and Procurement

**Learning Outcomes for the Module**

At the end of this Module, students will be able to:

**Knowledge**
- 1. Discuss and apply project management principles
- 2. Review and determine the quality issues for managing a project
3. Review contract and procurement requirements

**Thinking skills**

4. Effectively evaluate various systems and make appropriate project decisions

**Subject-based practical skills**

5. Prepare, manage and monitor project plans.
6. Undertake, select and justify the development selection tools / procedures / techniques for a project
7. Undertake a risk analysis and contingency plan.

**Skills for life and work (general skills)**

8. Undertake and produce a post project review

---

<table>
<thead>
<tr>
<th>Teaching/learning methods/strategies used to enable the achievement of learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, tutorials, practical sessions, workshops, student presentations, feedback sessions, group work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment methods which enable student to demonstrate the learning outcomes for the Module</th>
<th>Weighting</th>
<th>Learning outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework Portfolio – 140 hours for each student based on individual project management techniques and principles and on group work for running a project</td>
<td>100%</td>
<td>1-8</td>
</tr>
</tbody>
</table>

**Indicative Reading for this Module**

**Essential Textbook**


<table>
<thead>
<tr>
<th>Teaching and Learning Time (10 hrs per credit):</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor Contact Time:</td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>Lecture</td>
</tr>
<tr>
<td>21 hours</td>
<td>Tutorial</td>
</tr>
<tr>
<td>12 hours</td>
<td>Practical</td>
</tr>
<tr>
<td>12 hours</td>
<td>Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Time:</th>
<th>Activity: (e.g. seminar reading and preparation/assignment preparation/background reading/group work/portfolio/diary etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>152 hours</td>
<td>Essential and background reading, planning and preparation of practical work and workshop activities, documentation and presentation, including portfolio work.</td>
</tr>
</tbody>
</table>
Module Title: Management and Information Systems
Module Code: IM3056
Level: 3
Credit: 20
ECTS credit:
Module Leader: Sarmiladevi Balaguru

Pre-requisite: IM2042 or IM2043
Pre-cursor: None
Co-requisite: None
Excluded Combination: None
Skills module: No
University-wide option: No

Location of delivery: UEL

Main Aim(s) of the Module
- To promote an understanding of the role of IT in the strategic planning of an enterprise
- To promote an understanding of the interaction of IT with the structure and culture of an enterprise
- To promote an understanding of the need for, and the techniques of, introducing change and innovation into an organisation, especially the introduction or expansion of IT

Main Topics of Study
Strategic information systems
- Introduction to strategic planning; the strategic use of IT; models for the development of strategic information systems.

IT and organisational structure
- Information processing and the structure of organisations; models of the impact of IT and organisational structure.

IT and organisational culture
- Introduction to organisations and culture; models of the impact of IT and organisational culture.

The management of change and innovation
- Models of change and innovation in organisations; the change management process; the politics of projects.

Learning Outcomes for the Module
At the end of this module, the student will be able to:

Knowledge
1. Demonstrate a sound knowledge of the current themes and practices in:
   - The strategic implementation of IT and information systems.
   - The management of change and innovation.
   - The structural and cultural impact of IT in organisations

Thinking Skills
2. Critically evaluate the themes and practices in:
   - The strategic implementation of IT and information systems.
   - The management of change and innovation.
   - The structural and cultural impact of IT in organisations

Subject-based practical skills
3. Communicate the managerial and organisational context of IT and information systems to participants in the systems development process.

Skills for life and work (general skills)

Teaching/learning methods/strategies used to enable the achievement of learning outcomes
Lecture, Tutorial

Assessment methods which enable student to demonstrate the learning outcomes of the module

<table>
<thead>
<tr>
<th>Assessment methods</th>
<th>Weighting</th>
<th>Learning Outcomes demonstrated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam (1 hour 30 mins)</td>
<td>50%</td>
<td>1</td>
</tr>
<tr>
<td>Coursework – critical evaluation of themes and practices in IT and IS applications based on a specific case study of student’s own choice (Individual report 2000 words)</td>
<td>50%</td>
<td>2,3</td>
</tr>
</tbody>
</table>
Indicative Reading for this Module

3. ROBSON, W., 1997, Strategic Management & Information Systems. 2nd Ed. FT Prentice Hall

Teaching and Learning Time Activity

10 hrs per credit Total: 200 hours

Student/Tutor Contact Time: Activity

52 hours Seminar, Lecture, Review

Student Learning Time Activity

148 hours Essential and background reading, research, assessment preparation.

Total hours: 200 hours

Module Title: Advanced Database Development
Module Code: SD3042
Level: 3
Credit: 20
ECTS credit: 

Module Leader: Riyaz Ahamed

Pre-requisite: SD2052
Pre-cursor: No
Co-requisite: No
Excluded combinations: No
Is this module part of the Skills Curriculum? No
University-wide option: No
Location of delivery: UEL

Main aim(s) of the module:
- to develop student awareness and knowledge in terms of advanced DBMS features and functionality;
- to provide students with the skills to develop efficient and effective database designs, incorporating and integrating with new technologies to cater for the needs of the modern enterprise environment.

Main topics of study:
- physical database design in relational databases;
- concurrency control techniques;
- database recovery techniques;
- object database design;
- object-relational databases;
- enhanced data models;
- distributed databases;
- data mining and data warehousing issues;
- emerging database technologies and applications.

Learning Outcomes for the module

At the end of this module, students will be able to:

Knowledge
1 identify techniques for the control and recovery of data;
2 explain the most recent developments in database technologies;

Thinking skills
3 critically discuss and analyse the key design features of new and emerging database systems in terms of their suitability in providing solutions to modern integrated information systems environments;
4 evaluate proposed designs and solutions as to their effectiveness and potential of contribution to a given problem situation;

Subject-based practical skills
5 design, implement, evaluate and optimise databases that meet the current needs of the enterprise environment;
6 incorporate innovative design features in improving end user interface in highly complex and multi-user environments.
Teaching/learning methods/strategies used to enable the achievement of learning outcomes:

Lectures/tutorials/seminars/practical sessions

<table>
<thead>
<tr>
<th>Assessment methods which enable students to demonstrate the learning outcomes for the module:</th>
<th>Weighting:</th>
<th>Learning Outcomes demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and implement a database system</td>
<td>50%</td>
<td>4-6</td>
</tr>
<tr>
<td>(2000 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam</strong></td>
<td>50%</td>
<td>1-3</td>
</tr>
<tr>
<td>(1 hour 30 mins)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading and resources for the module:

**Core**

Indicative learning and teaching time (10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Tutor interaction, some of which may be online:</td>
<td></td>
</tr>
<tr>
<td>24 hours Lectures</td>
<td></td>
</tr>
<tr>
<td>24 hours Tutorials/seminars/practicals</td>
<td></td>
</tr>
<tr>
<td>Student Learning Time:</td>
<td></td>
</tr>
<tr>
<td>152 hours Preparation for coursework and examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Background reading</td>
</tr>
<tr>
<td>Total hours:</td>
<td>200</td>
</tr>
</tbody>
</table>
Module Title: Advanced Information Systems Development
Module Code: SD3043
Level: 3
Credit: 20
ECTS credit: 
Module Leader: Joshua Samual

Pre-requisite: IM2042
Pre-cursor: No
Co-requisite: None
Excluded combinations: None
Is this module part of the Skills Curriculum? No
University-wide option: No
Location of delivery: UEL

Main Aim(s) of the Module:
To develop a broad understanding on industrial and research topics related to information systems development by examining well established and upcoming information systems development concepts and techniques.

Main Topics of Study:
- Issues in Information Systems Development Process
  - Software Quality
  - Software Metrics
  - Risk Assessment
  - Security in Software Engineering
- Testing
- Project Management
- Advanced Systems Modelling
  - UML extension mechanisms
- State-of-the-art Software Engineering paradigms
  - Extreme Programming
  - Agent Oriented Software Engineering
### Learning Outcomes for the Module

At the end of this Module, students will be able to:

**Knowledge**

1. Discuss and analyse the problems associated with the development of large software systems;

**Thinking skills**

2. Examine and evaluate well established software engineering paradigms (such as Object Orientation) and compare them against new software engineering paradigms (such as Agent Orientation);

**Subject-based practical skills**

3. Plan and carry out Software Engineering processes to support the management and development of quality software systems;
4. Develop and execute testing strategies;
5. Recognise and apply system modelling extension mechanisms;
6. Identify solutions to problems;
7. Communicate effectively their ideas;
8. Present their work in a professional manner.

### Teaching/learning methods/strategies used to enable the achievement of learning outcomes:

Lectures, Tutorials, Independent study, group based work

### Assessment methods which enable students to demonstrate the learning outcomes for the module:

<table>
<thead>
<tr>
<th>Assessment methods which enable students to demonstrate the learning outcomes for the module:</th>
<th>Weighting:</th>
<th>Learning Outcomes demonstrated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>50%</td>
<td>1, 3, 6-8</td>
</tr>
<tr>
<td>Group based work – analysis, design and quality management of an information system (2000 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>50%</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>(1 hour 30 mins)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reading and resources for the module:

**Core**

- BRUEGGE, B. AND DUTOIT, A. H., Object-Oriented Software Engineering: Using UML, Patterns and Java. Prentice Hall
- CADLE, J. AND YEATES, D., Project Management for Information Systems. Pearson Education
- KANER, C., BACH, J. AND PETTICHORD, B., Lessons Learned in Software Testing. J. Willey & Sons
- SOMMERVILLE, I., Software Engineering. Addison Wesley
- TAMRES, L., Introducing Software Testing. Addison Wesley

**Journals**

- International Journal of Autonomous Agents and Multiagent Systems
- Journal of Object Technology,
- IEEE Transactions of Software Engineering
- Journal of the ACM
- Journal of Information Systems

### Indicative Teaching and Learning Time (10 hrs per credit):

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
</tr>
<tr>
<td>Tutorials</td>
</tr>
</tbody>
</table>

### Student Learning Time:

152hrs

### Total hours:

200 hours
APPENDIX 1 - PROGRAMME SPECIFICATION

<table>
<thead>
<tr>
<th>Final award</th>
<th>B.Sc.(Hons) Business Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate awards available</td>
<td>Cert. H.E., Dip. H.E.</td>
</tr>
<tr>
<td>UCAS code</td>
<td>G500</td>
</tr>
<tr>
<td>Details of professional body accreditation</td>
<td></td>
</tr>
<tr>
<td>Relevant QAA Benchmark statements</td>
<td>Computing</td>
</tr>
<tr>
<td>Date specification last up-dated</td>
<td>June 2008</td>
</tr>
</tbody>
</table>

CONTENTS

This programme specification contains the following sections:

- Alternative locations for studying this programme (optional)
- The summary - UCAS programme profile
- Aims and learning outcomes
- The programme structure
- Teaching, learning and assessment strategies
- How we assure the quality and standard of this programme
- Where you can find further information

Alternative locations for studying this programme

<table>
<thead>
<tr>
<th>Location</th>
<th>Which Elements?</th>
<th>Taught by UEL staff</th>
<th>Taught by local staff</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Technology and Management, London</td>
<td>Entire Programme</td>
<td>No</td>
<td>Yes</td>
<td>Full time and Part time</td>
</tr>
<tr>
<td>Unity College International, Malaysia</td>
<td>Entire Programme</td>
<td>No</td>
<td>Yes</td>
<td>Full time and Part time</td>
</tr>
<tr>
<td>HELP Institute, Malaysia</td>
<td>Entire Programme</td>
<td>No</td>
<td>Yes</td>
<td>Full time and Part time</td>
</tr>
<tr>
<td>Stamford College, Malaysia</td>
<td>Entire Programme</td>
<td>No</td>
<td>Yes</td>
<td>Full time and Part time</td>
</tr>
<tr>
<td>Bandar Universiti Teknologi Legenda (BUTL), Malaysia</td>
<td>Entire Programme</td>
<td>No</td>
<td>Yes</td>
<td>Full time</td>
</tr>
<tr>
<td>FTMS College, Malaysia</td>
<td>Entire Programme</td>
<td>No</td>
<td>Yes</td>
<td>Full time and Part time</td>
</tr>
</tbody>
</table>

The summary - UCAS programme profile

BANNER BOX:

Thinking about a career in computing? With a degree from the range of computing programmes at UEL, the future’s bright!

ENTRY REQUIREMENTS

- Typical offer is 160 UCAS tariff points (including two GCE or VCE A-levels or VCE Double Award)
- 50% Merits Year 2 of BTEC National Diploma
- Relevant Access programme
- Equivalent overseas qualifications, if English is not the first language, IELTS score of 6.0 or equivalent required.
- Mature students, without appropriate academic qualifications but with relevant work experience, attend for interview and aptitude test
ABOUT THE PROGRAMME

What is Business Information Systems?

Computer information systems are an important part of our lives. Well-engineered, reliable and usable information systems play a crucial role in the survival of most organisations, especially Business organisations. Thus, people who can design, implement and maintain these ever-evolving computer information systems are in constant demand. Studying in the Business Information Systems (BIS) field of computing is challenging and enjoyable, and can lead to a rewarding career. At UEL, you can study a specialised degree in Business Information Systems.

Business Information Systems at UEL

Due to the range of computing academic fields available at UEL, this programme allows you to study a variety of subjects, including the development of information systems, computer programming, internetworking and the business contexts in which computer-based information systems are used. Emphasis is placed on the acquisition of practical-based skills, including the opportunity for one year work experience, which will provide a solid foundation for a career in the field of computing.

Programme structure

Programmes in the field of computing are three years in length. If you want to change to one of our other specialised degrees, or to a more general Computing degree, this is easy to arrange. Students are able to work in groups to develop computer-based solutions to real-life situations, and encourage doing so in co-operation with local companies.

Learning environment

As well as the usual teaching and learning facilities such as well-equipped laboratories, lecture and seminar rooms and well-resourced library, students have access to a wide range of computing resources. Specialised labs are used for the study of computer networking and operating system such as Windows and UNIX environment. Students are provided with software tools for programming, database development, computer-aided software engineering, Internet access and Web-based development.

Assessment

A variety of assessment methods are used. Some modules are entirely assessed by coursework, although most are assessed by the combination of coursework and examination. Coursework assessment can take a number of different forms, including presentations, software demonstrations, research-based assignments and practical exercises involving system or program specification, coding and testing, and might be carried out individually or in group. Examinations might be multiple choice tests or more traditional unseen questions.

Project work

Students complete a project in their final year. This is a major piece of work that allows students to choose the direction of their study, to develop their own ideas and to integrate the various subjects studied.

Added value

In addition to the IT related skills and knowledge acquired during your studies, you will be develop a wide range of personal and professional skills including communication, presentation, negotiation, team working and time management. These sought after skills will be useful throughout your working life and will increase your chances of finding a well-paid and interesting job after graduation.

IS THIS THE PROGRAMME FOR ME?

If you are interested in ....

• How computer and the internet can be used to design and develop information systems to solve business tasks.
• Finding out more on what happens ‘behind’ the computer screen.
• Developing and using business and technical skills
If you enjoy....
- Design and developing computer solutions.
- Solving technical problems
- The challenge of finding solutions to seemingly insoluble problems
- Working and sharing ideas with other to identify and develop these solution,

If you want....
- The opportunity to work in a well rewarded and fast –growing area of computing
- Sought after and up to date skills
- To communicate and work with a wide variety of people to solve a range of business and technical problems
- To combine your interest in computing with other subjects

………then, the Business Information Systems (BIS) programme could be for you.

Your future career

There is still a significant shortage of up to date computing skills in Malaysia. Organisations need to have access to these skills to make best used of their computing and internet resources.

Graduates of the Business Information Systems degree programme combine business knowledge with technical skills and are qualified for a range of jobs including business analyst and IT strategist.

For graduate who want to continue their studies at postgraduate level, the BIS undergraduate programme provides a suitable entry route to a variety of Masters courses, both at UEL and elsewhere.

How we support you
- Personal tutor support throughout the programme.
- Support for development and study skills, preparation for employment and research.
- Provide support for finding placements through the placing of opportunities on the notice boards.
- Specialist support for dyslexia and English as a second language
- Student advice services for accommodation, finance, career, IT training and learning resources.

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Gain appropriate knowledge and skills base to pursue a career managing and developing information systems in a contemporary business context.
- Gain an understanding of the operational, strategic and practical issues in information systems currently relevant to small, medium and large enterprises.
- Be aware of the management, economic, legal, social, professional and ethical issues relating to information systems.
- Learn and work both independently and within groups.
- Develop the necessary study skills and knowledge to pursue further study.

What will you learn?

All learning outcomes are covered in the programme’s single honours route and where Maj, J and/or Min is shown against a learning outcome, this confirms that the learning outcome is covered in the Major, Joint and/or Minor routes offered.

Knowledge
- How to design (Maj, J and Min) and implement information systems
- How computer hardware (Maj, J) and software (Maj, J and Min) work together to provide a platform for information systems
- How information systems can be used in a business context. (Maj, J and Min)
- How IT project can be strategically managed and developed (Maj).
Thinking skills
- Problem solving (Maj, J and Min)
- Evaluation and critical analysis (Maj, J)
- Self-appraisal and review of personal practice. (Maj)

Subject-Based Practical skills
- Use of range of specialised computer technology, such as databases (Maj, J), website
  (Maj) and other development packages (Maj, J and Min).
- Preparation of essays, reports and presentations (Maj, J and Min)
- Production of major self-directed project. (Maj)

Skills for life and work (general skills)
- Communication Skills (Maj, J and Min)
- Time management (Maj, J and Min)
- Learning and working both independently and in groups (Maj, J and Min)

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

0  equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
1  equivalent in standard to the first year of a full-time undergraduate degree programme
2  equivalent in standard to the second year of a full-time undergraduate degree programme
3  equivalent in standard to the third year of a full-time undergraduate degree programme
M  equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is 3 years when attended in full-time mode or 5 years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

How the teaching year is divided

The teaching year begins in September and ends in June but some programmes also allow students to join at the start of Semester B, in February. A student, normally registering for 6 modules in one year (3 modules in each Semester) would do so in a full-time attendance mode of study and a student registering for up to 4 modules in one year (2 modules in each Semester) would do so in part-time attendance mode of study.

What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:
- Single  120 credits at levels one, two and three
- Major    80 credits at levels one, two and three
- Joint    60 credits at levels one, two and three
- Minor    40 credits at levels one, two and three.
Modules are defined as:
- **Core**: Must be taken
- **Option**: Select from a range of identified module within the field
- **University Wide Option**: Select from a wide range of university wide options

The following are the core and optional requirements for the single, major, joint and minor routes for this programme

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TITLE</th>
<th>SKILLS MODULES (Insert Y where appropriate)</th>
<th>CREDITS</th>
<th>STATUS SINGLE</th>
<th>STATUS MAJOR</th>
<th>STATUS JOINT</th>
<th>STATUS MINOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Skills for Computing</td>
<td>Y</td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Option*</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Office Automation</td>
<td></td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>1</td>
<td>Web Authoring and Web Management</td>
<td></td>
<td>20</td>
<td>Core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction to Object-Oriented Systems Development</td>
<td></td>
<td>20</td>
<td>Core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Information Systems</td>
<td></td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>1</td>
<td>Computer Based Technologies</td>
<td></td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Option*</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Professional Issues</td>
<td>Y</td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Option*</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Information Systems Modelling and Design</td>
<td></td>
<td>20</td>
<td>Core</td>
<td></td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>2</td>
<td>Information Technology Planning and Infrastructure</td>
<td></td>
<td>20</td>
<td>Core</td>
<td></td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Multimedia Design and Web Development</td>
<td></td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Option*</td>
<td>Option*</td>
</tr>
<tr>
<td>2</td>
<td>Database Systems</td>
<td></td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>2</td>
<td>Usability Engineering</td>
<td></td>
<td>20</td>
<td>Core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Research Skills</td>
<td>Y</td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Option*</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Advanced Information Systems Development</td>
<td></td>
<td>20</td>
<td>Core</td>
<td></td>
<td>Option*</td>
<td>Option*</td>
</tr>
<tr>
<td>3</td>
<td>Advanced Database Development</td>
<td></td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Option*</td>
<td>Option*</td>
</tr>
<tr>
<td>3</td>
<td>Management and Information Systems</td>
<td></td>
<td>20</td>
<td>Core</td>
<td>Core</td>
<td>Option*</td>
<td>Option*</td>
</tr>
<tr>
<td>3</td>
<td>Project Management</td>
<td></td>
<td>20</td>
<td>Core</td>
<td></td>
<td>Option*</td>
<td>Option*</td>
</tr>
<tr>
<td>3</td>
<td>Project</td>
<td></td>
<td>20</td>
<td>Core</td>
<td></td>
<td>Core</td>
<td></td>
</tr>
</tbody>
</table>

* must take either this skills module or skills module from other Joint Programme. Must select one Option 1 and one Option 2 option plus the other Option 2 option if the Option* skills option is not selected.
Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:
- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:
- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher

In order to gain an Associate Certificate you will need to obtain a minimum if 20 credits at level one or higher

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:
- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher

(A Foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree)

### Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

\[
\text{Degree Classification} = \frac{2}{3} \times \text{The arithmetic mean of the best 100 credits at level 3} + \frac{1}{3} \times \text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}
\]

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% - 100%</td>
<td>First Class Honours</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Second Class Honours, First Division</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Second Class Honours, Second Division</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Third Class Honours</td>
</tr>
<tr>
<td>0% - 39%</td>
<td>Not passed</td>
</tr>
</tbody>
</table>

### Foundation degree classification

Where a student is eligible for a Foundation degree, the award classification is determined by calculating the arithmetic mean of all marks obtained for modules at level 1 or higher contributing to the programme and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% - 100%</td>
<td>Distinction</td>
</tr>
<tr>
<td>55% - 69%</td>
<td>Merit</td>
</tr>
<tr>
<td>40% - 54%</td>
<td>Pass</td>
</tr>
<tr>
<td>0% - 39%</td>
<td>Not passed</td>
</tr>
</tbody>
</table>
Teaching and learning

Knowledge is developed through
- Participation in lectures, tutorials and workshops
- Directed and general reading
- Primary and secondary research, e.g. using internet or Learning Resource Centre

Thinking skills are developed through
- Successful completion of set assessment tasks
- Self-appraisal and self-evaluation
- Critical evaluation of concepts, assumptions, arguments and data

Practical skills are developed through
- Use of general IT applications such as word processors and spreadsheets
- Use of specialised IT applications such as program development environments and CASE tools
- Investigation of website development

Skills for life and work (general skills) are developed through
- Working in groups to complete work set, such as presentations
- Working during sandwich year as placement student
- Managing time to complete assessments by deadlines

Assessment

Knowledge is assessed by
- Examinations, both unseen and based on previously supplied case studies
- Multiple choice tests
- Extended essays and reports

Thinking skills are assessed by
- All assessment tasks set, particularly those requiring critical evaluation
- Self-appraisal of performance
- Use of appropriate problem solving skills

Practical skills are assessed by
- Assessment tasks requiring use of general and specialised IT applications
- Use of equipment in practicals and presentations

Skills for life and work (general skills) are assessed by
- Evidence of group and team working
- Completion of placement year
- Ability to work to time constraints

How we assure the quality of this programme

Before this programme started, the following was checked:
- There would be enough qualified staff to teach the programme;
- Adequate resources would be in place;
- The overall aims and objectives were appropriate;
- The content of the programme met national benchmark requirements;
- The programme met any professional/statutory body requirements;
- Admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:
- External examiner reports (considering quality and standards);
- Statistical information (considering issues such as the pass rate);
- Student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.
The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. Library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the review and enhancement process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations involving the collection of data via questionnaires
- Informal discussions / meetings between students and teaching staff, year tutor and programme leaders
- Student representation on programme committees (meeting each semester)

Students are notified of the action taken through:

- Circulating the minutes of the programme committees
- Providing details on the programme notice board

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Placement officer and visiting tutors
- Discussions with placement employers
- Information provided by the British Computer Society (BCS) (http://www.bcs.org)
- Liaison with schools and colleges whose students apply for places on our programmes
APPENDIX 2 - WHERE YOU CAN FIND FURTHER INFORMATION

Further information about this programme is available from:

- · The UEL web site (http://www.uel.ac.uk)
- · The programme handbook
- · Module study guides
- · UEL Quality Manual http://www.uel.ac.uk/qa/
- · Regulations for the Academic Framework http://www.uel.ac.uk/academicframework/
- · UEL Guide to Undergraduate Programmes
- · School of Computing and Technology at UEL http://www.uel.ac.uk/CITE/computing/
- · UEL catalogue for the Undergraduate Degree Scheme

Academic Appeals:
http://www.uel.ac.uk/qa/qualityass_appeals.htm

Assessment and Engagement policy:
http://www.uel.ac.uk/qa/AssessmentPolicy.htm

Attendance policy:
http://www.uel.ac.uk/qa/documents/attendancestudentguidelinesprogrammehandbook.doc

Collaborative Student Charter:
http://www.uel.ac.uk/qa/collaboration.htm

Collaborative Student Representative Handbook
http://www.uel.ac.uk/qa/documents/Collabrepshndbk2006-07.doc

Complaints Procedure:
http://www.uel.ac.uk/qa/qualityass_complain.htm

Extenuating Circumstances: (for information only as it relates solely to arrangements at UEL not at a collaborating partner institution)
http://www.uel.ac.uk/qa/extenuation.htm

Learning Teaching and Assessment Strategy 2006-09
http://www.uel.ac.uk/interal/l_and_t_strat/index.htm

Library and Learning Services
http://www.uel.ac.uk/lss/index.htm

Manual of General Regulations
http://www.uel.ac.uk/qa/manual/index.htm

Programme Specification:
http://www.uel.ac.uk/courses/index.htm

Referencing guidelines:
http://www.uel.ac.uk/lss/Harvardreferencing.htm

Skills Curriculum:
http://www.uel.ac.uk/qa/skills.htm

Student Services:
http://www.uel.ac.uk/dtudentservices/

Student Support:
http://www.uel.ac.uk/students

Suitability Procedures
Appendix 3

Modular Regulations (Undergraduate Programs)

Definitions and Explanations

1.1 A **module** is a separate identifiable block of learning which is credit-rated, with credit allocated on the basis of 10 hours of study for each credit. Standard modules are 20 credits in size for undergraduate programmes (indicating 200 hours of student study) or 30 credits in size for postgraduate programmes (indicating 300 hours of student study).

1.2 A unique **module level** is associated with each module. This is level 0, 1, 2, 3, or M (and P for placement modules), reflecting the level of achievement expected in order to pass (i.e. be awarded credit) in the module.

1.3 A module is a **prerequisite module** for another module if a student must have passed the prerequisite module (i.e. been awarded credit) in order to study on the other module.

1.4 A module is a **precursor module** for another module if a student must register on the precursor module (and remain registered for the duration of that module) in order to study subsequently on the other module.

1.5 A module is a **co-requisite module** with another module if both modules must be studied at the same time.

1.6 A module has one or more **delivery modes**. These will be either ‘on-campus’ or by ‘distance learning’ or both. The delivery mode(s) must be designated at approval.

1.7 An **on-campus module** is predominantly delivered on campus. A **distance learning module** is predominantly delivered by distance learning.

1.8 A **component** of a module is a separate part of a module, as identified in the module specification. Whole number marks are awarded for each component of a module. A standard module may have one, two or three components. Double and treble modules have a maximum of six and nine components respectively.

1.9 A **Field** comprises modules forming a coherent academic grouping. Each module belongs to one and only one Field.

1.10 A **module specification** specifies (amongst other matters)
- module name
- module unique identifying code
- module credit value
- the Field to which the module belongs
- any prerequisites, precursors and co-requisites
- module learning outcomes
- outline module content
- details of the component assessments and their weightings (together with the threshold mark for assessment if, for Professional and Statutory Regulatory Body requirements, this is set above the minimum standard threshold for)
To study, be assessed, or be reassessed on a module, a student must be registered on the module. Provided a student has registered on a module (and not subsequently been formally withdrawn from the module), the student will be assessed at the next assessment point (for that mode of delivery) and (if the module is not passed) reassessed on that module at the next reassessment point (for that mode of delivery). Assessment or reassessment cannot be deferred.

Reassessment for all on-campus modules (with the exception of the postgraduate advanced independent research module) will occur in the summer reassessment period.

A module for which a pass has not been achieved on assessment or reassessment may be repeated only once. This will involve reregistration and further study and assessment (and reassessment if necessary).

A programme leads to a university award. A programme may be a single module or a combination of modules.

A programme specification specifies (amongst other matters)
- admission requirements for the programme
- the structure of the programme
- any particular conditions to be met (e.g. Professional and Statutory Regulatory Body requirements) for conferment of the relevant named award

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. Core modules are specified in the programme specification.

An option module for a programme is a module selected from a range of modules specified in the programme specification.

Undergraduate Awards

2.1 Undergraduate Associate Certificate
A programme leading to an Undergraduate Associate Certificate consists of 20 credits at Level Zero or Higher

2.2 Undergraduate Certificate
A programme leading to an Undergraduate Certificate consists of 40 credits at Level Zero or Higher

2.3 Certificate of Higher Education
A programme leading to a Certificate of Higher Education consists of 120 credits at Level One or Higher

2.4 Diploma of Higher Education
A programme leading to a Diploma of Higher Education consists of 240 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher
2.5 **Foundation Degree**
A programme leading to a Foundation degree consists of 240 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher
A Foundation degree is linked to a named Honours degree on to which a student may progress after successful completion of the Foundation degree

2.6 **Ordinary Degree**
A programme leading to an Ordinary degree consists of 300 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher
60 credits at Level Three or Higher

2.7 **Honours Degree**
A programme leading to an Honours degree consists of 360 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher
120 credits at Level Three or Higher

Up to half the credits for an award may be achieved through accredited experiential learning, and up to two thirds of the credits for an award may be achieved through accredited certificated learning.

(Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award).

In the case of an Honours Degree a minimum of 120 UEL credits should be achieved at Level Two or Level Three including a minimum of 80 UEL credits achieved at Level Three in order to ensure honours classification.
3. The Structure of Modular Undergraduate Programmes

3.1 Modules

3.1.1 Undergraduate programmes consist of standard modules whose value is 20 credits (equivalent to 200 student study hours), extending over one semester. Modules of 40 credits and 60 credits may extend over one or two semesters.

3.1.2 A module is allocated to a single level.

3.1.3 No module may be a pre-requisite for another module at the same level.

3.1.4 The programme specification will specify for each module within a programme whether it is a core module or an option module for that programme.

3.1.5 A standard module may be composed of one, two, or three components. 40 credit and 60 credit modules have a maximum of six and nine components respectively.

3.2 Undergraduate Honours degrees

3.2.1 An Honours degree may be either a named Single Honours degree, a named Combined Honours degree (a major and a minor, or a joint and a joint), or, a General Combined Studies Honours degree (if the credit requirement for an Honours degree is met but the requirements for a named award have not been met).

3.3 The structure of single and combined honours programmes

3.3.1 Single Honours is composed of 360 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher
120 credits at Level Three or Higher

3.3.2 Major Honours is composed of 240 credits at Level One or Higher including
80 credits at Level One or Higher
80 credits at Level Two or Higher
80 credits at Level Three or Higher

3.3.3 Joint Honours is composed of 180 credits at Level One or Higher including
60 credits at Level One or Higher
60 credits at Level Two or Higher
60 credits at Level Three or Higher

3.3.4 Minor Honours is composed of 120 credits at Level One or Higher including
40 credits at Level One or Higher
40 credits at Level Two or Higher
40 credits at Level Three or Higher
3.3.5 In addition, programme specifications may require a period of professional/industrial training or study/work experience abroad in order for a student to achieve the relevant named award. Such periods may be awarded 120 credits at level P for a 12 month period or 60 credits at level P for a six month period (or pro rata in multiples of 20 credits).

4. Undergraduate Student Study

4.1 Student registration and study

4.1.1 A student must be registered on a module in order to be assessed or reassessed on the module.

4.1.2 Once a student has passed (or been awarded a compensated pass (see 6.2.2)) on a module the student may not register, be assessed or reassessed on the module.

4.1.3 A standard study load for a student is 60 credits, or less, in on-campus mode in each semester. However a student may study up to 80 credits in one semester, provided that the total studied in one academic year (September to September) does not exceed 140 credits in on-campus mode (and no more than 180 credits in on-campus or distance learning modes in total).

4.1.4 A student may not study a level three module until all core level one modules on the programme on which the student is enrolled have been passed.

4.2 Time limits for student study

4.2.1 A student may not continue study, or be assessed or reassessed, on a module once three years have elapsed from first study on the module.

4.2.2 The time limit for completion of a programme is eight years after first enrolment on the programme.

4.3 Intermission

4.3.1 A student may intermit from a programme with the agreement of the programme leader.

4.3.2 During the intermitted period, which must be one or more complete semesters and no more than two consecutive years, no module study may be undertaken. However all outstanding reassessment requirements should be undertaken or else the module will automatically be regarded as not passed on reassessment (Note: Standard regulations on extenuation apply).

4.3.3 An intermission extends the time limits for study on the module and the programme for the period of the intermission (unless prohibited by Professional and Statutory Regulatory Body requirements)
5. Undergraduate Admission

5.1 Students are admitted in accordance with the admission requirements in the programme specification of the approved programme.

5.2 Students may be admitted with advanced standing through the recognition of credit, or the accreditation of experiential or certificated learning according to the University of East London Accreditation of (Experiential) Learning (A(E)L) policy. A student may gain admission to a programme, with advanced standing, with up to half of the credits associated with the award being achieved through accredited experiential learning, or up two thirds through accredited certificated learning. (Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award)

In the case of an Honours Degree a minimum of 120 UEL credits should be achieved at Level Two or Level Three including a minimum of 80 UEL credits achieved at Level Three in order to ensure honours classification.

5.3 A student who has been awarded an ordinary degree may be readmitted to the honours degree programme on which they were originally enrolled (or a Combined Studies honours degree programme) and re-enrolled to complete an honours degree programme provided that

5.3.1 There is at least one semester’s break between the award of the ordinary degree by the assessment board and re-enrolment on the honours degree programme

5.3.2 The total period between the first enrolment on the honours degree and its completion does not exceed 8 years as in regulation 4.2.2

In classifying the student the entire assessment profile on the honours degree programme is taken into account in the calculation of the classification.

6. Undergraduate Assessment

6.1 Field Boards and Module assessment

6.1.1 Field Boards

6.1.1.1 Field Boards are responsible for:
- assuring the appropriate standards for modules
- considering the performance of students on modules
- confirming the marks achieved by students on modules
- awarding credit for the achievement of students on modules
- awarding credit for certificated and experiential learning
- noting Breaches of Regulations

6.1.1.2 The Field Board considers all and only modules within the Field. The Field Board meets at the end of Semester A, at the end of Semester B and at the summer reassessment period.
6.1.2 Module assessment

6.1.2.1 In calculating the mark for a module on the basis of the component marks, the final mark is calculated as a percentage with all decimals points rounded up to the nearest whole number.

6.1.2.2 In order to pass a module, a student must both achieve an aggregate mark of 40% and also meet the component threshold marks.

6.1.2.3 For the purposes of passing a module each component has a threshold mark of 30%. (The threshold may be higher where there are Professional and Statutory Regulatory Body requirements; this will be specified in the module specification)

6.1.3 Reassessment in a module not passed

6.1.3.1 Where a student does not achieve an aggregate of 40%, or does not achieve the component threshold marks, the student is reassessed in the module at the next reassessment point, in all and only those components achieving a mark of less than 40%. Component marks of 40% or over are carried forward to reassessment.

6.1.3.2 The reassessment point for all on-campus modules is in the summer reassessment period

6.1.3.3 In determining whether a student has passed a module on reassessment, the calculation is based on the highest component marks achieved, whether in assessment or reassessment.

6.1.3.4 In order to pass a module on reassessment a student must both achieve an aggregate mark of 40% and achieve the component threshold marks. If the module is passed, the module mark is capped at 40% for the purposes of calculating the degree classification. The actual mark achieved will be recorded on the student transcript.

6.1.3.5 If a student reregisters and undertakes study on the same module prior to reassessment then the mark assigned to the reassessment is 0%

6.1.4 Procedure in the case of a student not passing a module on reassessment

6.1.4.1 A student who does not pass a module on reassessment is entitled to repeat the module once.

6.1.4.2 If a module which has not been passed on reassessment is an option module, the student may choose to register on an alternative option module (rather than repeat the option module). In this case, the regulations governing the first time study and assessment of a module apply and the marks achieved are not capped at 40%.
6.1.4.3 A repeated module must be undertaken after reregistration. Marks achieved previously in the module are ignored for the purposes of assessment of the repeated module (i.e. no marks are carried forward from the previous registration).

6.1.4.4 A repeated module is assessed at the end of the semester of study and (if necessary) reassessed at the subsequent reassessment point. If passed, a repeated module is capped at 40% for the purposes of calculating the degree classification. The actual mark achieved will be recorded on the student transcript.

6.1.4.5 No further registration, study or assessment is possible for a repeated module which has not been passed after reassessment.

6.1.5 Procedure in the event of illness or other valid cause (extenuating circumstances)

6.1.5.1 A student who believes that

- his/her performance in assessment or reassessment has been impaired, or
- he/she was unable to attend for an assessment or reassessment, or
- he/she was unable to submit assessed or reassessed work by the scheduled date due to illness or other valid cause (as defined in the Procedures Governing Extenuating Circumstances), may submit an application for extenuation for the relevant component(s) to the University of East London Extenuation Panel. Such applications will only be considered if the applicant has followed prescribed procedures, which can be found in the Procedures Governing Extenuating Circumstances.

6.1.5.2 If the Extenuation Panel grants extenuation for a component, the outcome is as follows:

- any mark achieved for the relevant component(s) (including 0 for non-attendance at assessment or non-submission of assessed work) is ignored
- the Field Board will not consider the module result until after reassessment
- the student will be reassessed, in the extenuated component(s) only, in the summer reassessment period
- no other components will be reassessed
- the field board will consider the module result after summer reassessment
- the mark achieved for the module will not be capped (unless it is a repeated module: see 6.1.4).

This has the effect of restoring the student, with respect to uncapping, to the position that the student would have been in, had the extenuating circumstance not occurred.
6.1.5.3 Once a module has been capped extenuation does not uncap the module

6.1.5.4 Where

- a student submits an application for extenuation for a component, and
- the student has failed to achieve the threshold mark in a second component, and
- no extenuation applies to this second component

the effect of granting extenuation for the first component would be to ensure that the (below threshold) mark for the second component was carried forward to reassessment, (thus automatically preventing that student from passing the module at reassessment). In such cases, the application for extenuation will formally be denied in order that the student has the opportunity to pass the module at reassessment.

6.1.5.5 If

- a student is granted extenuation for a component at reassessment, and
- that component has previously been granted extenuation at assessment

then (unless the module has already been repeated) the student will be allowed to repeat the module and the module mark will not be capped at 40% on assessment. The repeated module must be undertaken with study (after reregistration). Marks achieved previously in the module are ignored for the purposes of assessment of the repeated module (i.e. no marks are carried forward from the previous registration).

6.2 Award Boards

6.2.1 Award Boards

6.2.1.1 Award Boards are responsible for:
- awarding credit to students on modules passed by compensation (see 6.2.2)
- confirming eligibility for awards on the basis of accumulated credit
- ensuring any award-specific requirements have been met
- conferring awards
- formally implementing the decisions of the Extenuation Panel
- noting credits achieved on the basis of accredited learning
- noting Breaches of Regulations
6.2.1.2 Each School will have one Award Board which meets following Field Boards at the end of Semester A, at the end of Semester B and at the end of the summer reassessment period.

6.2.2 Compensation

6.2.2.1 A student is awarded a compensated pass in a module by an Award Board and awarded credit provided that:
- the module is a 20 credit option module
- the student has been awarded 100 UEL credits at the level (or higher) of the compensated module
- the student has both attained at least 35% in the module to be compensated and attained the threshold in all components
- the module is not specified as non-compensatable in the programme specification as an award-specific requirement

6.2.2.2 If eligible, the student will be awarded a maximum of one compensated pass on one module at each level on a programme and this will occur at the earliest point at which the student is eligible for compensation. Modules which have already been taken into account in deciding a student’s eligibility for compensation cannot subsequently be taken into account for the further compensation of another module.

6.2.3 Conferment of award for completion of a programme

6.2.3.1 The Award Board will confer an award on a student for completion of a programme at the first occasion on which the student is eligible for the award.

6.2.3.2 Where a student has withdrawn from, or is being discontinued on, a programme and has not transferred to another UEL programme, the Award Board will confer the highest award for which the student is eligible.

6.2.4 Honours degree – classification

6.2.4.1 Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

| The arithmetic mean of the best 100 credits at level 3 | x | 2/3 | + | The arithmetic mean of the next best 100 credits at levels 2 and/or 3 | x | 1/3 |

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification
### Honours degree – classification (A(E)L)

6.2.5.1 Where a student is eligible for an Honours degree, has non-UEL credit (accredited learning, experiential learning or recognised credit), and has achieved fewer than 240 UEL credits at level 2 or level 3 (but with a minimum of 120 UEL credits achieved at Level 2 or Level 3 including a minimum of 80 UEL credits achieved at Level 3) on the current enrolment for the programme, the award classification is determined by calculating:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Formula 1</th>
<th>Formula 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>(mean of the best 100 credits at level 3)(\times)(\frac{2}{3}) + (mean of the next best 100 credits at levels 2 or 3)(\times)(\frac{1}{3})</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>(mean of the best 100 credits at level 3)(\times)(\frac{2}{3}) + (mean of the next best 80 credits at levels 2 or 3)(\times)(\frac{1}{3})</td>
<td></td>
</tr>
<tr>
<td>180</td>
<td>(mean of the best 80 credits at level 3)(\times)(\frac{2}{3}) + (mean of the next best 80 credits at levels 2 or 3)(\times)(\frac{1}{3})</td>
<td></td>
</tr>
<tr>
<td>160</td>
<td>(mean of the best 80 credits at level 3)(\times)(\frac{2}{3}) + (mean of the next best 60 credits at levels 2 or 3)(\times)(\frac{1}{3})</td>
<td></td>
</tr>
<tr>
<td>120-140</td>
<td>(mean of the best 80 credits at level 3)(\times)(\frac{2}{3}) + (mean of the next best 40 credits at levels 2 or 3)(\times)(\frac{1}{3})</td>
<td></td>
</tr>
</tbody>
</table>

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification:

| 70% - 100% | First Class Honours |
| 60% - 69%  | Second Class Honours, First Division |
| 50% - 59%  | Second Class Honours, Second Division |
| 40% - 49%  | Third Class Honours |
| 0% - 39%   | Not passed |

### Ordinary degree – classification

6.2.6.1 Where a student is eligible for an ordinary degree, the award classification is determined by calculating the credit-weighted arithmetic mean of all marks at level 2 and level 3 on the current enrolment for the programme and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification:

| 70% - 100% | Distinction |
| 55% - 69%   | Merit |
| 40% - 54%   | Pass |
| 0% - 39%    | Not passed |
6.2.7 Foundation degree – classification

6.2.7.1 Where a student is eligible for a Foundation degree, the award classification is determined by calculating the credit-weighted arithmetic mean of all marks obtained for modules at level 1 or higher on the current enrolment for the programme and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification:

- 70% - 100% Distinction
- 55% - 69% Merit
- 40% - 54% Pass
- 0% - 39% Not passed

6.2.8 Aegrotat and posthumous awards

6.2.8.1 These may be conferred in accordance with the Manual of General Regulations and Policies.

6.2.9 Award name

6.2.9.1 In order to qualify for a named award, the student must have been enrolled on the programme and satisfied any award-specific requirements as detailed in the relevant programme specification.

6.2.9.2 Students not satisfying any award-specific requirements for a named award, but who are otherwise eligible for the award of an Honours degree or an Ordinary degree, are eligible for the named award from the following list most closely describing their programme of study. The name will be confirmed by the Award Board on the basis of pattern of study:

**Single Honours Degrees**

- BA/BSc Combined Studies
- BSc Technological Sciences
- BSc Technological Studies

6.2.10 Discontinuation of a student on a programme

6.2.10.1 A student cannot continue on a programme if the student has not achieved a pass in the reassessment of a repeated core module for that programme. The student will be offered transfer to an alternative programme.

7. Modular Programmes - General

7.1 These regulations do not restrict penalties imposed for Breaches of regulations.
8. **Assessment Board Membership (UEL)**

**Field Board**
Dean of School or senior nominee i.e. Principal Lecturer or above (Chair)
Field Leader
Module Leaders for all modules under consideration by the Field Board
Field External Examiners

**Award Board**
Dean of School or senior nominee i.e. Principal Lecturer or above (Chair)
Programme Leaders for all programmes under consideration by the Award Board
Award External Examiners
APPENDIX 4 - ACADEMIC APPEALS

- Students who dispute a decision of an Assessment Board may appeal in accordance with the Procedure for notification of Appeal, Part 7, paragraph 2 of the Manual of General Regulations.

- No appeal will be entertained on matters of academic judgement. These remain the exclusive prerogative of the Assessment Board. Matters of academic judgement include: whether a student has reached the academic standard required for the relevant stage of the programme; whether a student would benefit academically from further study on the programme.

- An appeal may be made only on the following grounds:
  - that the assessment failed to accord with the regulations pertaining to that particular programme;
  - that, for a student with disability or special educational need, the agreed revised assessment procedures were not implemented.

- Any student wishing to appeal against a decision or recommendation of an Assessment Board must lodge his or her notice of appeal with Quality Assurance and Enhancement, normally using a pro forma available online, from the Department of Student Administration (Student Information Centres), or from Quality Assurance and Enhancement, within ten working days of publication of the relevant pass list.

- Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available for view at www.uel.ac.uk/qa.
APPENDIX 5 - ASSESSMENT OFFENCES

- For the purposes of our University’s Regulations, an assessment offence is defined as any action(s) or behaviour likely to confer an unfair advantage in assessment, whether by advantaging the alleged offender or disadvantaging (deliberately or unconsciously) another or others. Examples of such offences are given below: the list is not exhaustive.

- Importation into an examination room of materials other than those, which are specifically permitted under the regulations pertaining to the examination in question.

- Reference to such materials (whether written or electronically recorded) during the period of the examination, whether or not such reference is made in the examination room.

- Copying the work of another candidate.

- Disruptive behaviour during examination or assessment.

- The submission of material (written, visual or oral), originally produced by another person or persons, without due acknowledgement*, so that the work could be assumed to be the student's own. For the purposes of these Regulations, this includes incorporation of significant extracts or elements taken from the work of (an)other(s), without acknowledgement or reference*, and the submission of work produced in collaboration for an assignment based on the assessment of individual work. (Such offences are typically described as plagiarism and collusion.)

*(Note: The incorporation of significant elements of (an)other(s) work, even with acknowledgement or reference, is unacceptable academic practice and will normally result in failure of that item or stage of assessment.)

- Being party to any arrangement whereby the work of one candidate is represented as that of another.

- If an examiner suspects that a candidate has breached the regulations, the matter will be dealt with under the Procedure to be followed in the Event of a Suspected Assessment Offence, Part 8, paragraph 3 (or, for postgraduate research students, paragraph 4) of the Manual of General Regulations (available for view at www.uel.ac.uk/qa). If it is determined that a breach of regulations has taken place, a range of penalties may be prescribed which includes expulsion from the programme.
APPENDIX 6 - PLAGIARISM - A GUIDANCE NOTE FOR STUDENTS

1. **Definition of Plagiarism**

Our University defines plagiarism and other assessment offences in Part 8 of the UEL Manual of General Regulations (to which all students are referred upon joining UEL), which is reprinted in "The Essential Guide to the University of East London". In this document, the following example of an assessment offence is given:

(e) The submission of material (written, visual or oral) originally produced by another person or persons without due acknowledgement*, so that the work could be assumed to be the student's own. For the purpose of these Regulations, this includes incorporation of significant extracts or elements taken from the work of an(other(s), without acknowledgement or reference*, and the submission of work produced in collaboration for an assignment based on the assessment of individual work. (Such offences are typically described as plagiarism or collusion).

The following note is attached:

*Note: To avoid potential misunderstanding, any phrase not the students' own should normally be in quotation marks or highlighted in some other way. It should also be noted that the incorporation of significant elements of an(other(s) work, even with acknowledgement or reference, is not an acceptable academic practice and will normally result in failure of that item or stage of assessment.

2. **Plagiarism in Greater Detail**

Work that students submit for assessment will inevitably be building on ideas that they have read about or have heard about in lectures. Students can, however, only demonstrate that they have learnt from their sources by presenting the concepts in their own words and by incorporating their own commentary on the findings.

Where students submit work purporting to be their own, but which in any way borrows ideas, wording or anything else from other source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work whether it be from a published article, book chapter, website, an assignment from a friend or any other source.

When an assignment or report involves outside sources, or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, they must be put in quotation marks or otherwise identified and a reference as to source appended. See the next section for more guidelines. For advice on actual referencing techniques, and for some helpful tips on how to avoid plagiarism, see "The Study Skills Handbook" by Dr Stella Cottrell, pages 122-125.

Making simple changes to the wording of a section from a book, article, web-site etc. whilst leaving the organisation, content and phraseology intact would also be regarded as plagiarism.
3. **Collusion**

Collusion is the term used to describe any form of joint effort intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. Students may obviously discuss assignments amongst themselves and this can be a valuable learning experience. However, if an individual assignment is specified, when the actual report/essay is produced it must be by the student alone. For this reason students should be wary of lending work to colleagues since were it to be plagiarised they could leave themselves open to a charge of collusion.

4. **When to Reference**

Since the regulations do not distinguish between deliberate and accidental plagiarism, the key to avoiding a charge of plagiarism is to make sure that you assign credit where it is due by providing an appropriate reference for anything in your essay or report which was said, written, drawn, emailed or implied by somebody else.

You need to provide a reference:

- when you are using or referring to somebody else's words or ideas from an article, book, newspaper, TV programme, film, web page, letter or any other medium;
- when you use information gained from an exchange of correspondence or emails with another person or through an interview or in conversation;
- when you copy the exact words or a unique phrase from somewhere;
- when you reprint any diagrams, illustrations, or photographs.

You do not need to reference:

- when you are writing of your own experience, your own observations, your own thoughts or insights or offering your own conclusions on a subject;
- when you are using what is judged to be common knowledge (common sense observations, shared information within your subject area, generally accepted facts etc.)

As a test of this, material is probably common knowledge if

- you find the same information undocumented in other sources;
- it is information you expect your readers to be familiar with;
- the information could be easily found in general reference sources.

5. **When Might the Charge be one of Unacceptable Academic Practice rather than Plagiarism?**

Students occasionally misunderstand the concepts being presented here and submit essays or reports where substantial and significant elements of another author's work are used and acknowledged. It is clear that such an essay or report cannot satisfy the normal assessment criteria to:

- use your own words;
- provide a critical commentary on existing literature;
- aim for novelty and originality;
- demonstrate your understanding of the subject area by paraphrasing.

It is thus likely in such a case that the outcome will be a fail mark for the particular piece of work concerned.
APPENDIX 7 - COMPLAINTS

- If you feel that our University has not delivered the standard of service which it would be reasonable to expect, you may be entitled to lodge a complaint, in accordance with section 14 of the Manual of General Regulations. The Complaints Procedure should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students. Complaints can be lodged by students, prospective students and members of the general public, but cannot be made by a third party.

- Separate procedures exist for the following, which therefore cannot form the substance of a complaint:
  - appeals against the decisions of Assessment Boards;
  - appeals against the decisions of the Extenuation Panel;
  - complaints against the Students' Union;
  - appeals against decisions taken under disciplinary proceedings;
  - complaints about businesses operating on University premises, but not owned by our University;
  - complaints about the behaviour of other students.

- The procedure has four possible stages:
  - Complaint raised informally with the staff concerned at the local level (Stage 1)
  - Complaint to Head of School/Department or other line manager (Stage 2)
  - Appeal to a Complaints Review Panel (Stage 3)
  - In addition, if you have exhausted the internal procedures and are not satisfied with the outcome you may request that the case is reviewed by the Office of the Independent Adjudicator for Higher Education (Stage 4).

- Every reasonable effort should be made to raise the complaint informally. If no satisfactory outcome is reached, you can lodge a formal complaint with the Complaints Liaison Officer, based in Quality Assurance and Enhancement. You are also advised at this point to discuss the matter with a member of the Students’ Union Welfare team.

- A complaint must normally be lodged within two calendar months of the incident giving rise to the complaint; this ensures that the people involved still remember the case, and the facts can be established.

- Further information about our University's complaints procedure, including copies of the formal Complaints Form, are available for view at www.uel.ac.uk/qa.

- If you would like to discuss a complaint you have made (or are considering making) with a member of University staff, you should make an appointment with the Head of Student Compliance & Responsibilities, by emailing Toby Grainger (t.j.grainger@uel.ac.uk).
APPENDIX 8 – Extenuation procedures.

UEL has agreed, through its Academic Board, procedures governing extenuation for students concerning the assessment process. These procedures state that programmes running at FTMS College will be subject to equivalent procedures, with the process being administered by, and the panel being held within, the partner institution. UEL introduced extenuation procedures because it introduced capping of marks on reassessment. These procedures recognise the impact of serious circumstances on students and the notes that follow are intended as guidance for students.

1. The extenuation procedures are intended to be used rarely by students not as a matter of course.

2. The procedures govern circumstances which
   - Impair the performance of a student in assessment or reassessment
   - Prevent a student from attending for assessment or reassessment
   - Prevent a student from submitting assessed or reassessed work by the scheduled date

3. Such circumstances would normally be
   - Unforeseeable - in that the student could have no prior knowledge of the event concerned
   - Unpreventable - in that the student could do nothing reasonably in their power to prevent such an event
   - Expected to have a serious impact

4. Examples of circumstance which would normally be regarded as serious are
   - a serious personal illness (which is not a permanent medical condition – this is governed by disability procedures): For example, an illness requiring hospitalisation over the examination period such as appendicitis.
   - the death of a close relative immediately prior to the date of assessment.

5. Examples of circumstance which would not normally be regarded as serious are
   - minor illnesses - even if covered by medical certificates. As stated above these may have some impact but not a serious impact and so would not be regarded as extenuating circumstances.
   - computer failure of your equipment or storage media. You are expected to take proper precautions and make back up copies of your data. There are always other computers to work on.
   - computer failure of the partner institution’s equipment or storage media (where failure is less than a continuous 24 hours). Network failures do happen and you should plan to finish your work before ‘the last minute’. For instance if you are relying on finishing you work within 24 hours of the deadline (e.g. printing your work off) then you are opening yourself up to this risk. You could have prevented this by better planning.
   - transport problems. Once again you need to plan for this possibility.
   - moving house. This is predictable.
   - holidays. This is predictable.
   - inadequate planning, organisation or time management.
   - misreading of assessment timetables.
   - family, work, social, financial or other general problems. This is a large list but covers the sorts of things normally we all have to deal with in everyday life and would not be regarded as extenuating circumstances – we just have to work on through.

6. The judgement as to whether extenuation is granted is made by a panel of senior persons in the organisation who make this judgement on the basis of the evidence the student provides (not on their knowledge of the student) – where possible the identity of the student is not made available to the panel.
7. The judgement is made on the basis that the circumstances could reasonably be thought to be the sort of circumstances which would impair the performance of the student etc. The actual performance of the student is not considered and is not available to the panel.

8. It is the responsibility of the student to notify the panel, with independent evidential documentary support, of their claim for extenuation (not for the panel to seek it out).

9. The effect of the panel in granting extenuation for an examination is to nullify any mark obtained and to allow the student to be reassessed in the exam without capping the module. This is independent of any mark achieve or not by the student. It is important that claiming extenuation is not viewed by the student as insurance ‘just in case they have failed’.

10. In the case of coursework extenuation is NOT used to grant extensions to deadlines. Rather if extenuation is granted, work will be accepted up to a week late, or if submitted later or not submitted at all the student will have reassessment work but their module will remain uncapped.

11. It is less likely that extenuation is granted for coursework than for examinations. The nature of coursework, with its long lead times, makes it unlikely that events which occur cannot be compensated for by proper planning by the student. It is essential that you manage your own time effectively. Serious and lengthy illness should result in the student being withdrawn from the modules to re-register at a later occurrence (rather than using the extenuation procedures).

Workings of the Panel

The panel will meet as often as is necessary and certainly once each semester after examination times. Panel members will be senior staff who will not have any personal knowledge of the students and wherever possible anonymity as far as student names are concerned will be maintained.

The panel will make it’s decision on the basis of evidence submitted by the student. The panel will communicate it’s decision to the student as either being accepted or rejected.
APPENDIX 9 - HEALTH AND SAFETY CODE OF PRACTICE

Policy Statement

FTMS College is committed in its Safety Policy, to provide as required by law, a safe environment for its students, staff, visitors and public at large.

The responsibility of health and safety rests directly and personally with all employees. Member of staff and students are expected to observe the same safety standard:

a) You must take reasonable care for the health and safety of yourself and of all other people who may be affected by your acts or omissions in all your College activities.

b) You must co-operate with your Head of Department and any other person having specific safety duties, so that you and they can comply, so far as is necessary, with relevant health and safety legislation, codes etc. and with the College's health and safety policy and code of practice.

c) You must NOT interfere with or misuse, intentionally or recklessly anything provided in the interests of health, safety or welfare, including fire equipment.

d) We operate a non-smoking policy. This policy must be adhered to at all times by staff, students, contractors and visitors.

e) This policy will be reviewed annually or in the light of legislative or organizational changes.

f) Risk assessment is a key element in the process of successful health & Safety management; it requires staff and students to be proactive, identify risk and more importantly, do something to reduce them. Risk assessment can identify weakness and when acted upon, lead to safer, healthier and more productive work force.

g) Safety Audit – is done to ensure work equipment and procedure are regularly assessed to determine the existence or likelihood of health and safety risk.

h) The success implementation of this policy requires total commitment from all members of staff, students and visitors.

GENERAL CONDUCT

1. You must obey all safety signs and warnings. Maximum loading and restricted area notices, danger and no entry signs, illuminated alerts, alarms and the like are installed only after careful consideration. Their message must not be ignored.

2. You must comply with all safety instructions, oral and written. For example, you may not enter laboratory, workshop or store room in the absence of the appropriate member of staff unless specific authorization has been given by the Head of Department. Ignorant manipulation of apparatus and machinery can have disastrous results. Consequently you may not use any material or facility without having first been given, by your supervisor, specific instructions on the operations to be performed and the precautions can be adopted.

3. You must not attempt to repair or modify any apparatus without the permission of a member of academic staff. Any faulty or damaged equipment must not be used and must be brought to the attention of a member of the academic or technical staff.

4. You are responsible for keeping your work area tidy and in a safe condition. You must ensure at the end of each day, that the area is safe and secure. At the end of an experiment or project, you are responsible for ensuring that everything is cleared away and that unidentified substances are not left behind to create a potential hazard or disposal problem.
5. Doors marked “PINTU RINTANGAN API HENDAKLAH SENTIASA DITUTUP” (i.e. fire door) must not be wedged or otherwise fastened in the opened position or obstructed. If they fail to close on their own accord, this must be reported to a member of staff or The Maintenance Office.

6. Corridors and staircases must provide safe circulation and routes of escape in an emergency. They must not be used as working and storage areas.

7. Fire fighting equipment must be kept free of obstruction and readily available. It is an offence to use it in any circumstances other than fighting a fire.

8. Running, throwing and similar acts that cause danger to you and other people are strictly forbidden. Even in an emergency, it is usually safer to walk quickly than to run.

9. “Slipping and falling” is the most significant category of accident within the College. You should take particular care where the level or finish of floor changes, when floor cleaning is in progress and on steps or stairs. Any liquid spilt on the floor must be mopped up immediately.

10. Use of cooker and immersion heater are strictly prohibited in the premises of the College

11. Sleeping in the laboratories is also strictly prohibited.

EMERGENCY ARRANGEMENTS

You must ensure that you know what to do in the event of an emergency around the College; where you work, where you spend your spare time and where you live. Your life and that of other people may depend on it.

We will provide and maintain suitable:
- Emergency egress facilities
- Fire fighting appliances
- Fire detection and alarm warning system

In case of emergency, the best way of getting help is by calling the emergency number. The College Centre number is 03-20509500. This number can also be used in case you need the services of the Fire Department (BOMBA), Police or Ambulance and for other emergencies. You can also call 999 (even from your handphone) for general emergency.

Before you make any emergency call, remember that the person receiving the call will need to know the exact location of the incident (level, room number & etc), so make sure that you have this information available. Do not put down the telephone until they do.

WHAT TO DO IN CASE OF FIRE

Be familiar with the fire procedure for any area in which you find yourself

1. Raise the alarm:

Depending on the building this may be by shouting, by breaking a glass call point, or by calling 03-20509500.

2. Call the Fire Service:

You can do this by calling the emergency number i.e. 999 from a safe place and giving the details.

3. Tackle the Fire:

Only attempt this if you are able to do so safely and have received training. There must be at least two people present. Otherwise, shut the door to contain the fire.
If you hear a continuously-sounding fire alarm (either a bell or a two-tone electronic sounder), then:

i. Shut down any equipment, which you are using.

ii. Leave the building immediately by the nearest safe exit. This will often be an emergency exit and not the one you normally use to go in and out of the building. Do not stop to collect belongings.

iii. Do not use lifts. You may become trapped.

iv. Go to the Fire Evacuation Assembly point for the building and remain there until informed by the Fire Service or a responsible person that it is safe to return.

v. If you believe anyone is trapped or missing, make sure that you inform a Fire Officer or other responsible person.

WHAT TO DO IN THE EVENT OF ACCIDENT OR SERIOUS ILLNESS

If a serious accident happens, then the actions of the nearest person may be lifesaving. Even if the accident is small, it is important to act correctly.

If a first aider is available, send for him/her quickly. Then call for an ambulance if you think one is required by ringing the emergency number 03-20509500 or dial 999.

All accidents, which happen on College premises or to College personnel on official activities must be reported immediately to a member of staff and an accident report form must be completed. This must be sent to Head of Department e within 24 hours. In addition and safety officer immediately if anyone has been taken to hospital or if they are away from normal activities for more than three days as a result of an accident, occupational poisoning or occupational disease.

Staff, during induction training
- Their responsibilities in the event of an accident
- The location of first aid kit
- First aid and accident reporting procedures

WORK OUTSIDE NORMAL HOURS

No students are permitted to work out-of-hours (between 10pm and 9am) in the College.

If this permission is given, you must not work alone or undertake any experimental work unless supervised by a member of staff.

With the exception of lecture sessions, you must sign in and out of the building where you are working and be familiar with the emergency arrangements for that area. The log is crucial in the event of fire.

A FINAL REMINDER

This document provides general guidelines on safety. You must be adhere to specific safety instructions, guidelines and procedures for specific activities at a specific locations (laboratories and other workplace).

If you are in doubt of any procedure or other safety matters, it is vital that you seek the advice of your supervisor, a member of staff or member of the JKKP as given at the back of this booklet.

Never be afraid to do this! Your life may depend on it.

SAFETY STARTS FROM ME!
Everyone Has Safety Responsibility.
There is ALWAYS enough time to do the job SAFELY. SAFETY First!
Together in creating safe and healthy work culture.

References:
Akta Keselamatan dan Kesihatan Pekerjaan (Akta 514)
http://www.dosh.mohr.gov.my

Nombor Telefon Kecemasan (Emergency Numbers)

FTMS Control Centre 03-20509500

Medical Officer
Klinik Yong
Contact number : 03-20720808

General Hospital – Kuala Lumpur
03 –2615 5555/03-2692 1044

Ambulance
999

Police Station
(Bukit Aman -Police Station) 999 / 03-2052 0199/ 032031 9999

Fire Station (BOMBA)
999/ 03-89416281 / 03-89417635

Emergency Staff Contact Number

Magendran. K 017 3672991
Nagan 016 6846826
Azahari 012 3616964