

Course Template

1. Basic information

- Course Name: Information And Communication Technology
- Course Code: CC312A
- Level (UG, PG): Undergraduate
- Academic Period: 2014
- Faculty: Faculty of Technology
- Department: Business Computing & Mathematics
- PMB: COMP
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Bachelor of Science (Honours)
- All possible exit awards : Bachelor of Science; Certificate of Higher Education; Diploma of Higher Education; Institutional Undergraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Full-Time
Other MOA: Part-Time; Year Out/On Placement
- Mode Notes:
- Course leader: Neil McBride

2. Entry Requirements and Profile

<p>Award BSc Hons</p> <p>Standard Entry Requirements Curriculum 2004 requirements: Minimum number of units required - 12 Minimum number of units required from 6/12 unit awards - 12 Tariff points range - 260+ Minimum points from 6/12 unit awards - 80</p> <p>Curriculum 2004 component acceptability Acceptable on its own - GCE A level (6 unit), VCE Voc A(6 unit), Voc Double award(12 unit) Acceptable component - GCE AS(3 unit), A level (6 unit), VCE Voc AS(3 unit), Voc A(6 unit), Voc Double award(12 unit)</p> <p>Candidates must normally offer one of the following: Access to HE - 18 units, 14 at level 3 Year 0 foundation studies - pass 8/8 modules, study year must be in computing or science GCE "A" levels - 12+ points excluding General Studies City+Guilds level 3 if 2 years full-time study in computing. Adv GNVQ - Merit in IT, distinction otherwise BTEC Nat Dip - 2 * merit + 2 * dist in year 2 in Computing/IT or 4 * distinction in year 2 in Business BTEC Nat Cert - 2 * merit + 2 * dist in phase 2 in Computing/IT or 4 * distinction in second phase in Business Scottish Higher - BBBB Scottish CSYS - CC</p>
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Scottish Group Award - Merit
Scottish GSVQ - Merit
Any qualification deemed equivalent to the above

Qualifications at 16

GCSE's - 5 GCSE's @ C including English, and Maths.

Int GNVQ - Achieve merit (In compensation for absence of 5 GCSE's, must still have GCSE maths and ICT or other compensation)

Application of Number III (Key skills) - As compensation for maths GCSE

Communication III (Key skills) - As compensation for English GCSE

FSMU Intermediate+ - As compensation for maths GCSE

Candidates who do not possess the normal entry requirements may be considered for exceptional admission.

Applications are welcomed from mature students whose formal qualifications do not match the levels given above, but who have demonstrated the necessary ability to pursue the diet and benefit from it.

3. Course Description

Characteristics and Aims

The nature of ICT departments within most organisations has changed as the nature of the ICT industry has changed. ICT has become ubiquitous, a part of everyday life. It has become a commodity. Companies are now unlikely to develop their own software but will depend on suppliers to provide the right systems. ICT is global. Software development is outsourced offshore. The internet provides global access to software and computing resources, acting like a global supercomputer. ICT provision is collaborative, linking customers and suppliers through e-commerce and using information systems supported by several partners.

Such changes have resulted in IT departments which are characterised more by service, support, procurement and evaluation than design, programming and testing. A majority of the activities in an IT department will involve the provision of services supporting the organisation's employee in delivering benefits. Activities will include implementing and supporting networks, servers and desktop systems; evaluating and procuring new applications; creating tailored front end for applications to suit the organisation's needs; supporting legacy systems; negotiating and monitoring contracts with suppliers; educating users to get the best out of their ICT and defining strategy for future applications and infrastructure.

The course will provide builds a wide variety of skills required for the graduate to take an active, informed and skill role within the ICT department of the 21st Century. Students on the course will gain an understanding of the structure and function of the core business system involved in e-commerce. They will understand the principle foundations of ICT concerning how systems are developed and how they are managed within a holistic ICT service which is sensitive to all the needs of the organisation.

The course examines the social and business effects of ICT and considers the organisational role of ICT in a wider, global and ethical context. A graduate of this course will have a wide portfolio of skills on infrastructure evaluation, procurement and implementation, developing supporting databases for ICT functions, applying systems thinking to the business problems ICT tackles and managing ICT as a service.

The course seeks to develop a service mindset which understands the continuous nature of the activities of ICT, puts the ICT artefact in the context of the processes it supports, the people who use it and benefits for the organisation. Additionally the graduate is armed with more specialist skills developed in a chosen area through studies in the final year. These studies provide students with leading-edge knowledge within management, ethical, software or networking areas, underpin by the wide research experience which underpins the degree.

The course's unique characteristics include: a focus on the assembly of components to provide systems, an emphasis on making existing system fit together and building on top of existing systems; a holistic view of the entirety of the ICT role in businesses to deliver technical and system support for business processes to produce benefits; an underlying philosophy of service focus rather than product focus; a move from constructivist to analytical approach and the

generation of all-rounder who can support and procure IT systems, but has a specialist interest and expertise.

ICT students gain transferable skills which can be applied in any number of different industries. Understanding of development and procurement, evaluation and implementation, and support and training underpin the specific technical understanding which is gained in systems and infrastructure. Students are encouraged to understand the business context and develop sensitivity to the management, business, customer and service aspects of IT service provision.

The course acts as a bridge between the basic skills and understanding of ICT gain through courses in schools and colleges and the complex and varied skillset required by ICT functions within organisations. The course takes the premise that students already have a ICT skillset gained as a common part of their school and college education which needs to be expanded and transformed.

The course encompasses five main themes which are developed throughout the studies.:

Information systems evaluation, procurement and support in pursuit of business benefit. Meeting the needs of business and developing advanced skills in managing and delivering ICT within organisations which recognises that no organisation is a Greenfield site as far as ICT and information systems development is concerned and many aspects, including programming may be outsourced both locally and globally.

An analytical approach to the deployment of ICT. Developing analytical skills in understanding organisational need and drawing together resources including existing software application, components, service processes, hardware, and staff expertise in order to produce robust solutions to problems.

ICT integration and networking within and between organisations. Developing the management and high-level technical skills involved in uniting disparate systems within the organisation to create coherent organisation-wide ICT and applications infrastructure. Also acquiring the basic skills necessary to implement the links between organisations and their suppliers and customers which is so critical to the development of collaborative ICT.

Social awareness and analysis of the social impact of ICT at home, work and on a global level. Gaining understanding at multiple levels of the personal, social, local and global consequences and context of ICT practice within businesses and organisations.

Systems Thinking applied to organisations and their ICT. Developing an understanding of organisations, their information systems and ICT which views the organisation as a coherent whole and recognises the complex links between systems and technology.

Students will be equipped at all exit points of the course to step into role in ICT function concerning the support of ICT services, the procurement and implementation of applications systems, and the meeting of the core ICT needs of the organisation.

Teaching, Learning and Assessment Strategies

Learning, teaching and assessment will be informed by and implement the Faculty and University strategies.

The knowledge and skills of the students will be developed sequentially during the course. After the completion of year 1 all students will have the basic integrated underpinning in programming, development and e-commerce concepts. By the end of year 2 students continuing to the sandwich placement year of the BSc route will be well prepared to act as an active members of an organisation. The final year will be used to consolidate the students' knowledge and skills and they can choose to specialise in the options modules.

Key skills, including undertaking research, report writing, presentation skills, group working and essay writing, will be, at least, taught in level 1, and developed and practised in levels 2 and 3.

By the final year students will be well prepared to tackle the final year project.

The modules offered on the course will have a mixture of learning and teaching strategies to reflect the content of the module. Most modules will have formal contact in the form of:

- Lectures. These are appropriate for presenting basic subject information to all students taking the module.
- Tutorials. These provide students with the opportunity to practise and develop skills and techniques under guidance, and obtain feedback.
- Computer Laboratory Classes. These are vital for the solution of development and implementation of demonstratable e-commerce systems.

All students are required to manage their own learning in the following ways:

- Supported Self- Study. Students are issued with a module plan for each module which gives a week by week plan of the module and appropriate activities and reading.
- Assessments. These serve to consolidate and develop students' knowledge and skills. Assessment methods include practical projects, reports, essays, structured exercises, group and individual projects, tests and examinations. Projects offer the opportunity for students to develop their ability to conduct a sustained individual investigation. Group projects offer the further opportunity for the development of team-working skills.

The Industrial Placement Year gives an opportunity for the students to apply and develop the knowledge and skills acquired in levels 1 and 2. On return from placement, the experience gained facilitates a mature approach to final year study and provides students with a good understanding of the context within which their knowledge can be applied and helps in the choice of final year projects and to clarify career aspirations.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> • Knowledge & understanding 	<p>On completion of the course the students should:-</p> <p>Have a good knowledge of the spectrum of technology and management techniques required in the provision of organisational ICT.</p> <p>Have a good understanding of the activities required to deliver a customer-focused ICT service.</p> <p>Have a good understanding of the concepts and practice in the development, production, implementation and support of information systems and services in a variety of contexts.</p>
<ul style="list-style-type: none"> • Cognitive skills 	<p>Students will have developed and be able to demonstrate the following cognitive skills: -</p> <ul style="list-style-type: none"> - Critical reasoning - Gathering and using information / data - Analysing and evaluating - Solving problems - Applying methodologies - Applying concepts - Awareness of professional considerations
<ul style="list-style-type: none"> • Subject specific skills 	<p>Students will have developed and be able to demonstrate the following subject specific skills: -</p> <ul style="list-style-type: none"> - Evaluation, procurement and support of ICT - Application of social and ethical frameworks to ICT problems - Definition and publishing of multimedia ICT systems

	Systems thinking Management of continuous, day-to-day IT services.
<ul style="list-style-type: none"> Key Skills 	Students will have developed and be able to demonstrate the following key skills: - Confident use of IT Application of number Professional quality communication skills, both written and oral The capacity to learn and develop professionally The ability to work as part of a team The ability to manage self effectively

5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>	<u>Semester</u>	<u>Locations</u>
IMAT1204	30.00	1	Must Take	Y	DM
IMAT1401	30.00	1	Must Take	Y	DM
IMAT1602	30.00	1	Must Take	Y	DM
IMAT1604	30.00	1	Must Take	Y, SY	DM
IMAT2420	30.00	2	Must Take	Y	DM
IMAT2427	30.00	2	Must Take	Y	DM
IMAT2601	30.00	2	Must Take	Y	DM
IMAT2603	30.00	2	Must Take	Y	DM
SAND2802	0.00	2	Neither	1, 2, X, Y	DM
IMAT3419	15.00	3	Neither	Y	DM
IMAT3425	30.00	3	Neither	Y	DM
IMAT3426	30.00	3	Must Take	Y	DM
IMAT3429	15.00	3	Neither	Y	DM
IMAT3451	30.00	3	Must Take	Y	DM
IMAT3603	30.00	3	Neither	Y	DM
IMAT3902	15.00	3	Must Take	Y	DM

Structure

Structure notes

1 Course info

Course Specific Differences or Regulations

1 The requirements to progress into the sandwich are determined by Faculty Policy which requires that normally student must have passed a minimum of 60 credits at level 2.

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

The Programme is managed by a programme leader together with a programme team. They are guided by the prevailing academic regulations and modular scheme handbooks produced by

Registry.

An external examiner is attached to the programme who acts as a critical friend. He/She attends the assessment board and scrutinises student work and marking to ensure that standards have been maintained at an appropriate level.

Each year the programme leader completes a Programme Enhancement Plan which is approved by the Programme Board/Subject Authority Board and Faculty Academic Committee.

The student voice is heard via student representatives on the Programme Board and the Staff Student Consultative Committee. Feedback from students is gathered by end of module questionnaires and programme questionnaires.

The programme is subject to a periodic review in line with University requirements.

Course Handbook Descriptor

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