PROGRAMME QUALITY HANDBOOK 2017 – 18

FdSC Information Technology for Business

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2 Welcome and Introduction to FdsC Information Technology for Business.

Welcome and Introduction to FdSc Information Technology for Business.
Welcome to the Foundation Degree (FdSc) in Information Technology for Business approved by Plymouth University. The college is delighted that you have chosen to study with us.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
    - available at http://www.highlands.ac.uk/moodle
- Plymouth University's Student Handbook
    - available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook

3 Programme Specification

Programme Title: FdSc Information technology for Business

(Note: a separate programme specification is required for embedded programmes, i.e. HNC etc)

Partner Delivering Institution: University College Jersey

Start Date: 2009/10

First Award Date: March 2009 Full-time and Part-time

Date(s) of Revision(s) to this Document: 4th May 2017

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education[1]. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes[2].

PS1 Programme Details

Awarding Institution:	University of Plymouth
Teaching Institution:	University College Jersey
Accrediting Body:	N/A
Final Award:	FdSc
Intermediate Awards:	Certificate of Higher Education (CertHE)
Programme Title:	Foundation Degree in Information Technology for Business
UCAS Code:	N/A
JACS Code:	*N/A*
Benchmarks:	Foundation Degree Qualification Benchmarks and informed by relevant sections of the QAA Computing benchmarks and QAA Subject Benchmark for General Business & Management
Date of Approval:	May 2017

[1]QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf , last accessed 28th July 2014 [n.b. this includes *'Appendix 2: Working with programme specifications: A leaflet for further education colleges'*]

[2] If required please contact Academic Partnerships Programme Administration for assistance.

Admissions Criteria:

Qualification(s) Required for Entry to the FdA	Comments

Candidates must have at Level 2:

At Level 2	
Key Skills requirement/Higher Level Diploma	Normally level 2 skills achievements including literacy and numeracy
and/or	
GCSEs required at Grade C and above	5 at grade C or above or 4 including English and Maths

Plus at least one of the following Level 3 qualifications:

A Levels required:	A minimum of 64 UCAS points or two A Levels or equivalent
BTEC National Certificate/Extended Diploma	Comparable grade profile in a BTEC subject, e.g. Information Technology for Business
Access to HE or Year 0 provision	*Access to HE certificate*
International Baccalaureate	A minimum of 26 points
Work Experience	By interview
Other non-standard awards or experiences	By interview
APEL/APCL possibilities home.plymouth.ac.uk/regulations	By interview (6 months before the programme is due to commence)
Interview/portfolio requirements	Normally all applicants will be interviewed and will need to complete interview task
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (DBS) clearance required	All applicants will need to complete and obtain a clear CRB check prior to commencing on the work placement. The cost of the CRB check is payable by the student.

Aims of the Programme:

The programme is intended to:

1. Provide an informative and challenging programme of study which develops a sound knowledge of computing and business, enabling students to develop IT solutions to business problems and to recognise how IT can support and enhance business operations
2. Prepare students for a business career in information technology, enabling them to use a range of computing, analytical and problem solving tools, to be effective and efficient members of their work teams
3. Enhance lifelong learning skills and personal development to enable students to fully contribute to society at large

Programme Intended Learning Outcomes (LO):

By the end of this programme the student will be able to:

1. Demonstrate knowledge and understanding of a range of: computer languages and the essential features of structured programming; computer architecture, operating systems and networks. They will also be able to demonstrate knowledge and understanding of business systems, accounting and financial reporting, and decision making
2. Present and evaluate quantitative and qualitative data, to develop and communicate lines of argument and make sound judgements in accordance with the basic theories and concepts of computing and business and recognising the impact of real world complexity
3. Apply and evaluate a range of approaches to manipulating and representing information, and translating business problems into structured IT solutions
4. Work as an effective member of staff, exercising personal responsibility, and undertaking additional education and training as part of their career development plan.
5. Demonstrate knowledge and critical understanding of requirements analysis, systems design and implementation, databases, human computer interactions, and project management, IT operations, customer and supplier management
6. Apply underlying concepts and principles outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences analyses, interpretations and actions
7. Use a range of established approaches to initiate and undertake critical analysis of information and business/client needs, to propose and develop solutions to problems arising from that analysis, and critically evaluate the strengths and weaknesses of approaches, arguments and solutions
8. Work as an effective member of team, effectively communicating information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and applying the concepts and principles of business and computing in a work context and in a changing environment

Brief Description of the Programme

The programme has been designed to develop graduates who will have the knowledge, skills and personal qualities required by IT professionals in Jersey. This means that it has a strong emphasis on the analysis of business needs and the design, implementation and operations of IT systems. It also reflects the fact that much IT work is outsourced in Jersey in three ways:

- By the Finance Industry to IT companies in Jersey and around the world
- To IT companies in Jersey from other parts of the world
- By IT companies to other IT companies (mainly for software development)

The programme therefore covers areas such as application selection, deployment and support, international supply chain management and customer / supplier relationship management.

Programme Structure and Pathways

College: Highlands College

Year: 2017

Course Code: 4006

Full/Part Time: Full time and Part time

Programme structure

Two year full time

Stage One

Module Code	Module Title	Level	Credits	Term
HIGH1054	Professional Practice	4	20	1, 2, 3
HIGH1058	Fundamentals of Networks	4	20	1, 2, 3
HIGH1059	Software Development	4	20	1, 2, 3
HIGH1055	Business Information Systems	4	20	1, 2, 3
HIGH1051	Business Relationship Customer Service Management	4	20	1, 2, 3
HIGH1035	IT Systems, Services, Software and Support	4	20	1, 2, 3
	Total for Year 1		120	

Stage Two

Module Code	Module Title	Level	Credits	Term
HIGH2003	Systems Analysis and Design	5	20	1, 2, 3
HIGH2034	IT Project Management	5	20	1, 2, 3
HIGH2044	Network Management	5	20	1, 2, 3
HIGH2047	Data Driven Applications	5	20	1,2,3
HIGH2048	Web Applications 1	5	20	1, 2, 3
	Optional Modules (choose 1):			
HIGH2049	Wide Area Networks and Security	5	20	1, 2, 3
HIGH2050	Web Applications 2	5	20	1, 2, 3
	Total for Year 2		120	

Part Time Programme (3 Years)

Stage One (Yr 1, part time)

Module Code	Module Title	Level	Credits	Term
HIGH1054	Professional Practice	4	20	1, 2, 3
HIGH1058	Fundamentals of Networks	4	20	1, 2, 3
HIGH1035	IT Systems, Services, Software and Support	4	20	1, 2, 3
HIGH1051	Business Relationship Customer Service Management	4	20	1, 2, 3
	Total for Year 1		**80**	

Stage One (Yr 2, part time)

Module Code	Module Title	Level	Credits	Term
HIGH1059	Software Development	4	20	1, 2, 3
HIGH1055	Business Information Systems	4	20	1, 2, 3
HIGH2044	Network Management	5	20	1, 2, 3
HIGH2048	Web Applications 1	5	20	1, 2, 3
	Total for Year 2		**80**	

Stage Two (Yr 3, part time)

Module Code	Module Title	Level	Credits	Term
HIGH2003	Systems Analysis and Design	5	20	1, 2, 3
HIGH2034	IT Project Management	5	20	1, 2, 3
HIGH2047	Data Driven Applications	5	20	1,2,3
Choose 1 optional module				
HIGH2050	Web Applications 2 - optional	5	20	1, 2, 3
HIGH2049	Wide Area Networks and Security - optional	5	20	1, 2, 3
	Total for Year 3		**80**	

Progression Route(s)

Successful graduates of this programme will be able to progress to Stage 3 of the BSc (Hons) Computing or Computing (Networking Pathway) at the University of Plymouth.

Successful graduates of this programme will also be able to progress to Stage 3 of the BSc (Hons) Information Technology for Business degree at Highlands College.

Any Exceptions to Plymouth University Regulations

None

Teaching Methods and Assessments

Distinctive Features of the Foundation Degree
• Designed to meet the needs of the IT sector, with the active support of the IT sector in Jersey • Significant work-based learning fully supported by the IT sector in Jersey • Based upon the standards and syllabi of professional bodies • Strong emphasis on the exploration of theory in the work context • Rigorous approach to the development and assessment of job knowledge, skills and behaviour through work-based learning • Progression opportunities to honours degree at the University of Plymouth • Prepares graduates for a wide variety of career paths in the IT sector

Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment[3]

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge and Understanding Covered by CB 3.3 ii - iv By the end of this level of this programme students will be able to demonstrate requisite understanding of the main body of knowledge of Information Technology for Business for a threshold pass: • Demonstrate understanding of the scientific method and its applications to problem solving in this area. • Demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to Computing and computer applications • Use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension and communication	• **Primary** • College lectures, workshops and tutorials • Directed independent study • In-house courses and coaching in the workplace • Learning from work experience **Secondary** • Case studies • Problem-solving exercises • Individual and group research	1	1,2,3, 5, 6, 7	• Examination • Practical labs • Coursework	HIGH1058 HIGH1059 HIGH1035

[3] For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Knowledge and understanding are developed through, lectures, on line learning, independent and group study, etc. and enhanced by guest speakers. Assessment is through a range of methods including course work, examination and practical labs					
Cognitive and Intellectual Skills: Covers CB 3.3v – 3.5vii and GMB 3.9 By the end of this level of this programme students will be able to understand and apply essential concepts, principles and practices in the context of well-defined scenarios for a threshold pass: • Recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solutions • Analyse the extent to which a computer-based system meets the criteria defined for its current use and future development. • Deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems • Recognise the professional, economic, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of	**Primary** • Workshops, class exercises and simulations • Tutorial/seminar discussions • Feedback via coursework assessment process • Learning from work experience **Secondary** • For example: • Developing computer applications for business tasks • Coaching by workplace mentor	1,2	2, 3, 5, 6, 7	• Examination • Practical labs • Coursework	HIGH1058 HIGH1059 HIGH1035 HIGH1055

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
appropriate professional, ethical and legal practices (CB 3.3 viii)					
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: At this level students are supported in developing cognitive skills through in class exercises, including discussion and debate, through reviewing case studies and business practice and through problem based learning. They reflect on the outcome of practical labs and programmes created. These skills are tested in in reports, practical labs to so extend via examination.					
Key Transferable Skills: Covers CB 3.5ii – 3.5iv and GMB 3.9 To meet a threshold pass at this level of the programme students will be able to demonstrate basic competency of generic study skills, and an ability to work under guidance as well as independently. This includes • Demonstrating good literacy skills and the ability to construct well-argued and grammatically correct documents. • demonstrating good numerical skills how qualitative and quantitative data can be processed and interpreted for business and computing purposes • locating and retrieving relevant ideas, and ensure these are mostly correct and accurately referenced and attributed • Showing self-awareness of own limitations and the ability to reflect	**Primary** • Class and seminar interactions and feedback • Group work awareness and practice • Research exercises • Learning from work experience • Visiting Lectures **Secondary** • Library and other research exercises • Work based learning mentor	1,2,3	2, 4, 7, 8	• Case studies • Group work assessments • Presentations • Professional Development plan	HIGH1054 HIGH1055 HIGH1051

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
• Working unsupervised, plan effectively to meet deadlines and respond to challenges • Working independently and adapt to changing circumstances • Presenting rational arguments that address a given problem or opportunity, to a range of audiences (orally, electronically or in writing).					
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Transferable skills are taught in a number of different ways across the programme and in different modules. These are strengthened through Work based learning WBL, feedback from organisation mentors, the company appraisal system and feedback from the WBL tutor. They are assessed in different ways in different modules including as part of the coursework including within a professional development plan.					
Employment Related Skills: Covered by CB 3.5 ii-vii To meet a threshold, pass at this level of the programme students will identify appropriate practices within a professional, legal and ethical framework. Students can identify the need for continuing professional development and work as a team member • Recognise and make best use of the skills and knowledge of individuals to collaborate.	• Group Projects • Lectures and tutorials • Learning from work experience • Coaching by Work Mentor	2	4, 8	• Coursework • Case studies • Presentations • Professional Development plan	HIGH1054 HIGH1055 HIGH1051

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
• Identify problems and desired outcomes and negotiate to mutually acceptable conclusions. • Demonstrate contextual awareness by understanding and meeting the needs of individuals and the business • Demonstrate an understanding of how workplaces and organisations are governed • Working under supervised, plan effectively to meet deadlines and respond to challenges					
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are primarily taught through the Professional Practice module in lectures, workshops and seminars. These are embedded through monitored and supported WBL placements and assessed through student's reflective work for assessment, feedback from organisational mentors and feedback from the WBL tutor. It is also covered via the business case studies, and presentations in other modules.					
Practical Skills: Covers CB 3.4 To meet a threshold pass at this level of the programme students will be able to produce small well-constructed programmes to solve well-specified problems. They will also be able to produce work involving problem identification, the analysis, design and development of a computing system. This will include:	• IT Laboratory work • Group Projects • Lectures and tutorials • Learning from work experience **Secondary** • Coaching by Work Mentor	1	2, 3, 6, 7	• Coursework of all types • Project reports • Examination preparation and completion • Assessed discussions • Group work assessments	HIGH1058 HIGH1059 HIGH1035

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
• Specify, design and construct reliable, secure and usable computer-based systems. • Evaluate systems in terms of quality attributes and possible trade-offs, presented within the given problem. • Deploy effectively the tools used for the construction and documentation of computer applications to solve practical problems.					
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are taught within workshops, seminars, VLE online exercises, formative assessment and student led feedback. Practical and computer based assessments of skills gained are then undertaken by students.					

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: Covered by CB 3.3ii - iv To meet a threshold pass at this level of the programme students must demonstrate a sound understanding of the main areas of the body of knowledge within Information Technology for Business, with an ability to exercise critical judgement. They will be able to demonstrate: • A sound understanding of the scientific method and its applications to problem solving in this area • A sound knowledge and understanding of essential facts, concepts, principles and theories relating to Computing and computer applications • The ability to use this knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication prediction and the understanding of trade-offs.	• **Primary** • College lectures, workshops and tutorials • Directed independent study • In-house courses and coaching in the workplace • Learning from work experience • Practical labs **Secondary** • Case studies • Problem-solving exercises • Individual and group research	1	1,2,3, 5, 6, 7	• Project report • Examination • Coursework • Practical labs	HIGH2044 HIGH2003 HIGH2048 HIGH2034 HIGH2047
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:					

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge and understanding are developed through, lectures, on line learning, independent and group study, etc. and enhanced by guest speakers, organisational visits and the teaching of industry professionals in specific modules. Assessment is through a range of methods including course work, examination, and practical labs					
Cognitive and Intellectual Skills: Covered by CB 3.3ii - iv To meet a threshold pass at this level of the programme students must be able to critically analyse and apply essential concepts, principles and practices of the subject in the context of loosely defined scenarios, showing effective judgement in the selection and use of tools and techniques • Recognise and critically analyse criteria and specifications appropriate to specific problems, and plan strategies for their solutions • Critically analyse the extent to which a computer-based system meets the criteria defined for its current use and future development. • Deploy appropriate theory, practices and tools for the specification, design, implementation and in depth evaluation of computer-based system	**Primary** • Workshops, class exercises and simulations • Tutorial/seminar discussions • Feedback via coursework assessment process • Critical reviews of information systems and computing practice in business • Learning from work experience **Secondary** • For example: • Policy and practice analysis • Developing computer applications for business tasks • Coaching by workplace mentor	1,2	2, 3, 5, 6, 7	• Project reports • Examination • Coursework • Group work • Practical labs	HIGH2044 HIGH2003 HIGH2048 HIGH2034 HIGH2047
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:					

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
At this level students are supported in developing cognitive skills through in class exercises, including discussion and debate, through reviewing case studies and business practice and through problem based learning. These skills are tested in in reports, group work, course work and presentations.					
Key Transferable Skills: Covers CB 3.5ii – 3.5iv and GMB 3.9 To meet a threshold pass at this level of the programme students will be able to demonstrate well developed study skills, including. This includes • demonstrate good literacy skills and the ability to construct well-argued and grammatically correct documents. • demonstrating good numerical skills and a well-developed ability to process and interpret qualitative and quantitative data for business and computing purposes • locating and retrieving relevant ideas from a wide range of sources, and ensure these are correctly and accurately referenced and attributed • Demonstrating a well-developed ability to reflect on the outcome of their work • Working unsupervised, plan effectively to meet deadlines • Succinctly presenting rational and reasoned arguments that address a given problem or opportunity, to a	**Primary** • Class and seminar interactions and feedback • Group work awareness and practice • Research exercises • Learning from work experience **Secondary** • Library and other research exercises	1,2,3	2, 3, 4, 7, 8	• Coursework of all types • Project reports • Examination preparation and completion • Assessed discussions • Group work assessments	HIGH2044 HIGH2003 HIGH2048 HIGH2034

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
range of audiences orally and in writing.					
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Transferable skills are taught in a number of different ways across the programme and in different modules. These are strengthened through WBL, feedback from organisation mentors, the company appraisal system and feedback from the WBL tutor. They are assessed in different ways in different modules					

Employment Related Skills:
 	
Covered by CB (3.5 V – Vii)
 	
For a threshold pass at this level students will be able to apply appropriate practices within a professional, legal and ethical framework
 	
• Demonstrate Team working skills by:
  • Recognise and make best use of the skills and knowledge of individuals to collaborate.
  • Identify problems and desired outcomes and negotiate to mutually acceptable conclusions.
• Demonstrate contextual awareness by understanding and meeting the needs of individuals, business and the community, as well as how
	• IT Laboratory work
	• Group Projects
	• Lectures and tutorials
	• Learning from work experience
	• Coaching by Work Mentor
		2	4, 8	• Coursework of all types
				• Project reports
				• Examination preparation and completion
				• Assessed discussions
				• Group work assessments
					HIGH2044
					HIGH2003
					HIGH2048
					HIGH2034
					HIGH2047

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
workplaces and organisations are governed • Work under unsupervised and plan effectively to meet deadlines and respond to challenges • Succinctly presenting rational and reasoned arguments that address a given problem or opportunity, to a range of audiences orally and in writing.					
Transferable skills are taught in a number of different ways across the programme and in different modules. These are strengthened through WBL, feedback from organisation mentors, the company appraisal system and feedback from the WBL tutor. They are assessed in different ways in different modules					
Practical Skills: Covered by CB 3.4 To meet a threshold pass at this level of the programme students will be able to produce work involving problem identification, the analysis, design or development of the system with appropriate documentation, recognising the important relationship between these. Students will be able to: • Specify, design and construct reliable, secure and usable computer-based systems. • Evaluate systems in terms of quality attributes and possible trade-offs, presented within the given problem.	• IT Laboratory work • Group Projects • Lectures and tutorials • Learning from work experience • Coaching by Work Mentor	1	2, 3, 6, 7	• Coursework (essays) • Coursework (Laboratory work) • Project reports • Examination preparation and completion	HIGH2044 HIGH2003 HIGH2048 HIGH2034 HIGH2047

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
• Plan and manage projects to deliver computing systems within constraints of requirements, timescale and budget. • Deploy effectively the tools used for the construction and documentation of computer applications, with particular emphasis on understanding the whole process involved in the effective deployment of computers to solve practical problems. • Critically evaluate and analyse complex problems, including those with incomplete information, and devise appropriate solutions, within the constraints of a budget.					
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are taught within labs, projects, seminars, VLE online labs, formative assessment and student led feedback. Practical skills are assessed via the above range of assessments					

Work Based/Related Learning[4]

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 4					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Extensive Work - based Learning placements in organisations. Researching the sector and individual organisations. Preparation of CV. Multiple interviews for placement. Payment in placement subject to satisfactory performance. Visits to business organisations. Employed Sector specialists, employed as part-time teaching staff. Guest lecturers	WBL- students undertake a minimum of 10 weeks in placement in either 1 or 2 blocks Students prepare CVs as part of their professional practice modules. An interviewing process involving partner organisations and all students is organised As part of the professional practice module the class visits business	1, 2, 3	1, 2, 3, 4, 5, 6, 7,8	Reflective Journal/ portfolio. Portfolio of evidence. Presentations Reports	HIGH1054 HIGH1051 HIGH1055

[4] The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I,e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

	organisations in the locality. Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules				

An explanation of this map:
Work Based Learning is fundamental to the learning experience of the FdA Information Technology for business. Preparation for placement including research, CV preparation, interviews with placement organisations, Work etiquette, WBL, mentoring within the organisation, programme support are all provided through the professional practice module. Assessment is focussed around reflective work and the student's engagement with the placement organisation. The work-placements are designed to give students sufficient exposure to industry in order to gain relevant industry skills and – potentially – qualifications. Students are expected to complete the full amount of work-based learning in order to achieve their foundation degree. Under exceptional circumstances, cases may be considered individually. The responsibility for securing and maintaining a work placement is the student's; however, the course team will provide full support.

FHEQ level: 5					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Extensive Work Based Learning placements in organisations. Sector specialists employed as part-	WBL- students undertake a minimum of 10 weeks in placement as 1 block. Students normally go back into placement	1, 2, 3	1, 2, 3, 4, 5, 6, 7,8	Case Studies Critical appraisal of organisational practice. Reports	HIGH2044 HIGH2003 HIGH2034

time teaching staff. Guest lecturers, Study tour. Attendance at CPD Events Problem Based Learning	with their Year1 placement organisation. Several modules have assessment linked to work placements Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules CPD Events held by professional bodies				
An explanation of this map: Teaching learning and assessment at Level 5 is focussed on the discussion and analysis of theory and best practice related to the industry practice students see within their placement organisation. Organisational practices, process and literature are used in problem based learning as is case study work.					

4 Module records

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE:	HIGH1051	**MODULE TITLE:**	**Business Relationship & Customer Service Management**

CREDITS: 20	**FHEQ Level: 4**	**JACS CODE: N100**

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

All businesses have to interact with their customers and a range of external stakeholders (e.g. customers, suppliers, shareholders and partners). This module examines how these relationships are managed and how competitive advantage is achieved.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**%**	**C1** (Coursework)	**60%**	**P1** (Practical)	**40%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The module aims to enable students to:

- Develop a knowledge and understanding of the role and needs of the key external stakeholders of a business
- Develop knowledge and understanding of how businesses manage relationships with stakeholders and obtain benefits.
- Analyse how stakeholder needs are being satisfied in a specific work context and how businesses are generating competitive advantage from the relationship
- Understand the creation of customer satisfaction in a range of business, finance, sport and fitness sectors and its business benefits
- Understand how customer service is designed, developed and delivered
- Understand the effective management of customer service

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge of the key stakeholders, their needs and role for the organisation.
2. Demonstrate knowledge and understanding of the concepts and techniques to manage effective relationships with stakeholders; and the main theories underpinning customer service management.
3. Analyse and evaluate good practice business relationship management concepts and techniques within a work context; including the evaluation of the design and delivery of customer relationship management.
4. Apply the knowledge generated in the module, to enable the student to work effectively within the work context by demonstrating relevant relationship-building, negotiation and communication skills.

DATE OF APPROVAL:	June 2015	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015.	**SCHOOL/PARTNER:**	Highlands College
DATE(S) OF APPROVED CHANGE:		**TERM/SEMESTER:**	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE: 133**

MODULE LEADER: David Kaye	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

- Stakeholder profiles, analysing wants, needs, strengths and weaknesses.
- Theories and models associated with understanding and analysing customer service and the customer experience.
- Managing relationships
- Nature of service, services versus goods, evolution of services marketing as an academic sub-discipline, classification of services.
- The extended enterprise: value chains, supply chains, outsourcing; strategy, organisation, benefits and risk
- Communication in relationship management, including sector associations, organisational and personal networks
- IT systems to support relationship management
- Service design and delivery – blueprinting and service mapping, benchmarking, complexity, diversity and lines of visibility, roles/scripts of employees.
- Service quality and satisfaction – expectations of services, dis-confirmation/gap theories, relationship between service quality and satisfaction.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	48	
Guided Independent Learning	72	Areas of focus for reading provided within lectures, seminars , workshops and assessment briefs
Work-based learning	80	Research into the service and RM processes at the placement organisation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C**1**	Business Report	**Total = 100%**	Meets ALOs 1, 2 3, and 4 Links to all ALOs through the process of reflection and critical self-awareness
Practical	P**1**	Individual Presentation	**Total = 100%**	Meets ALOs 1 and 2

Updated by:	**Date:**	**Approved by:**	**Date:**
David Kaye	01/09/16	Frederik Tonsberg	01/09/16

Recommended Texts and Sources:

Buttle, F. (2010), Customer Relationship Management, Butterworth-Heinemann

Bourne, L. (2009), Stakeholder Relationship Management, Gower
Cook, S.(20010), Customer Care Excellence: How to Create an Effective Customer Focus (6th Rev Ed edition), Kogan Page Ltd

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH1054	**MODULE TITLE:** **Professional Practice**

CREDITS: 20	**FHEQ Level: 4**	**JACS CODE: N190**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Designed to enable students to demonstrate they have all the qualities and transferable skills necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions] – Please check***

		COURSEWORK			
		C1 (Coursework)	**100%**		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business

MODULE AIMS:

- To enable students to develop a comprehensive portfolio of evidence that supports their career development and professional practice.
- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Identify, locate, evaluate and use information appropriate to the task in hand.
2. Work independently and in a team in a manner that meets professional requirements.
3. Demonstrate the ability to communicate effectively in styles appropriate for a variety of professional purposes and audiences.
4. Evaluate and reflect upon, own strengths and areas requiring further development, as part of the continuing Personal Development Plan (PDP).

DATE OF APPROVAL:	05.2015	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015	**SCHOOL/PARTNER:**	Highlands College
DATE(S) OF APPROVED CHANGE:	05.2015	**TERM/SEMESTER:**	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE: 133**

MODULE LEADER: David Kaye	**OTHER MODULE STAFF: Patricia Riley**

SUMMARY of MODULE CONTENT

- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice;
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality, scholarly information.
- Employability skills: including creative thinking, presentation, communication, negotiation, team working, effective communication at meetings

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	50	
Visits	24	
Work based learning	40	Reflecting on performance in the workplace
Guided independent learning	86	Wider reading; professional development activities in the workplace
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Personal Development Plan. Work-based learning documentation	50% 50% **Total = 100%**	Students will present evidence of the personal development planning, linked to the work-placement. ALO 2,3,4, Each student will be assessed on their work based learning (WBL). ALO 1,2,4

Updated by:	**Date:**	**Approved by:**	**Date:**
David Kaye	01/09/16	Frederik Tonsberg	01/09/16

Recommended Texts and Sources:

- Cottrell, S., 2008. *The Study skills handbook.* 3rd ed. Palgrave Macmillan
- Hepworth, A., 2011. *Studying for Your Future - Successful Study Skills, Time Management, Employability Skills and Career Development.* Universe of Learning Limited
- McMillan K & Weyers, J. (2012) The Study Skills Book, Harlow, Prentice Hall

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE:	**HIGH1055**	**MODULE TITLE:**	**Business Information Systems**

CREDITS: 20	**FHEQ Level: 4**	**JACS CODE: G500**

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Modern businesses use a range of information systems to improve productivity and/or gain competitive advantage. This module looks at IT systems their benefits, how they are managed and the way information is processed, used and secured.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**%**	**C1** (Coursework)	**100%**	**P1** (Practical)	**%** or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	**%**	**A1** (Generic Assessment)	**%**		
T1 (Test)	**%**				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Understand information needs within a business environment
- Understand how the better or different use of information can create benefits for the organisation
- Evaluate existing information systems and processes that are used within a given business environment
- Understand the management processes that must be adopted to ensure effective data input and interpretation
- Understand the need for information security and analyse existing security procedures
- Apply knowledge and understanding generated in the module within the work context

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of the uses and business benefits that information systems can bring
2. Evaluate existing information systems in terms of benefits generated and the processes used
3. Analyse existing security procedures relating to information within a business environment and propose improvements
4. Effectively communicate information, arguments and analysis in a variety of forms

DATE OF APPROVAL:	04/2011	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2011	**SCHOOL/PARTNER:**	Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	**TERM/SEMESTER:**	All Year

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE: 119**

MODULE LEADER: David Kaye	**OTHER MODULE STAFF: None**

SUMMARY of MODULE CONTENT

- The role of technology in business
- Hardware, networks and communications
- Software in business
- Generating productivity and competitive advantage from information systems
- Business information needs analysis
- Management of data: input, security, interpretation and use
- Network applications
- E business
- Organisational information systems
- Media, publishing and information sharing

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	20 x 1.5 hour lecturers
Seminar	30	20 x interactive sessions exploring various focussed study topics
Guided independent learning	60	Includes independent lab work, research and coursework
Work-based learning	80	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E_			
	T_			
Coursework	C_	Case Studies Complete questions from 8 case studies taken from Essentials of MIS, 11th Edition, Laudon & Laudon, Pearson Aggregate mark based on best 7	100% **Total = 100%**	1. Demonstrate knowledge and understanding of the uses and business benefits that information systems can bring 2. Evaluate existing information systems in terms of benefits generated and the processes used 3. Analyse existing security procedures relating to information within a business environment and propose improvements 4. Effectively communicate information, arguments and analysis in a variety of forms
Practical	P_		% **Total = 100%**	

Updated by: David Kaye	**Date:** 07/04/2015	**Approved by:** Frederik Tonsberg	**Date:** 01/09/2016

Recommended Texts and Sources:

Laudon, J. & Laudon, K. (2013) Essentials of Management Information Systems, 10th Ed. Pearson

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE:	**HIGH1058**	**MODULE TITLE:**	**Fundamentals of Networks**

CREDITS: 20	**FHEQ Level: 4**	**JACS CODE: I200**

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module introduces students to the core concepts and technologies used for data communication networks. It deals with network media, protocols, standards and techniques that enable the operation of networks within a business environment.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**50%**	**C1** (Coursework)	**%**	**P1** (Practical)	**50%**
E2 (Clinical Examination)	**%**	**A1** (Generic Assessment)	**%**		
T1 (Test)	**%**				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Recognise, specify and evaluate network topologies, media, and components
- Define the purpose and use of network protocols and standards and evaluate their appropriateness
- Design and implement simple Ethernet networks using specified protocols, standards, media and components for a business environment
- Analyse the operation and features of the transport, communication and network layer protocols and services
- Apply the knowledge and skills developed in this module in the work context

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of network topologies, media, and components
2. Apply network protocol models
3. Explain the layers of the OSI layer model
4. Evaluate network protocols and standards
5. Design and implement simple Ethernet networks using specified protocols, standards, media and components for a business environment
6. Apply the knowledge and skills developed in this module in the work context

DATE OF APPROVAL:	05/2013	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	**SCHOOL/PARTNER:**	University Centre Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	**TERM/SEMESTER:**	All Year

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE: 121**

MODULE LEADER: Stuart Taylor	**OTHER MODULE STAFF: None**

SUMMARY of MODULE CONTENT

- Logical and physical network topologies and main features of networking technologies
- Subnetting, IP addressing and the TCP/IP protocols and services suite
- Troubleshooting and network diagnostic techniques
- Recognise the devices and services that are used to support communications across an Internetwork
- Understand the importance of addressing and naming schemes at various layers of data networks
- Understand and analyse the protocols and services provided by the layers in the OSI and TCP/IP models

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework.
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E1	Written examination	50% **Total = 100%**	1. Demonstrate knowledge and understanding of network topologies, media, and components 3. Understand and analyse the protocols and services provided by the layers in the OSI and TCP/IP models 4. Evaluate network protocols and standard
	T_			
Coursework	C_			
Practical	P1	Practical laboratory Assessments	50% **Total = 100%**	2. Apply network protocol models 5. Design and implement simple Ethernet networks using specified protocols, standards, media and components for a business environment

				6. Apply the knowledge and skills developed in this module in the work context

Updated by: Stuart Taylor 01/09/2016	**Date:** Click here to enter a date.	**Approved by:** Frederik Tonsberg	**Date:** 01/09/2016

Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE: **HIGH1059**	**MODULE TITLE:** **Software Development**

CREDITS: 20	**FHEQ Level: 4**	**JACS CODE: H610**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Delete and insert – character limit includes spaces

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**%**	**C1** (Coursework)	**40%**	**P1** (Practical)	**60%**
E2 (Clinical Examination)	**%**	**A1** (Generic Assessment)	**%**		
T1 (Test)	**%**				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Understand and recognise the key aspects of best practice software design, structure and development
- Use a current programming language to develop software applications
- Use software design and development tools to create software applications
- Document and test a software application
- Evaluate software applications in use within a business environment

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge and understanding of best practice software design, structure and development
2. Use current programming language to develop software applications
3. Apply software design and development tools to create software applications
4. Document and test a software application
5. Evaluate software applications in use within a business environment

DATE OF APPROVAL:	05/2013	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	**SCHOOL/PARTNER:**	University Centre Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	**TERM/SEMESTER:**	All Year

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE: 121**

MODULE LEADER: Christopher Talbot	**OTHER MODULE STAFF: None**

1. **SUMMARY of MODULE CONTENT** Programming languages; object-oriented, UML
   - Features of a programming language; variables, arrays, loops, conditional statements, case statements, logical operators, input statements and output statements
   - Data types; text, integer, floating point, Boolean
   - Software development life cycle
   - Design tools; structure diagrams, DFDs and ERM; UML
   - Software structures and language syntax
   - Accessing and modifying persistent data structures
   - Documentation
   - Testing and debugging
   - Evaluation of fitness for purpose

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E			
	T			
Coursework	C**1**		40% **Total = 100%**	1.Demonstrate knowledge and understanding of best practice software design, structure and development
Practical	P**1**	Practical laboratory assessments	60% **Total = 100%**	2.Use current programming language to develop software applications 3.Apply software design and development tools to create software applications 4.Document and test a software application 5.Evaluate software applications in use within a business environment

Updated by:	**Date:**	**Approved by:**	**Date:**
Christopher Talbot	01/09/2016	Frederik Tonsberg	01/09/2016

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1035	MODULE TITLE: IT Systems, Services & Support

CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:

PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces students to the importance of IT as a strategic organisational resource and the key challenges that are faced when delivering IT systems, services and support within organisations.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	**C1**	50%	**P1**	N/A

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement:

MODULE AIMS:

- Recognise that IT services are crucial for the delivery of an organisation's business objectives
- Understand the key systems and support techniques for delivering IT services to organisations
- Apply best practice when analysing requirements and delivering services to support IT systems within organisations

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

- Demonstrate knowledge and best practice models for delivering IT services to organisations
- Analyse IT service requirements within organisations
- Apply best practice solutions for the provision of IT services
- Evaluate the most appropriate IT systems, services and support procedures for organisations

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE:**

MODULE LEADER: Stuart Taylor	**OTHER MODULE STAFF:**

Summary of Module Content

- Integrating and aligning IT and business goals
- Implementing continual improvement
- Measuring IT organisation effectiveness and efficiency
- Optimising costs and Total Cost of Ownership (TCO)
- Achieving and demonstrating Return on Investment (ROI)
- Demonstrating the business value of IT
- Developing business and IT partnerships and relationships
- Project Delivery Success
- Outsourcing, insourcing and smart sourcing
- Delivering the required, business justified IT services (Service Level Agreements)
- Managing constant business and IT change
- Demonstrating appropriate IT governance

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	45	30 x interactive sessions exploring various focussed study topics
Guided independent learning	100	Includes independent lab work, research and coursework.
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	***Element***	***Component Name***	***Component weighting***	***Comments** Include links to learning objectives*
Written exam	E1	E1	50%	• Demonstrate knowledge and best practice models for delivering IT services to organisations
Coursework	C1	W1	50%	Business Report • Analyse IT service requirements within organisations • Evaluate the most appropriate IT systems, services and support procedures for organisations

				• Apply best practice solutions for the provision of IT services

Updated by: Stuart Taylor 01/09/16	**Approved by**: Frederik Tonsberg 01/09/16

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE:	**HIGH2044**	**MODULE TITLE:**	**Network Management**

CREDITS: 20	**FHEQ Level: 5**	**JACS CODE: I120**

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module introduces students to the core concepts and techniques for managing network applications. Students will learn how to manage users, computers and resources within a server environment as well as evaluate appropriate security measures and implement disaster recovery operations to maintain an operational business environment.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**%**	**C1** (Coursework)	**50%**	**P1** (Practical)	**50%**
E2 (Clinical Examination)	**%**	**A1** (Generic Assessment)	**%**		
T1 (Test)	**%**				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Develop the knowledge and skills needed to manage network services within a business environment
- Evaluate the requirements of network applications within a business environment
- Analyse the security requirements of network applications within a business environment and implement appropriate security and disaster recovery procedures for network applications
- Apply the knowledge generated in the module, to enable the student to work effectively within the work context

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate the knowledge and skills needed to manage network services within a business environment
2. Evaluate the requirements of network applications within a business environment
3. Analyse the security requirements of network applications within a business environment and develop effective approaches to manage risk
4. Implement appropriate security and disaster recovery procedures for network applications within a business environment

DATE OF APPROVAL:	05/2013	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	**SCHOOL/PARTNER:**	University College Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	**TERM/SEMESTER:**	All Year

Additional notes (for office use only): Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE: 121**

MODULE LEADER: Stuart Taylor	**OTHER MODULE STAFF: None**

SUMMARY of MODULE CONTENT

- Installation, configuration and testing of network applications and their services
- Monitoring and optimisation of performance
- Management of users, computers and resources
- Network application security and risk management
- Disaster recovery
- Fault Tolerance
- Backup and restore procedures for data and services

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E_			
	T_			
Coursework	C_	Work-based Learning report	50% **Total = 100%**	2. Evaluate the requirements of network applications within a business environment 3. Analyse the security requirements of network applications within a business environment and develop effective approaches to manage risk
Practical	P_	Practical Labs	50%% **Total = 100%**	1. Demonstrate the knowledge and skills needed to manage network services within a business environment 4. Implement appropriate security and disaster recovery procedures for network applications within a business environment

Updated by: Stuart Taylor	Date: 24/06/2015	Approved by: Frederik Tonsberg	Date: 01/09/2016

Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH2047	**MODULE TITLE:** Data-driven Applications

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** I260

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module covers the core concepts and techniques relating to the development of data-driven software applications. Students gain a detailed understanding of both relational database concepts and the use of current programming techniques to manage data from a variety of sources to provide effective user-friendly data applications

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**25%**	**C1** (Coursework)	**%**	**P1** (Practical)	**75 %**
E2 (Clinical Examination)	**%**	**A1** (Generic Assessment)	**%**		
T1 (Test)	**%**				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Understand and recognise the effective, user-friendly data-driven software applications
- Use current methodologies to design data-driven software applications
- Use software design and development tools to create a data-driven application for use in a business environment
- Document and test a data-driven software application for use in a business environment
- Evaluate data-driven software applications in use within a business environment

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate the knowledge and critical understanding of the structure of data-driven software applications
2. Apply current methodologies to design data-driven software applications
3. Use software design and development tools to create a data-driven application for use in a business environment
4. Document and test a data-driven software application for use in a business environment
5. Critically evaluate data-driven software applications in use within a business environment

DATE OF APPROVAL:	05/2013	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	**SCHOOL/PARTNER:**	University College Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	**TERM/SEMESTER:**	All Year

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2015-16	**NATIONAL COST CENTRE: 121**

MODULE LEADER: Christopher Talbot	**OTHER MODULE STAFF: None**

SUMMARY of MODULE CONTENT

- Data types and structure
- Structured Query Language (SQL), eXtensible Mark-up Language (XML)
- Connecting to data sources, Data processing
- Entity relationships
- Database design; logical design and the relational model, physical design
- Selecting and querying data, creating, modifying and deleting data, synchronising data
- Specification requirements, standards and practice
- User access and interface
- Documentation
- Testing and debugging

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E1	Written examination	25% **Total = 100%**	1. Demonstrate the knowledge and critical understanding of the structure of data-driven software applications 2. Apply current methodologies to design data-driven software applications
	T_			
Coursework	C_			
Practical	P**1**		75% **Total = 100%**	1. Demonstrate the knowledge and critical understanding of the structure of data-driven software applications 2. Apply current methodologies to design data-driven software applications 3. Use software design and development tools to create a data-driven application for use in a business environment 4. Document and test a data-driven software application for use in a business environment

				5. Critically evaluate data-driven software applications in use within a business environment

Updated by:	**Date:**	**Approved by:**	**Date:**
Chris Talbot	24/06/2015	Stuart Philip	24/06/2015

Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE: **HIGH2048**	**MODULE TITLE:** **Web Applications 1**

CREDITS:20	**FHEQ Level: 5**	**JACS CODE: I150**

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module introduces students to the core concepts, technologies for developing web applications. Students will investigate the development of web technologies, understand their impact upon business environments and apply techniques for developing web applications.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**%**	**C1** (Coursework)	**70%**	**P1** (Practical)	**30%**
E2 (Clinical Examination)	**%**	**A1** (Generic Assessment)	**%**		
T1 (Test)	**%**				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Understand the development of web technologies and their use within a business environments
- Evaluate the impact of web technologies
- Use web technologies to produce web applications for use in a business environment
- Evaluate the impact of emerging web applications upon a business environment

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge and understanding of the impact and development of web technologies and evaluate the potential influence of emerging web applications upon business environments
2. Analyse the use of web applications within a business environment and make recommendations for future development
3. Apply web technologies to produce web applications

DATE OF APPROVAL:	05/2013	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	**SCHOOL/PARTNER:**	University College Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	**TERM/SEMESTER:**	All Year

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16	**NATIONAL COST CENTRE: 121**

MODULE LEADER: Stuart Philip	**OTHER MODULE STAFF: None**

SUMMARY of MODULE CONTENT

- Historical, social and political development of the Internet
- Functionality and applications on the Internet
- The context in which e-business exists on the Internet
- Current trends and development and key organisations relating to web applications
- Characteristics and uses of Client-Side Scripting (e.g. XHTML / CSS)
- Development and uses of Web 2.0 technologies
- Usability, accessibility, standards and validation
- Website development process
- Ethical and legal issues for web applications
- Publishing and maintenance

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	20	20 x interactive sessions exploring various focussed study topics
Practical classes and workshops	15	10 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E			
	T			
Coursework	C**1**	Essay	70% **Total = 100%**	1. Demonstrate knowledge and understanding of the impact and development of web technologies and evaluate the potential influence of emerging web applications upon business environments 2. Analyse the use of web applications within a business environment and make recommendations for future development
Practical	P**1**	Solution design	30% **Total = 100%**	1. Demonstrate knowledge and understanding of the impact and development of web technologies and evaluate the potential influence of emerging web applications upon business environments 3. Apply web technologies to produce web applications

Updated by: Stuart Philip	**Date:** 01/09/2016	**Approved by:** Frederik Tonsberg	**Date:** 01/09/2016

Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE: **HIGH2049**	**MODULE TITLE:** **Wide Area Networks and Security**

CREDITS: 20	**FHEQ Level: 5**	**JACS CODE: I120**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Delete and insert – character limit includes spaces

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**25%**	**C1** (Coursework)	**%**	**P1** (Practical)	**75 %**
E2 (Clinical Examination)	**%**	**A1** (Generic Assessment)	**%**		
T1 (Test)	**%**				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Develop a critical understanding of the principles, concepts and use WAN technologies
- Evaluate and specify WAN requirements for a business network
- Analyse and evaluate the security implications associated with WAN technologies
- Apply appropriate network security strategies for a WAN within a business environment
- Apply the knowledge and skills developed in this module in the work context

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and critical understanding of switching, routing and WAN technologies and their use within a business environment
2. Analyse and specify the switching, routing and WAN requirements for a business network
3. Demonstrate knowledge and critical understanding of the security implications associated with WAN technologies
4. Evaluate and apply appropriate network security strategies for a WAN within a business environment

DATE OF APPROVAL:	05/2013	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	**SCHOOL/PARTNER:**	University Centre Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	**TERM/SEMESTER:**	All Year

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16	**NATIONAL COST CENTRE: 121**

MODULE LEADER: Rob Elvidge	**OTHER MODULE STAFF: None**

SUMMARY of MODULE CONTENT

- Voice Over IP / Video Over IP
- Firewalls, Proxies, DMZ
- CLI commands to perform basic router and switch configurations and verification
- Security and authentication protocols
- WAN technologies, access technologies and remote access technologies
- VPNs, Access Control Lists, Router based DHCP and DNS
- PPP connectivity
- WAN topologies and WAN optimisation; transport, redundancy, applications
- Security, threats polices and procedures, vulnerability and risk
- Authentication methods, cryptography, algorithms, signatures, hardware versus software
- Device Security, security topologies, security Baselines
- Intrusion detection, application hardening

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E1	Written Examination	25% **Total = 100%**	2. Analyse and specify the switching, routing and WAN requirements for a business network 4. Evaluate and apply appropriate network security strategies for a WAN within a business environment
	T_			
Coursework	C_			
Practical	P**1**	Practical laboratory assessments	75%% **Total = 100%**	1. Demonstrate knowledge and critical understanding of switching, routing and WAN technologies and their use within a business environment 3. Demonstrate knowledge and critical understanding of the security implications associated with WAN technologies

Updated by: Stuart Taylor	**Date:** 24/06/2015	**Approved by:** Stuart Philip	**Date:** 24/06/2015

Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2003	MODULE TITLE: Systems Analysis and Design

CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:

PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides students with the a detailed understanding of the systems analysis life cycle, allowing them to use the tools and techniques to perform a comprehensive system investigation to create the detailed design and documentation for an information system.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	25%	**C1**	75%	**P1**	N/A

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement:

MODULE AIMS:

- Develop a critical understanding of the role, principles and approaches to systems analysis within the development of an information system
- Develop understanding and skills in the use of methodologies, tools and techniques used within systems analysis and design
- Critically evaluate the strengths and weaknesses of existing information systems, and propose enhancements
- Document and communicate the investigation and design of an information system using an appropriate systems analysis life cycle model and communicate it to expert and non experts
- Apply the knowledge generated in the module, to enable the student to work effectively within the work context

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

- Demonstrate the knowledge and critical understanding of the role, principles and approaches to systems analysis within the development of an information system
- Apply methodologies, tools and techniques used within systems analysis and design
- Critically evaluate the strengths and weaknesses of existing information systems, and propose enhancements
- Document the investigation and design of an information system using an appropriate systems analysis life cycle model

DATE OF APPROVAL24/06/2015	FACULTY/OFFICE: University Centre
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE:**

MODULE LEADER: Christopher Talbot	**OTHER MODULE STAFF:**

Summary of Module Content

- Evaluate systems analysis life cycle models
- Investigation models, methodologies and systems theory
- Key drivers and constraints for systems analysis and design
- Systems analysis procedures, documentation, standards and protocols
- Design (for development, implementation, use and maintenance) and testing
- Systems within an organisation, requirements, specification and feasibility
- System design: strengths and weaknesses of relevant methodologies and techniques
- People and interface issues; compliance with legal, ethical and quality standards

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions}***

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	20 x 1.5 hour lecturers
Seminar	30	20 x interactive sessions exploring various focussed study topics
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	***Element***	***Component Name***	***Component weighting***	***Comments*** *Include links to learning objectives*
Exam	E1	WE1	25%	• Demonstrate the knowledge and critical understanding of the role, principles and approaches to systems analysis within the development of an information system • Apply methodologies, tools and techniques used within systems analysis and design
Coursework	C1	W1	37.5%	Work-based Learning Business Report • Demonstrate the knowledge and critical understanding of the role, principles and approaches to systems analysis within the development of an information system • Apply methodologies, tools and techniques used within systems analysis and design • Critically evaluate the strengths and weaknesses of existing information systems, and propose enhancements
		W2	37.5%	Work-based Learning Business Report • Demonstrate the knowledge and critical understanding of the role, principles and approaches to systems analysis within the development of an information system • Apply methodologies, tools and techniques used within systems analysis and design • Document the investigation and design of an information system using an appropriate systems analysis life cycle model

Updated by: Chris Talbot Date: 24/6/2015	**Approved by**: Stuart Phillip Date: 24/6/2015

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2034	MODULE TITLE: IT Project Management

CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:

PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module covers what is involved in managing the implementation of an IT project. Students will learn how to specify, plan, manage, implement, test and review the implementation of projects within a business environment.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	N/A	**C1**	100%	**P1**	N/A

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement:

MODULE AIMS:

- Understand how projects are specified, planned and agreed
- Develop the knowledge and critical understanding which will enable them to successfully implement a project
- Develop the skills needed to manage and monitor the implementation of a project
- Test, document and review a project
- Apply the knowledge generated in the module, to enable the student to work effectively within the work context

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

- Demonstrate the knowledge and critical understanding of how projects are specified and implemented
- Critically apply recognised project management techniques and demonstrate the knowledge and skills needed to successfully manage the implementation of a project
- Document and critically evaluate a project, identifying key learning points for future projects

Updated by: Stuart Taylor Date: 24/6/2015	**Approved by**: Stuart Phillip Date: 24/6/2015

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE:**

MODULE LEADER: Peter Hopley	**OTHER MODULE STAFF:**

Summary of Module Content

- Project life cycles and methodologies including traditional and iterative and agile techniques
- Critical success factors for projects
- Project management tools
- Project definition: scope, costs, benefits and risks
- Project planning, scheduling and costing
- Risk, contingency management, execution and control
- Managing changes and closeout, quality, stakeholders and resources
- Performance reporting and documentation
- Learning from a project

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions}***

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	20	20 x interactive sessions exploring various focussed study topics
Practical classes and workshops	15	10 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	***Element***	***Component Name***	***Component weighting***	***Comments*** *Include links to learning objectives*
Coursework	C1	W1	40%	Work-based Learning Business Report • Demonstrate the knowledge and critical understanding of how projects are specified and implemented

		W2	60%	Business Documentation • Demonstrate the knowledge and critical understanding of how projects are specified and implemented • Critically apply recognised project management techniques and demonstrate the knowledge and skills needed to successfully manage the implementation of a project • Document and critically evaluate a project, identifying key learning points for future projects

Updated by: Stuart Taylor Date: 24/6/2015	**Approved by**: Frederik Tonsberg Date: 24/6/2015

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE:	**HIGH2050**	**MODULE TITLE:**	**Web Applications 2**

CREDITS: 20	**FHEQ Level: 5**	**JACS CODE: I150**

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module enables the student to develop dynamic web applications. It covers the underpinning concepts, strategies, software and techniques relating to the latest technologies for web development.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	**%**	**C1** (Coursework)	**%**	**P1** (Practical)	**100 %**
E2 (Clinical Examination)	**%**	**A1** (Generic Assessment)	**%**		
T1 (Test)	**%**				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Understand dynamic web scripting technologies
- Use dynamic web scripting techniques
- Develop dynamic web applications
- Understand the security issues affecting the implementation of dynamic web applications

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

5. Demonstrate knowledge and critical understanding of dynamic web application technologies
6. Design dynamic web applications for a specified business need
7. Apply dynamic web application scripting techniques
8. Develop and critically evaluate dynamic web applications
9. Demonstrate the knowledge and critical understanding of the security issues affecting the implementation of dynamic web applications and specifying appropriate enhancements

DATE OF APPROVAL:	05/2013	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	**SCHOOL/PARTNER:**	University College Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	06/2015	**TERM/SEMESTER:**	All Year

Additional notes (for office use only): Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/18	**NATIONAL COST CENTRE: 121**

MODULE LEADER: Stuart Philip	**OTHER MODULE STAFF: None**

SUMMARY of MODULE CONTENT

- Web server scripting technologies
- Internet Information Servers, Apache
- XHTML, PHP, ASP, AJAX, JavaScript, XML
- Testing and debugging
- Security; SSL, HTTPS
- Deploying web applications
- Web applications architecture
- Accessing and modifying persistent data structures

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Written exam	E_			
	T_			
Coursework	C_			
Practical	P**1**		100% **Total = 100%**	1. Demonstrate knowledge and critical understanding of dynamic web application technologies 2. Design dynamic web applications for a specified business need 3. Apply dynamic web application scripting techniques 4. Develop and critically evaluate dynamic web applications

				5. Demonstrate the knowledge and critical understanding of the security issues affecting the implementation of dynamic web applications and specifying appropriate enhancements

Updated by: Stuart Philip	**Date:** 01/092016	**Approved by:** Frederik Tonsberg	**Date:** 01/092016

Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.