

BSc(hons)Applied Business Computing

Moderated by the University of Sunderland

The aim of the programme is to enhance your career prospects in the Business IT industry. You will be educated in up-to-the-minute industry standard software, tools and techniques using current computer technology. You will also learn the high level skills which are currently in demand by employers both regionally and nationally.

This is the final stage of a 3 stage programme leading to a BSc(hons) degree qualification in Applied Business Computing. Access to stage two and three can be gained on successful completion of the IMIS Diploma and Higher Diploma respectively or by equivalent qualifications. Alpha Meridian College students who successfully complete their IMIS Higher Diploma are automatically accepted onto this course.

Modules

- [Electronic Commerce, Strategy And Management](#)
- [Human-Computer Interaction 3](#)
- [Information System Project Management](#)
- [Double Project](#)
- [Advanced Software Engineering](#)

Program Structure

STAGE One

IMIS Diploma

STAGE Two

IMIS Higher Diploma

STAGE Three

BSc(hons)Applied Business Computing (at Alpha Meridian College in Partnership with Univeristy of Sunderland)

Duration

1 Academic Year for each stage

Entry Requirements for Final Stage

A Higher National Diploma or Foundation Degree in an appropriate discipline with the necessary pre-requisite skills/knowledge.

Qualifications which are deemed to be equivalent to the above.

All applications are dealt with on their own merits.

The Top-Up programme is the final year of a BSc Hons degree programme in Applied Business Computing. As such there will be an expectation of any applicant that they have certain key skills and knowledge that will form the grounding for this year of study.

Tuition Fees

£4995

E-commerce Strategy and Management CIT 300

Learning Time	Undergraduate Degree Courses 200 HOURS the nature of which is specified in the module guide
Key Texts	<ul style="list-style-type: none">• Key text Chaffey D., E-Business and E-Commerce Management (Second edition), Prentice Hall• Timmers P, Electronic Commerce, 1999• Norris, West & Gaughan, E-Business Essentials, J Wiley & Sons. 1999• Kalakota R., E-Business Roadmap for Success, Addison Wesley Longman Inc.>• Laudon K C & Laudon J P, Management Information Systems 6th Ed., Prent Hall.
Support Materials	<ul style="list-style-type: none">• Roger Clarke's Electronic Commerce pages: http://www.anu.edu.au/people/Roger.Clarke/EC/• ebXML: http://www.ebxml.org• The SANS Institute: http://www.sans.org• United Nations Centre for Trade Facilitation and Electronic Business: http://www.unece.org/cefact/
Learning Outcome	<p>Upon successful completion of this module, student will have demonstrated:</p> <ol style="list-style-type: none">1. An understanding of strategic concepts for Electronic Commerce (EC);2. A knowledge of technical concepts involved in the WWW, of E-Business Models, Business Process Reengineering and Value Chains; <p>and the ability to:</p> <ol style="list-style-type: none">3. Assess the current technology base, and trends, for E-Commerce;4. Evaluate organisations?? e-commerce strategies against known e-business models.
Indicative Content	<p>Development of the Internet, WWW, and Electronic Commerce (EC), Intra & Extra Networks and their place in EC, Strategic Role of Information Systems (Importance and elements of strategic planning / Information systems and business processes), E-Business Systems [Definition of E-Business / E-Business Models and E-Commerce classification (B2A, B2B, B2C, C2C etc.) / Value Chain Management / Customer Relationship Management / Business Processes: evaluation and reengineering], Security (Firewalls & network security / Transaction security / Payment handling / EDI and XML / Encryption / Authentication and non-repudiation), Ethical, Social and Legal Issues.</p> <p>TEACHING AND LEARNING METHODS This module will be delivered through a series of lectures, tutorials (utilising case studies for evaluation and discussion), student and practitioner presentations. Students will be encouraged to form an evaluative perspective and required to take a critical approach.</p>
Teaching, Learning and Assessment	<ul style="list-style-type: none">• Lectures/ Tutorials 30hrs• Research 50 hrs• Self Study 120hrs ASSESSMENT METHODS<ul style="list-style-type: none">○ <i>One individual case-study based assignment contributing 50% to the overall module mark and testing learning outcomes a,b,c and d.</i>○ <i>One formal examination contributing 50% of the overall module mark and testing learning outcomes a,b and c.</i>

Human Computer Interaction

Learning Time

Undergraduate Degree Courses 200 HOURS the nature of which is specified in the module guide

Key Texts

- Interaction Design, Preece J., Rogers Y. & Sharp H., Wiley, 2002
- Human Computer Interaction (3rd Ed), Dix A., Finlay J., Abowd G.D. & Beale R., Prentice Hall, 2004
- Contextual Design, Beyer H. & Holtzblatt K., Morgan Kaufman, 1998

Support Materials

- Shneiderman B., 2004, Designing the User Interface, Addison Wesley
- Rosson & Carroll, 2002, Usability Engineering, Morgan Kaufmann
- CHI Conference Proceedings, 1997-present, Addison Wesley
- Spool et al, 1999, Web Site Usability, Morgan Kaufmann
- Pooley & Stevens, 1999, Using UML, Addison Wesley
- Mayhew, 1999, Usability Engineering Lifecycle, Morgan Kaufmann

Learning Outcome

Upon successful completion of this module, student will have demonstrated:

1. Critical appreciation of principles of human-centred analysis
2. Critical appreciation of principles of human-centred design & implementation
3. Critical appreciation of principles of human-centred evaluation
4. Critical appreciation of HCI principles for the use of multimedia and the ability to
5. Use techniques to elicit human factors knowledge
6. Critically appraise current system analysis and design methods
7. Apply various interaction design approaches and critically evaluate them
8. Critically evaluate the usability of a given interaction
9. Critically assess the role multimedia can play in a human-centred system

Indicative Content

Understanding and conceptualising interaction; understanding users; designing for collaboration and communications; understanding how interfaces affect users; the process of interaction design; identifying needs and establishing requirements; conceptual and physical design, role of prototyping; user centred approaches to interaction design.

Teaching, Learning and Assessment

TEACHING AND LEARNING METHODS Students will pursue the module through independent and directed study. Students will be encouraged to discuss and extend study material with fellow students and academics using whatever media links can be made available. Students will be encouraged to form small discussion groups to explore concepts more deeply. Practical sessions will be suggested as appropriate and will provide students with the opportunity to critically explore and evaluate interacting with computer systems and to critically assess some of the HCI tools that can be used to analyse and design such systems:

ASSESSMENT METHODS:

Summative assessment

- One individual assignment assessing learning outcomes a and e and contributing 25% to the final module mark.
- One individual assignment assessing learning outcomes c and h and contributing 25% to the final module mark
- One individual examination assessing learning outcomes b, d, f, g and i and

contributing 50% of final module mark

Information System Project Management - CIF301

Learning Time 200 hours the nature of which is specified in the module guide

Key Texts To be advised when module takes place.

Support Materials To be advised when module takes place.

Upon successful completion of this module, student will have demonstrated:

1. a critical understanding of appropriate project management methodologies and tools.

Learning Outcome and the ability to:

1. develop, evaluate and assess the feasibility of project proposals, utilising appropriate tools, techniques and methods.
2. apply appropriate methods of planning, monitoring, control and change to the various aspect of a project.

Indicative Content

Strategic planning; Project Selection, feasibility studies, plans and priorities. Risk analysis and control.

Project Planning: network analysis, PERT, Gantt Charts.

Task definitions. PRINCE. Configuration management.

Project Monitoring and Control including cost control, quality control and review structures.

Change management and the human aspects of project management.

TEACHING AND LEARNING METHODS

The course will be based on a combination of lectures, discussion and review tutorials, together with practical classes using a computerised project planning package. Realistic case-studies will form an important element of the course.

Learning Strategy

Lecture: 26hrs

Tutorials: 26hrs

Practical Classes: 10 hours

Self Study: 138 hours

Teaching, Learning and Assessment

ASSESSMENT METHODS

Summative assessment.

1. An individual assignment covering learning outcomes a & b to contribute 30% of the final module mark
2. An individual assignment covering learning outcomes a & c to contribute 20% of the final module mark
3. A formal examination covering learning outcomes a, b & c to contribute 50% of the final module mark

Advanced Software Engineering - CSE300

Learning Time	400 Hours the nature of which is specified in the module guide
Key Texts	<ol style="list-style-type: none">1. Software Engineering, A Practitioner`s Approach, Pressman R. S., 5th European Ed., McGraw-Hill 2000.
Support Materials	<ol style="list-style-type: none">1. Software Engineering, Somerville I., Addison Wesley,2. Software Metrics, Fenton N. E. & Pfleeger S. L., 2nd Ed., International Thompson Computer Press.3. TickIT Guide, British Standards Institute <p>Additional support materials and resources will be provided electronically</p> <p>Upon successful completion of this module, students will have demonstrated</p> <ol style="list-style-type: none">1. Critical awareness of the practice in quality and process improvement, including the current ISO standards and SEI programmes (CMMI), and their impact on software engineering.2. Critical awareness of the state of the art in project management, risk assessment models and management, of the software development process.3. A critical appreciation of the duties and responsibilities of a professional Software Engineer.4. A critical awareness of the role of experimentation and empirical assessment to underpin software engineering. <p>and the ability to:</p> <ol style="list-style-type: none">e. Determine appropriate criteria against which to select development strategies for specific circumstances.f. Apply a selective approach to the choice and exploitation of appropriate software development tools and techniques in order to increase the productivity and quality of the software development process. <p>Students will review the development of legal responsibilities of the Software Engineer, and review examples of the application of professional standards, codes of conduct and legislation such as the Data Protection act.</p> <p>Review of ISO standards and SEI CMMI/ CMM, TSP, PSP guidelines, as applied to software engineering and development, with examples/case studies of their impact.</p>
Indicative Content	<p>Students will be introduced to generic concepts of risk, and review risk assessment models for system development (such as RISKIT and SEI Software Risk Management) and interdependent systems change (such as RAMESES) through case studies. Students will review the development of the field of project management through review of for productivity and quality, and for people, problem and process elements Software measurement - need to measure consistently, objectivity and subjectivity in measurement, prediction systems and direct and indirect measures with examples of recent, useful metrics - what they can do why they are valid. A review, through examples and case studies, of software measurement for project management, development processes, and product</p>

characteristic assessment and prediction.

Students will review the selection process and factors applied to; various development methods (data oriented, object oriented, XP and Formal) and development processes, software development tools and techniques in order to increase the productivity and quality of the software development process.

TEACHING AND LEARNING METHODS

This module will be taught by lectures covering the key topics of the syllabus, directed reading, and tutorials (incorporating case study work). Assessment will be via a combination of Research Based Paper, and Examination.

Lectures: 25 hours
Tutorial: 25 hours
Directed Reading and Self-Study: 100 hours
Research: 50 hours

Teaching,
Learning and
Assessment

ASSESSMENT METHODS

1. One individual research-based assignment contributing 50% of the overall module mark and testing learning outcomes a,b, c and e.
2. One formal examination contributing 50% Of the overall module mark and testing learning outcomes a,b c, d and f.

Double Project - CIF303

Learning Time 400 Hours the nature of which is specified in the module guide

Upon successful complete of this module, student will have demonstrated

1. Understanding of the importance of project management.
2. Knowledge of a software development package.
3. In depth understanding of at least one computing research topic relevant to project and understanding of another relevant topic.
4. Understanding of the Ethical and Professional requirements of an IT professional

Learning
Outcome

and the ability to:

1. Apply some of the methodologies developed during the programme to construct a problem statement working from unstructured initial ideas, and to design, plan, implement and evaluate a software solution to that problem.
2. Carry out independent research, to digest the relevant literature and use it to advantage.
3. Plan, schedule, monitor and control project.
4. Express ideas in a logical and concise form orally and in writing
5. Critically evaluate professional and ethical issues appropriate to an IT professional

Indicative
Content

Project forum to disseminate practice in project management and assessment.
Keynote lectures on aspect of project management, report writing and fundamental

research techniques.
Regular scheduled project supervision sessions.

TEACHING AND LEARNING METHODS

Learning Strategy:

Supervision: 15 hours,
Self Study: 375 hours

ASSESSMENT METHODS

Each project will be assessed according to detailed assessment guidelines. Four areas are assessed:

CONTROL: (15%) demonstration of ability to plan, monitor and maintain workable schedules. (LOs 1,7)

SUCCESS: (30%) the extent to which the deliverables achieved the objectives defined in the agreed terms of reference. (LOs 2,3,5,6)

REPORT: (35%) the quality of the report detailing the conduct and results of the project. (LOs 3,4,6,8,9) **VIVA:** (20%) the ability of the students to verbally communicate the conduct to the project and his/her command over the subject area. (LOs 3,5,6,8)

Students must pass overall and achieve at least 35% in both the success and report areas **CONTROL:** (15%) demonstration of ability to plan, monitor and maintain workable schedules. (LOs 1,7) **SUCCESS:** (30%) the extent to which the deliverables achieved the objectives defined in the agreed terms of reference. (LOs 2,3,5,6) **REPORT:** (35%) the quality of the report detailing the conduct and results of the project. (LOs 3,4,6,8,9) **VIVA:** (20%) the ability of the students to verbally communicate the conduct to the project and his/her command over the subject area. (LOs 3,5,6,8) Students must pass overall and achieve at least 35% in both the success and report areas

Teaching,
Learning and
Assessment