



In partnership with  
**Middlesex  
University  
London**

# International Student Handbook

**BSc (Hons) Information Technology &  
Business Information Systems**



**2020 / 2021**





# **BSc (Honours) Information Technology and Business Information Systems**

**(One Year Top-Up)**

## **Programme Handbook 2020 - 2021**

**Franchised by the Faculty of Science and Technology  
Middlesex University London UK**

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**Student Name:**

**Australian College of Business and Technology  
Link Tutor: Nisha Palagolla**

**Middlesex University  
Link Tutor: George Dafoulas**

# CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
Your programme handbook.....	3
Information in alternative formats.....	3
Middlesex University regulations.....	3
Welcome to BSc (Honours) Information Technology and Business Information Systems .....	4
Introduction to Australian College of Business and Technology (ACBT).....	4
Introduction to Middlesex University London.....	5
Welcome from the Associate Dean for UK programmes of ACBT.....	7
Welcome from the PVC, Executive Dean, Faculty of Science and Technology.....	8
Middlesex University's Programme Leader's Welcome.....	9
Academic Calendar.....	10
<b>PART ONE: PROGRAMME DETAILS .....</b>	<b>11</b>
Your programme team - .....	11
Your Programme Structure.....	12
Your Modules .....	12
Programme costs.....	13
Module Handbooks.....	13
Your programme feedback.....	14
Student Voice Leaders.....	14
Programme Voice Groups (PVGs).....	14
Surveys.....	14
How we consider your feedback.....	15
How your programme is quality assured.....	15
The student protection plan.....	16
Suggestions and complaints.....	16
<b>PART TWO : RESOURCES AND SUPPORT AVAILABLE.....</b>	<b>17</b>
Resources.....	17
Middlesex student portal - UniHub.....	19
Middlesex Library.....	19
Student Email.....	19
Your contact and personal details.....	20
Student Support Services.....	20
Academic Support.....	22
Link Tutors.....	22
Career Guidance.....	23
<b>PART THREE: UNIVERSITY POLICIES YOU SHOULD KNOW.....</b>	<b>24</b>
Assessment.....	24
Learning and teaching methods.....	24
Assessment methods.....	24
Submission, receipt, marking and return of assessment.....	25
External examiners.....	26
Assessment feedback.....	26
Your grades.....	27
Results confirmation.....	28
Academic misconduct.....	28
Personal Evacuation Plans.....	30
<b>Appendix A1: Programme Specification for BSc (Hons) IT &amp; BIS September 2020 .....</b>	<b>31</b>
<b>Appendix A2: Curriculum Map for BSc (Hons) IT &amp; BIS .....</b>	<b>38</b>
<b>Appendix A3: Summative Assessment Schedule (Core modules only) .....</b>	<b>40</b>
<b>Appendix A4: Modules Narratives .....</b>	<b>41</b>

# INTRODUCTION

## Your Programme Handbook

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The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at Australian College of Business and Technology and Middlesex University. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the page/title/section of the handbook to:

Quality Assurance Contact <Neville.Ruwanpathirana@acbt.lk>

## Information in Alternative Formats

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This handbook can be found online at:

[https://www.acbt.lk/student%20hand%20books/MDX\\_STUDENT\\_HANBOOK\\_IT&BIS.PDF](https://www.acbt.lk/student%20hand%20books/MDX_STUDENT_HANBOOK_IT&BIS.PDF)

If you have a disability which makes navigating our website difficult and you would like to receive information in an alternative format, contact: <Neville.Ruwanpathirana@acbt.lk>.

We can supply sections from this publication as:

- a Word document with enlarged type sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

## Middlesex University Regulations

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As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore this handbook must be read in conjunction with them which are available online at; [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

Some of the key regulations have been provided on the Your Study pages on UniHub <http://unihub.mdx.ac.uk/your-study>.

All information that you require to support your learning at Middlesex is available on [MyUniHub](#). This document highlights key elements that you should be aware of and should be your first point of call, however all information in this document is available on MyUniHub.

## **Welcome to:**

# **BSc (Honours) Information Technology and Business Information Systems**

## **Introduction to Australian College of Business & Technology (ACBT)**

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ACBT is the pioneer in Australian Higher Education in Sri Lanka since 1998, and partnered with world renowned Navitas group, with 130 colleges around the world in over 31 countries. ACBT offers a range of Undergraduate and Postgraduate qualifications in association with Edith Cowan University in Perth, Western Australia. ACBT also offers a wide range of University Foundation Programs (UFP's), accredited Diplomas and Advanced Diplomas through Edith Cowan College. Furthermore, ACBT in conjunction with Pearson Education Ltd awards BTEC Higher National Diploma qualifications in Business and Computing.

ACBT has already spread over three provinces of the country in order to provide equal opportunities for local students to earn internationally recognized qualifications at an affordable price. ACBT has two campuses in Colombo which are located in Colombo 3 (Main campus) and Colombo 5, Western Province of Sri Lanka. ACBT Kandy campus is located in the Central Province and the ACBT Galle campus is located in the Southern Province of Sri Lanka.

Global knowledge, critical thinking and employability skills are our top priorities which are well supported by our academic and academic support staff. Our teaching staff is from a variety of academic and professional backgrounds who work collaboratively with students for the attainment of their academic & career goals. They are truly dedicated and responsible for the on-time delivery of all our programmes of study through most appropriate methods and techniques. We also have a hard-working academic support staff who are always prepared to go an extra mile tirelessly in their profession to creating a wonderful learning experience for our students at ACBT.

### **Our Vision:**

“To be the first-choice provider for post-secondary education for students in Sri Lanka”

### **Our Mission:**

The academic department of ACBT aims to achieve its vision by:

- Delivering high quality education programmes that are relevant and up-to-date in order to achieve the needs of both students and the employers;
- Providing an environment which is supportive and well-resourced enabling students to maximize their full education potential;
- Understanding our students' needs for learning and the needs of the higher education and in turn investing in excellence in teaching and training.
- Committing to help students to achieve their educational and career goals.

**Our Values:** Equality, Efficiency, Excellence, Inclusion, Flexibility, Respect, Honesty

## Introduction to Middlesex University London

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Although you will enroll at and attend ACBT on the BSc (Honours) Information Technology and Business Information Systems; this is a Middlesex University programme and therefore you are a student of both. Within Middlesex University, the BSc (Honours) Information Technology and Business Information Systems programme is a part of the Faculty of Science and Technology.

Being a Middlesex student means, in brief, the following:

- If you successfully complete the programme you will receive the Middlesex University qualification of BSc (Honours) Information Technology and Business Information Systems.
- You may attend the appropriate Middlesex University graduation ceremony.
- These programmes abide by Middlesex University Regulations which are available online at: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx>
- You have access to the student portal 'myUniHub' at: <https://myunihub.mdx.ac.uk/>

This list is not exhaustive; therefore, please contact: <PartnerOps@mdx.ac.uk> if you have any questions about your entitlements as a Middlesex student.

The following are also important documents which relate to the academic relationship between ACBT and Middlesex University:

- **The Memorandum of Co-operation (MoC).** This is the formal agreement between Middlesex University and ACBT on the delivery of the Programmes. The Memorandum, among other things, sets out the responsibilities of both ACBT and Middlesex University. In brief these include:
  - **Admissions**  
The admission requirements for the programme shall conform to Middlesex University's general entrance requirements and any requirements specific to the programmes. Therefore, the admission of students shall be undertaken by ACBT and Middlesex University.
  - **Enrolment**  
Students accepted for the Programmes shall be enrolled as students of Middlesex University as well as ACBT. They shall be subject to normal rules and regulations of both institutions, except where they are overridden by the provisions of the Memorandum of Co-operation.
  - **Tuition**  
Tuition shall be provided by ACBT in accordance with the franchised programme arrangements and subject to the approval of the University, exercised through the Executive Deans. Middlesex University shall give prior approval for all lecturers/tutors used on the programme.
  - **Learning Resources and Support Services**  
Learning Resources provide workshops and one to one support for those students needing additional support in academic writing, presentation skills and numeracy. Such seminars, workshops and lectures are embedded into specific modules across all levels of the programme.

➤ **Assessment**

The assessment of students on the Programme shall be the responsibility of the University's Assessment Board for the BSc (Honours) Information Technology & Business Information Systems and shall be subject to Middlesex University Assessment Regulations – Please see the University Regulations for more information.

➤ **Progression**

All students who successfully complete the programme shall be eligible for consideration for entry to Postgraduate level study at the University.

If you wish to view this document, the **Memorandum of Co-operation (MoC)** then please contact Chief Operating Officer <Krishan.Senaratna@acbt.lk>

## **Welcome from the Associate Dean for UK programmes of ACBT**

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Dear Student,

It is an utmost pleasure to welcome you to ACBT for your higher education with great success! I am as excited about your admission to ACBT as you are and really appreciate your life-changing decision to pursue studies with our dedicated academic and academic support staff.

ACBT is proud to offer you an excellent opportunity for earning a world-class degree qualification in collaboration with the Middlesex University London. We offer three Middlesex degrees in different modes which are tailor-made to strengthen the knowledge and skills needed to flourish in your career. The three Middlesex qualifications are:

1. BA (Hons) Business Management (Finance)
2. BA (Hons) International Business Administration
3. BSc (Hons) Information Technology & Business Information Systems



The design, assessment and quality assurance of these three degrees are completely under the purview of Middlesex University London. Hence, these degrees are completely Middlesex University qualifications and upon successful completion, you will receive a Middlesex University award. This international exposure and the worldwide recognition for your qualification will definitely become a stepping stone in your future careers. Beyond that, you will be well equipped with a vast array of knowledge & employability skills required for the competitive job market. University level education is in fact highly challenging but at the same time it is highly rewarding as well. It demands a great diligence to meet expected standards. Our aim is to transform your potential into success through a truly enjoyable learning experience. Accordingly, I take this opportunity to remind you to keep up regular attendance, punctuality and work harder & smarter throughout your academic journey for the successful completion of your qualification. Active participation in learning is a must and it is expected from everyone to succeed in your studies. Our academic staff members are well qualified in their particular field who create a friendly atmosphere in the teaching-learning process and are prepared to help you at any time. I hope you will enjoy all benefits offered to you and have a fulfilling learning experience during your studies at ACBT.

I am looking forward to seeing you as an active student in your studies at ACBT. It is my pleasure to helping you not only as the Dean of your degree programme but also as the Institution Link Tutor of this ACBT – Middlesex University partnership for exceeding your academic expectations. I wish you all the very best in your studies!

Dr. Nisha Palagolla  
Associate Dean - UK Programmes  
ACBT, 32c, Dickmans Road,  
Colombo 05  
+94 117 699 499  
Nisha.Palagolla@acbt.lk

## Welcome from the PVC, Executive Dean, Faculty of Science and Technology

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Welcome to Middlesex University and to The Faculty of Science and Technology. This programme handbook contains an overview of your programme and its modules – keep it safe so that you may refer to it throughout your time on the programme.



Your programme handbook along with other key documents, such as the Academic Regulations and the University Guide, sets out what you can expect from your experience at Middlesex University but also what is expected from you. From our side we will aim to deliver the best student experience we can so that you can build on your skills and knowledge and achieve your full potential. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed. To read more about what your responsibilities may be you should refer to the full University Regulations and in particular 'University

Membership' (<http://www.mdx.ac.uk/regulations/>.)

In your early weeks you are not expected to absorb everything in detail but to be aware of key documents and their content. If you have not already done so, have a look at the University Guide and explore UniHub (<https://unihub.mdx.ac.uk/>) the student website which contains detailed advice and support to assist you further. Here at Middlesex we are very proud of our academic programmes and students and we look forward to meeting you.

Professor Martin Loomes  
PVC, Executive Dean - Faculty of Science and Technology  
Town Hall - T114  
020 8411 5344  
m.loomes@mdx.ac.uk

## **Middlesex University's Programme Leader's Welcome**

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Welcome to the BSc Honours top-up degree in Information Technology and Business Information Systems!

The programme is aimed at students who have an interest in information technology but who also wish to acquire knowledge in the application of IT in business. The programme therefore combines modules from both BSc Information Technology and BSc Business Information Systems. The programme aims to instil an ethos of independent learning and continuous professional development amongst its graduates. In this sense, it has been designed to meet your needs as future information systems professionals. As future graduates of the programme, you will be equipped with the professional and employability skills that will enable you to pursue a successful future career in this field.

I wish you an enjoyable and fruitful experience on the programme.

Jaap Boender  
[j.boender@mdx.ac.uk](mailto:j.boender@mdx.ac.uk)  
Programme Leader  
Town Hall,  
Room T120  
Ext: 13645

## Academic Calendar

### A Brief Version

A detailed version of the academic calendars both Sri Lanka and UK can be accessed as follows:

MDX ACBT academic calendar: <https://www.acbt.lk/important-dates.html>

MDX UK academic calendar: <http://unihub.mdx.ac.uk/mdx/calendar/index.aspx>

### September 2020 Intake (Part/Full)

Date/Duration		Learning Week (LW)	Important Events/Activities
<b>September 2020</b>	27 <sup>th</sup> Sunday	-	Freshers Orientation/Welcome
Sept/Oct 2020	27 <sup>th</sup> Sunday – 3 <sup>rd</sup> Saturday	1	Teaching Starts
<b>October 2020</b>	18 <sup>th</sup> Sunday – 24 <sup>th</sup> Saturday	4	Students' Current Programme Reality Check (REA)
<b>November 2020</b>	22 <sup>nd</sup> Sunday – 28 <sup>th</sup> Saturday	9	UG Students' Programme Progress Reviews (REV1)
<b>December 2020</b>	13 <sup>th</sup> Sunday – 19 <sup>th</sup> Saturday	12	Last Week of TERM 1
Dec '20/Jan '21	<b>20<sup>th</sup> December – 2<sup>nd</sup> January</b>		<b>CHRISTMAS VACATION</b>
<b>January 2021</b>	3 <sup>rd</sup> Sunday – 9 <sup>th</sup> Saturday	13	Teaching Starts for TERM 2
<b>February 2021</b>	7 <sup>th</sup> Sunday – 13 <sup>th</sup> Saturday	18	UG Students' Programme Progress Reviews (REV2)
<b>March 2021</b>	21 <sup>st</sup> Sunday – 27 <sup>th</sup> Saturday	24	Teaching Ends
March/April 2021	28 <sup>th</sup> March – 9 <sup>th</sup> April		Marking Coursework
<b>April 2021</b>	<b>10<sup>th</sup> Saturday – 18<sup>th</sup> Sunday</b>		<b>NEW YEAR VACATION</b>
April/May 2021	19 <sup>th</sup> April – 11 <sup>th</sup> May		Exams
<b>May 2021</b>	12 <sup>th</sup> Wednesday – 31 <sup>st</sup> Monday		Marking Exams
<b>June 2021</b>	4 <sup>th</sup> Friday		Submission of Module Marks – Deadline for Module Lecturers (before 5pm)
	<b>9<sup>th</sup> Wednesday</b>		<b>1<sup>st</sup> Tier (Module) Assessment Boards</b>
	14 <sup>th</sup> Monday		Publication of Module results
	21 <sup>st</sup> Monday & 22 <sup>nd</sup> Tuesday		2 <sup>nd</sup> Tier (Finalist) Assessment Boards (Finalist board for classes)
	25 <sup>th</sup> Friday		Publication of final results
<b>July 2021</b>	12 <sup>th</sup> Monday – 16 <sup>th</sup> Friday		Re-sit Exams
<b>Learning Framework Term dates:</b>			
<b>TERM 1</b>	27 <sup>th</sup> September 2020 – 19 <sup>th</sup> December 2020 <b>(12 Learning Weeks)</b>		
<b>TERM 2</b>	3 <sup>rd</sup> January 2021 – 27 <sup>th</sup> March 2021 <b>(12 Learning Weeks)</b>		

# PART ONE: PROGRAMME DETAILS

## Your Programme Team

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The following members of ACBT academic staff are those who have a major input into your programme. Your lecturers will direct your studies and ensure that you know what work you need to cover in any given module. You can seek advice from your teaching staff either during their office hours or by email. If you email a member of staff you should expect to hear back from them within 3 working days, except when on leave and the periods where ACBT is closed (e.g., Christmas and New Year Vacation).

### Lecture Panel

Module code & Title	Lecturer/Tutor	Email
CST3390- UG Individual Project	Mr Niroshan Balasuriya	Niroshan.bala@gmail.com
CST3340- Business Intelligence	Mr. Mohammed Fawaz	fwzmohammed01@gmail.com
CST3310- Strategic Management and Information Systems (Enterprise Project) Management	Ms Sanduni Thrimahavithana	ssthroma@gmail.com
CST3180-User Experience (UX) Design	Ms. Thanuja Siriwardane	Thanuja.nishadi@gmail.com

### Office Feedback Hours

Please note that office hours will be advertised from the second week of October. Your module lecturer will usually announce their office hours in class and these will also be displayed on the MDX website and college notice board.

### Personal Tutors

You will be provided with the name and contact details of your Personal Tutor along with your programme timetable at the start of each academic year.

Personal Tutors act as a point of contact for you – and the role is designed to:

- Direct you to alternative support services;
- Help you consider the possibility of postgraduate studies and/or career opportunities;
- Help you to plan and review your academic progress;
- Help you understand what you need to do to obtain the award you want;
- Help you to settle into the University;
- Help you plan and review and support your personal and academic progress;
- Provide academic support to you in areas such as writing essays and reports, giving

presentations and participating in academic discussions

## Support Team

ACBT Support Team	Member of Staff	Email
Chief Operating Officer	Mr. Krishan Senaratna	Krishan.Senaratna@acbt.lk
Quality Assurance Contact	Mr. Neville Ruwanpathirana	Neville.Ruwanpathirana@acbt.lk
Finance Officer	Ms. Chanuri Bopage	Chanuri.Bopage@acbt.lk
Admissions/ Student Registration Contact	Ms. Suzan Karunaratne	Suzan.Karunaratne@acbt.lk
Advertising Manager	Mr. Yasith Gamage	Yasith.Gamage@acbt.lk
Programme Coordinator	Ms. Maleesha Gunathilake	Maleesha.Gunathilake@acbt.lk
Graduation & Certificate Contact	Ms. Nirodha Nirmani	Nirodha.Nirmani@acbt.lk
Librarian	Mr. Dinesh Delankage	Dinesh.Delankage@acbt.lk
Data Protection Representative – Point of Contact	Mr. Sanjeeva Lokuge	Sanjeeva.Lokuge@acbt.lk

MDX London Support Team	Member of Staff	Email
Partnerships Manager	Mr. Benedikt Breuers	B.Breuers@mdx.ac.uk
Academic Partnerships Operations Team	Ms. Hayley Tustin	PartnerOps@mdx.ac.uk

## Your Programme Structure

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You will develop a foundational understanding of how modern businesses work in a global business environment, and how business functions and processes are supported by different information systems. You will also acquire technical skills in data and information management technologies, including database systems. The practical group project module will enable you to put into practice some of the concepts and principles underpinning business information systems. Detailed descriptions of your modules are provided in the “Module Narratives” section at the end of the handbook.

## Your Modules

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CST3390 UG Individual Project	CST3310 Strategic Information Systems (Enterprise Project) Management	CST3180 User Experience (UX) Design	CST3340 Business Intelligence
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You can find a list of the modules you are currently registered for within the My Learning area on the My Study page of myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>. The modules for this programme are as in the programme diagram on the previous page.

You will find that most of the learning materials that you require for each module, apart from textbooks and recommended reading, which will be available via **myUniHub**. When you click on any of the modules you are registered for, you will be able to access lecture slides, practical lab exercises, seminar activities, coursework task, much more. You will also find a module handbook, containing information on the learning aims and outcomes, and assessment methods, as well the schedule for assessment which will include submission deadlines.

Announcements for any of your modules will also appear in My Learning on myUniHub, so you should log in and check each module regularly.

## **Programme Costs**

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The programme cost of BSc (Hons) Information Technology and Business Information Systems is Rs. 450,000. This amount includes only the tuition fees of the four modules taught in your programme. No any other programme-related costs (e.g. Library deposit, photocopying etc.) are covered by this tuition fees. ACBT has set up a number of flexible payment plans alongside attractive discount systems in order to help students with instalment basis payments. For more information, please contact your marketing/student counsellor.

## **Module Handbooks**

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Each module has a module handbook. This is a great source of information as it contains the details of the module learning outcomes, the indicative content of the module as well as a teaching plan. It also includes details of the nature and timing of your assessment, together with containing a guide on what you will need to use to get the best from the module.

The handbook will also give the tutors' office hours. Tutors try to help you on demand but it is best to make an appointment so that everyone can manage their workload.

The handbook for each module is available at:  
<https://myunihub.mdx.ac.uk/web/home-community/mystudy>.

## **Lecture Notes and Seminar Materials**

Lecture notes and seminar materials are published online in advance of classes at:  
<https://myunihub.mdx.ac.uk/web/home-community/mystudy>.

Your tutors will not provide you with a paper copy of the lecture notes but they will provide a full set of seminar materials in paper format.

## Your Programme Feedback

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ACBT is committed to ensuring that students have involvement in both the academic and non-academic life of the institution. We believe that students who feel listened to and are able to influence actions and activities are more likely to be students who engage effectively with their course and are more likely to achieve improved outcomes. Your Programme Team is very happy to hear feedback on your student experience.

## Student Voice Leaders

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Student representatives, referred to as Student Voice Leaders (SVLs), are elected at the beginning of the academic year. They ensure that the views of students on the programme are represented and attend meetings such as the Programme Voice Groups. They are also responsible for feeding back the outcomes of any meetings they attend.

You do not need past experience to be a Student Voice Leader. You will have the opportunity to attend essential training for the role delivered by the Quality Assurance team. The role enables you to develop a number of transferrable skills (e.g. leadership, communication etc.) that can make you more employable at the end of your degree.

## Programme Voice Groups (PVGs)

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The Programme Voice Groups are one of the main formal channels of communication between staff and students. They are a forum in which students (through the Student Voice Leaders) and staff can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student experience. Students and Staff should both be given assurances they will not be penalised for raising issues at a PVG.

PVGs occur each term and your Student Voice Leader will ask for programme feedback from you to report to staff at the pre-meeting to develop and agenda, for the issues to be addressed at the main meeting. You will also be given feedback from both staff and the Student Voice Leaders on the outcomes of the feedback.

PVG meetings take place weeks 5-11 and 16-24 of the academic year. Once scheduled, student voice leaders are notified of the meeting dates and details via email by ACBT. Further guidance on the PVG's can be found here: <http://unihub.mdx.ac.uk/your-middlesex/your-middlesex-your-voice/student-feedback/programme-voice-groups> .

Minutes and actions from previous PVGs will be made available to you by ACBT.

The dates of the Programme Voice Groups for 2020/21 are: **To be confirmed**

## Surveys

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Throughout your time at ACBT you will be asked to complete several surveys that request your feedback on your programme or modules. The aim of the surveys is to gather your feedback to make improvements to current and future cohorts of students, and enhance the quality of your experience. During your studies, you will be asked to complete the surveys listed below;

**Module Feedback** – Students, at different stages in their programme, may be asked to complete a survey for each of their modules. These are short online surveys that usually take place in term two, and provide module leaders with an opportunity to consider and implement your feedback to improve the modules available on your programme. You may be asked to complete module feedback surveys throughout your programme.

**Middlesex Student Survey (MSS)** – The MSS gives data on the student satisfaction of final year undergraduate students throughout their time at ACBT. This survey is completed by final year students, and asks questions based on your overall student experience on your programme. This survey is anonymous and is managed by Middlesex University's Academic Quality Officer. You will be asked to complete the survey in term 2 of your final year.

## How We Consider Your Feedback

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The feedback you give through your student voice leaders, through surveys and at PVGs meetings plays an important part in reviewing your programme during and at the end of the academic year. Some of the changes we have made to the programme and University have been a result of student feedback: <http://unihub.mdx.ac.uk/your-middlesex/your-middlesex-your-voice/your-middlesex-your-impact> .

## How Your Programme is Quality Assured

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You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you may think they have nothing to do with you, however these terms are important to you and your programme. The below definitions explain why;

**'Quality'** refers to how well QAHE and Middlesex supports you in your learning and covers the following areas: the teaching, the support available, the resources available, and how you are assessed.

**'Standards'** refers to the level of achievement you need to succeed on your course and get your qualification. Standards should not vary from one higher education provider to another.

Having both quality and standards means that you and everyone else can have confidence in your degree and your education.

**Quality Assurance** is therefore mainly about maintaining standards and ensuring you have the best possible experience at ACBT. Middlesex University has a range of quality assurance processes and procedures which include the following:

- Institutional Approval – This is the process that confirms whether Middlesex University will enter a partnership.
- Programme Approval and Validation –The process a programme must go through before it can run.
- Collaborative Review – A process which looks at programmes every 6 years to see how they have been running.
- Annual Monitoring – How the University reviews how programmes are doing every year.
- External Examining – Independent moderators who help ensure academic standards are being met but are also comparable nationally.
- Student Feedback and representation – This includes student surveys, Boards of Study and student representation.

Further information on quality assurance and enhancement can be found here:  
<http://unihub.mdx.ac.uk/your-study/ensuring-quality>.

- **Quality Assurance Agency for Higher Education (QAA) UK Quality Code.**  
The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the [UK Quality Code](#) which outlines the key expectations placed on all UK Higher Education providers. In particular, there is a specific chapter on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. This section is chapter [B10 'Managing higher education provision with others'](#). The QAA also review higher education providers (including Middlesex University) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students. You can also learn more about Quality Assurance online at: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/introducing-the-quality-code>.

## The Student Protection Plan

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One of the Middlesex University core values is 'We put students first'. We have a regulatory framework to support student continuation of study. **The Student Protection Plan covers an assessment of the range of risks to the continuation of study for our students, and the measures put in place to mitigate those risks**, arrangements for refund and compensation. Full details of the Student Protection Plan are available [here](#)

Further information on quality assurance and enhancement can be found here:  
<http://unihub.mdx.ac.uk/your-study/ensuring-quality>.

## Suggestions and Complaints

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We welcome your suggestions on how we might improve even when this takes the form of a complaint. If you have a suggestion or a complaint about any aspect of your learning experience, please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through informal and formal procedures.

If you have been unable to resolve your complaint or concern satisfactorily with the person/people involved, you should contact <Neville.Ruwanpathirana@acbt.lk>, our Quality Assurance contact, who will attempt to resolve the issue for you. In the event of this being unsuccessful they will advise you on how to make a formal complaint.

The complaints and grievance procedures of ACBT must be followed and have been fully exhausted before you can follow the Middlesex University "Complaints in relation to collaborative partner institutions" which can be found in the Middlesex University regulations: [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

## **PART TWO : RESOURCES AND SUPPORT AVAILABLE**

### **Resources**

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ACBT Students can access a range of resources both electronic and physical, support services and campus facilities to ensure a smooth academic and emotional transition to university level study. Students are encouraged to use the resources, support services and facilities provided and to contact the ACBT Student Services staff for advice and assistance as soon as the need arises. Students must respect the policies and rules for use of ACBT facilities. Students who disregard these policies and subsequent rules will be subject to disciplinary action.

ACBT has sufficient and appropriate physical resources for the current student numbers, which are well designed and managed at their best quality to serve institutional needs as defined in our vision and mission. As student numbers grow, additional resources will be provided. For any inquiry, please contact:

Admissions and Students Support Contact: <Suzan.Karunaratne@acbt.ac.lk>

### **ACBT Website**

The ACBT website <http://www.acbt.lk> is one of your primary sources of information which can be accessed on and off campus. This site publishes all the latest information, news and events you need to know and important regulations and policies that you should be aware of as a student of ACBT. However, some of the most important items are included in this handbook.

### **Campus Building**

All UK programmes (Pearson's HND and Middlesex programmes) of ACBT have been initially started in Colombo campus and will be delivered in Galle and Kandy campuses in due course. These UK programmes in ACBT Colombo campus are delivered at ACBT's new campus building in Colombo 05 (32c, Dickmans road, Colombo 5). This is a newly constructed brand-new building and perfectly suitable for a higher education institute. The building is sufficiently spacious, fully fledged with state-of-the-art facilities and amenities to create an effective teaching and learning atmosphere.

### **Computing Labs**

Students have access to state of the art, two advanced computer labs in the above said campus building. This computer lab throughout the week provides access to Microsoft Office applications, the Internet, multimedia applications and specialist software as required by students' individual modules.

The approximate capacity of the lab is 20 powerful computers. All computers provide 24/7 online access. All students are/will be issued with computer accounts in order to use the computer lab when it is free with no classes. For safety purposes, students are bound by the ACBT Computer Usage Policy as published on ACBT website <http://www.acbt.lk>.

The lab is open daily from 8.30 am to 7.30 pm Monday – Friday and 8.30 am – 5.00 pm on Saturday and Sundays. Any problems with computing facilities should be reported to:

Assistant IT officer <Namal.Guruge@acbt.lk>

## **Classrooms**

Our classrooms have the necessary infrastructure for the delivery of the modules and are adequate in number and size. All classrooms are fully air-conditioned and the classroom technology is impressive. Every classroom possesses a computer, multimedia, whiteboard, and Internet connectivity for creating a very effective teaching and learning experience.

## **Library**

Academic library of this campus provides ample support, services and information for your studies, with all essential up to date collection of selected text books and printed media related to the modules of study. All ACBT students have student IDs to access the Library. The libraries are academic libraries containing a large stock of books and journals for your studies.

All “essential” and some of the “recommended” text books shown in each Module Descriptor are available in the academic library for both lending and reference. Students are required to pay a refundable library deposit of Rs. 10,000/= in order to use the MDX library at ACBT Colombo 05. In addition, all students are allowed free access to our academic library at our main ACBT campus in Colombo 3 (on the Galle road). For any inquiry, you may contact:

Librarian: <Dinesh.Delankage@acbt.lk>

## **Bookstores – Off Site**

ACBT students can purchase their text books, reference books, course materials, stationeries from Makeen Books or Vijitha Yapa bookstores located on the Galle road and other prominent bookstores and stationers within close proximity to the ACBT.

## **Parking**

Our staff and students have sufficient parking spaces in the basement car park of ACBT. Additional off-site parking is available in the close proximity. Basement student parking facilities are available on “first come - first served” basis and at their own risk.

## **Print Center**

Students have access to photocopying facilities in the ACBT Print Centre. Students must comply with copyright regulations and where necessary pay the prescribed charges.

## **Cafeteria**

The Cafeteria is located on the 3<sup>rd</sup> floor of the College. Students can refresh at ACBT Cafeteria itself with the very calm and quite environment. The opening hours are: 8.30am – 5.00pm during weekdays and weekends. In addition to our on-site cafeteria, a vibrant mix of food choices and venues can be easily found off-site within a close reach to ACBT.

## Middlesex Student Portal – UniHub

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One of your primary sources of Middlesex information is the student website **UniHub**; <http://unihub.mdx.ac.uk> which can be accessed on and off campus. The site has the latest news and events from around the University along with important regulations and policies that you should be aware of. This website is your first port of call for all general Middlesex information although some of the most important items are included in this handbook.

The site also has a password protected section **myUniHub** (accessed from the UniHub home page). Here you can view personalised information on your studies such as your **grades**, **programme information** and **coursework** as well as undertake most administrative tasks such as **enrolling** and **updating personal details**.

### Login Details for myUniHub

Your login details to access the personalised areas of UniHub are:

- **Username:** Your IT User ID – this is the 5 or 6 digit code found on the reverse of your student ID card in the format *aannn* (where 'aa' are your initials and 'nnn' is a system generated number).
- **Initial password:** Your 9 digit student number (including the 'M') and the first three characters of your birth month, e.g. M12345678nov. When you first log in you will be prompted to change your password to something more memorable (you should have already done this).

Your IT User ID and your student number will be provided to you by ACBT. If you have any problems accessing myUniHub please contact UniHelp: <http://unihub.mdx.ac.uk/unihelp>.

## Middlesex library

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Even though you do not attend a Middlesex University campus you still have access to resources and services provided by the University.

A specific Library Subject Guides on:

BSc (Honours) Information Technology & Business Information Systems

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

## Student Email

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You have your own Middlesex email address which is how members of staff from the University will contact you so it is important that you check your account regularly. If you prefer, you can set up your university email account to forward all new messages to another email address. The student email [‘How To’](#) guide gives details on how to do this: <http://unihub.mdx.ac.uk/study/library/help/guides/index.aspx> Your Middlesex email address is your IT User ID and is in the form *aannn@live.mdx.ac.uk* where ('aa' are your initials and 'nnn' is a system generated number). Your IT user ID will be provided to you when you start the programme by ACBT. You can access your email by logging into UniHub and going to the My Middlesex page: <https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>. In case of any problems with your Middlesex email please contact UniHelp: <http://unihub.mdx.ac.uk/unihelp>.

## Your Contact and Personal Details

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It is very important that you keep us informed of any changes to your personal contact details and of your emergency contact at all times. You can view and change what we currently have recorded for you on the Admin and Finances page of myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>.

**Please note that you cannot change your name online.** This has to be done in person at ACBT with official supporting documentation (marriage certificate, passport etc).

## Student Support Services

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### Counselling

ACBT student counselors and other staff are committed to providing support and advise to help you reach your full potential while studying at ACBT. We keep in touch and assist students' study or personal issues, academic assistance, accommodation difficulties, family matters, attendance issues and home-sickness etc. If you are in need of any support at any juncture of your stay at ACBT, you may please contact Rochelle.Kelaart@acbt.lk

### Accommodation

There are plenty of decent accommodation options around ACBT in Colombo, Kandy, Galle and its suburbs to suit our individual student requirements. In addition, our staff can facilitate your accommodation needs from a range of Home-stay options and can also assist you by offering advice on other options such as renting out apartments or houses. Also, a popular accommodation option available to overseas students studying in Sri Lanka which provides you with an opportunity to live with a Sri Lankan family, and adapt to the host country's culture and practices faster. It not only provides you with decent and comfortable accommodation but also a chance to experience a warm and caring family environment. A student selecting 'Home-stay' accommodation will be expected to spend US \$300 upwards per month including meals.

Renting a separate apartment or house is a convenient option as there are many apartments/houses located within the close proximity and suburbs of our three campuses. These are usually offered on long term basis of one year or more. Most apartments offer decent living with facilities such as 2-3 bedrooms, attached toilets, kitchen, living and study areas and secure living conditions. Expect to spend \$300 upwards for an apartment excluding meals.

### Sports and Recreation

ACBT has a range of special interest and recreation clubs and activities on campus, facilitated by the ACBT Student Council. Sports clubs include Cricket, Rugby, Basketball, Football, etc.

- Sports activities- Basketball, Cricket, Rugby etc.
- Societies – Student Council, Rotaract club which organize various recreation activities (get-togethers, charity projects, CSR projects, career development programs etc.)

## **Routine Cleaning Service**

We have fully committed routine cleaning staff on each site who keep entire building clean and fresh for healthy living during your stay with ACBT.

## **Lost Property**

Lost property enquiries should be directed to ACBT Reception. Unclaimed property will be disposed after three (3) months.

## **Medical Care**

In the circumstances of requiring urgent medical care and it is not possible to contact the student's parent/ guardian, the College is authorized as a matter of urgency to seek and provide appropriate medical care.

## **Security**

A well-trained security service is employed within the ACBT premises. All staff and students are well advised periodically about safety management in case of emergency. All buildings and classrooms are protected with CCTV cameras.

## **Prompt Communication**

We respect our staff and students' convenience with on-time delivery of information. For which, we have several well-run systems. Our main system is ACBT website, student emails and portal which deliver up-to-date information. In addition, we have separate notice boards for our students and staff to communicate messages, inform updates, and overall keep in touch with them.

## **Disability and Dyslexia Support**

ACBT is committed to providing an inclusive teaching and learning environment throughout the studies of students experiencing diverse disabilities and/or any issues that require(s) especial attention to help them achieve learning outcomes. A range of support we offer for the students with different disabilities are as follows:

- Receiving lecture materials in the appropriate format (e.g. audio recorded lectures)
- Receiving extra time in examinations/in-class tests
- Receiving extensions as appropriate for coursework submissions
- Receiving longer lending times for library books
- Receiving extra consultation on your request
- Receiving personal counsellor throughout your studies for necessary support

## **Additional Services**

ACBT will provide an additional service of arranging students Photo's for ID cards. A nominal administrative charge will be levied for this facility. For this purpose, you may contact your Student Support Contact through Rochelle Kelaart <Rochelle.Kelaart@acbt.lk>.

## **Academic Support**

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### **Academic Staff and Personal Tutors**

Each module is assigned a team of lecturers (based on the number of students) who will deliver your tuition and learning. Your lecturers will direct your studies and ensure that you know what work you need to cover in any given module. Your lecturers are the best source of support for subject related queries both inside and outside of taught sessions.

Each module requires a set of assignments to be submitted on given deadlines as designed by the Middlesex University London. A Personal Tutor will be nominated to each student for necessary assignment support during studies. Personal Tutor acts as a point of contact for you and will help you mainly to your learning and assessments where necessary in numerous ways.

### **Academic Research Conference and Journal**

The aim of our annual academic research conference and Research Journal is to support our students to publish their research work and improve and update their knowledge in their respective discipline by actively participating with the productive discussions. Your research papers can be submitted to the Annual Academic Research Conference or directly to the Research Journal and based on the quality of the papers, you will be getting the valuable opportunity to present and publish them. We are currently very proud to note that our Academic Research Conference/symposia has been gradually creating an impressive research culture among our students that in turn has been a great support for their interdisciplinary learning.

### **Link Tutors**

As stated on the front of this handbook the link tutor at ACBT for this programme is Nisha Palagolla and the link tutor at Middlesex University is George Dafoulas for the BSc Information Technology & Business Information Systems.

**Both tutors at ACBT and Middlesex University are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Programme Voice Group meetings where they hear the views of students on the programme, however you can contact either if you have a query or suggestion. Their contact details are as follows.**

#### **George Dafoulas**

Middlesex University  
Hendon London, NW4 4BT  
Telephone: +44 (0)20 8411 4402  
Email: G.Dafoulas@mdx.ac.uk

#### **Nisha Palagolla**

ACBT, 32c Dickmans Road  
Colombo 05, Sri Lanka  
Telephone: +94 117699 499  
Email: Nisha.Palagolla@acbt.lk

## Career Guidance

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ACBT is committed to supporting you to develop your employability skills and career opportunities by means of our internal and industrial resource personnel. Our Career Guidance Coordinator for ACBT is available to provide you with career guidance support to develop a key set of employability skills in areas such as teamwork, self-assessment & management, business and customer awareness, business communications and negotiations, data analysis and effective decision making, global business technologies, and application literacy.

Limited internship opportunities can be arranged for those who wish to join based on the current industrial contacts available. Please note that internship is not part of the programme and are only available to so that you can gain some valuable work experience. Internship places are not guaranteed and it depends on availability and employer selection. Your career guidance coordinator can advise you how to source, apply, and secure a placement and internship in your chosen segment of employment. For any inquiry or any support, please contact:

Career Guidance Coordinator: <Rajantha.Dissanayake@acbt.lk>

## PART THREE: UNIVERSITY POLICIES YOU SHOULD KNOW

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The University regulations can be found here: <http://www.mdx.ac.uk/about-us/policies/university-regulations>

### Assessment

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The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give your prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

### Learning and Teaching Methods

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You will be actively involved in a range of learning, teaching and assessment approaches as part of your programme. Such active approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your assessment and learning. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (My Learning on UniHub, podcasts, wikis, etc) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by the time and space associated with traditional teaching methods you may take part in online discussions and learning activities from wherever you are studying. Your tutors and UniHelp advisors will provide any support you may need whilst learning online.

By engaging with e- learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

### Assessment Methods

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Assessment is an integral part of learning and you may hear it referred to as **formative** or **summative**.

**Formative assessment** is designed to give you feedback on your performance and how it can be improved. As a result, you will get detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process and has been shown to help students improve both their grades and their learning styles.

**Summative assessment** is designed to measure the extent to which you have achieved the learning outcomes of a module and therefore the grade you will be awarded. Learning

outcomes are the specific skills and knowledge that you are expected to demonstrate as a result of taking a module. Summative assessment will assess achievement of all learning outcomes in a secure, fair and accurate manner.

**Assessment may also involve self, peer or group approaches.** For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

**Please see the module narratives at the end of this handbook or your module handbooks for more information about the specific learning arrangements for your modules.**

## Summative Assessment Scheme

Module Code	Elements of Coursework				
	CW1	CW2	CW3	CW4	CW5
CST3390 Individual Project	Project Proposal 10%	Review/Analysis 20%	Final Report 45%	Oral Exam 25%	-
CST3310 Strategic Information Systems (Enterprise Project) Management	Group Report 25%	Group Presentation 15%	Pair Report 25%	Pair Presentation 15%	SOBs 20%
CST3340 Business Intelligence	Designing a Data Strategy 40%	Apply BI Technologies 60%	-	-	-
CST3180 User Experience (UX) Design	User Research 33.3%	Design & Prototyping 33.3%	Evaluation 33.3%	-	-

## Submission, Receipt, Marking and Return of Assessment

### Submission and Receipt of Assessment

You will find all the deadlines for your first year assessment (both formative and summative) in your individual module handbooks.

Your module handbooks have the precise details of when and how to submit your coursework electronically via Turnitin. Please refer to these and contact your module leader if you have any queries.

### Exams

[Information about exams](#), including the timetable and advice on preparing and revising is available on UniHub; [unihub.mdx.ac.uk/study/exams](http://unihub.mdx.ac.uk/study/exams)

**Past exam papers**, if available, can be accessed via the [My Study](#) area of UniHub: <https://myunihub.mdx.ac.uk/web/home-community/mystudy>. Ask module leaders about how to access past exams papers where applicable.

If you are concerned about your exams then please contact your seminar tutor or module leader.

## **Marking, Second Marking and Moderation**

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In line with the university regulations section M Code of Assessment Practice minimum requirements, all Programmes shall, at the very least, operate a system of moderation for assessed work. This may vary from programme to programme. All modules for the programme will adopt and implement the same policy. Policy may vary at different levels within the programme. A minimum of 10% of all coursework and examinations should be moderated. All coursework and examinations which are failed work will be second marked. For modules in which the assessment grade is derived from a combination of coursework and examination, specific moderation arrangements to consider all borderline and fail candidates shall be determined by the programme team.

### **Return of Coursework**

**You are expected to keep a copy of all your coursework and it should be kept somewhere safe** (for example on a memory stick). As the marked copy of your work is not normally returned to you it is important you keep a copy so you can understand the feedback you get properly.

**Exam scripts are not returned to any student** however you can obtain feedback on exam performance by contacting your module leader.

## **External Examiners**

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External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting the programme leader.

The appeal and complaints systems exist to allow you to express any concerns you have, including the marks you have been given for your performance.

You can read more about the role of [External Examiners](#) on UniHub: <http://unihub.mdx.ac.uk/your-study/ensuring-quality/external-examiners>

## **Assessment Feedback**

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Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect and to use the feedback as the basis for learning and to improve your work.

**Feedback can take many forms and may be informal.** For example, it may be given and discussed orally in the classroom, or it may be more formal and delivered in written or audio

form from academic staff or fellow students. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and so we provide regular opportunities for **formative assessment**, the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: [mdx.ac.uk/regulations](http://mdx.ac.uk/regulations)

**You will normally be provided with feedback within 15 working days of the published submission date.**

## Your Grades

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Your **module handbooks** will give information on how the marks for different items of summative assessment are combined to give your final grade. Also by looking at the **Grade Criteria** you can understand what standard your work must be to achieve the different grades. The Grade Criteria can be found in Section M of the Regulations [mdx.ac.uk/regulations](http://mdx.ac.uk/regulations)

The University has a 1-20 grading scale, **with grade 1 being the highest grade and 20 the lowest, 16 is the minimum required to achieve a pass** as illustrated in the chart below. However, it is important to note that all the individual components of summative assessment will be marked on the percentages first. Once all the components are graded on the percentages the overall percentages will be converted to the MDX grades.

Grade	Class of Honours Degree
1-4	First
5-8	Upper second (2:1)
9-12	Lower second (2:2)
13-16	Third
17	Fail Compensation not allowed
18	Fail Compensation not allowed
19	Fail Compensation not allowed
20	Fail - Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

**Further administrative grades** are also used to indicate re-assessment, deferrals and academic misconduct etc. The full scale can be found in the Assessment Regulations section in the Your Study area of UniHub: <http://unihub.mdx.ac.uk/study/assess/results>

## Results Confirmation

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At the end of each academic year, module grades are considered and confirmed by an Assessment Board. Following the Board, individual results and your progression status will be released after the point, and will be made available in the My Study area on MyUniHub. <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

If any of your results are provisional they will be labelled as such. Further information on your results and assessment can be found in the University Guide, under the Your Study area of MyUniHub, or by seeking advice from your Progression and Support Team Officer. Further details can also be found in the University regulations.

### Certificate and Diploma Information- details about Institution etc.

When you graduate your final qualification certificate will be issued by Middlesex University and will have details of your qualification and include “in collaboration with ACBT”.

**Your certificate will be sent to ACBT by Middlesex within 2 months of the date your qualification is awarded** (usually the Assessment Board date). Once it has arrived it will then be forwarded to you at the address we hold for you. It is therefore very important that you keep us informed of your address details if they change at any point.

All students are issued with a diploma supplement verified by Middlesex University which will state ACBT as the institution where you studied. Your diploma supplement will include the modules you have taken, grades achieved and state your qualification with the classification and title but additionally it will also contain information on the nature, level, context, content and status of your studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as employers or other higher education providers understand more about your programme in addition to your grades.

## Academic Misconduct

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You should be aware of the University academic misconduct policies and procedures. Taking unfair advantage over other students in assessment is considered a serious offence by the University. Action will be taken against any student who contravenes the regulations through negligence, foolishness or deliberate intent. Academic misconduct is a corrosive force in the academic life of the University; it jeopardises the quality of education and devalues the degrees and qualifications of the University. Academic misconduct takes several forms, in particular:

**Plagiarism** – using extensive unacknowledged quotations from, or direct copying of, another person’s work and presenting it for assessment as if it were your own effort. This includes the use of 3rd party essay writing services.

**Collusion** – working together with other students (without the tutors permission), and presenting similar or identical work for assessment.

**Infringement of Exam Room Rules** – Communication with another candidate, taking notes to your table in the exam room and/or referring to notes during the examination.

**Self-Plagiarism** – including any material which is identical or substantially similar to material that has already been submitted by you for another assessment in the University or elsewhere.

Other examples of academic misconduct and the penalties for proven academic misconduct can be found in section F of the University Regulations at: [http://www.mdx.ac.uk/about-us/policies/university-regulations?\\_ga=1.243882241.527797569.1465207702](http://www.mdx.ac.uk/about-us/policies/university-regulations?_ga=1.243882241.527797569.1465207702)

You should ensure that you are familiar with the examination regulations to know what is expected of you. Details of the examinations can be found here:

<http://unihub.mdx.ac.uk/study/exams/regs/index.aspx>

Support on academic misconduct including plagiarism can be found here:

<http://unihub.mdx.ac.uk/study/academicpractice/index.aspx>

All students are able to appeal against the decisions of assessment board and outcomes of academic misconduct cases. They should be directed to the regulations for appeals which are set out in Section G of the university regulations:

<http://www.mdx.ac.uk/aboutus/strategy/regulations/index.aspx>.

Further information on appeals can be found on UniHub:

<http://unihub.mdx.ac.uk/study/assess/appeals/index.aspx>.

Advice on making an appeal is also given by the Students' Union:

<http://www.mdxsu.com/top-navigation/advice/advice-and-support>.

Information on making a complaint. Students should be directed both to the complaints information on UniHub: <http://unihub.mdx.ac.uk/mdx/feedback/complaint/index.aspx>

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## **Extenuating Circumstances**

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Extenuating Circumstances are personal circumstances which have affected your performance in assessment and are brought to the attention of the Assessment Board when considering your academic performance. For information about how to apply for Extenuating Circumstances please see information available on MyUniHub:

<https://unihub.mdx.ac.uk/your-study/assessment-and-regulations/extenuating-circumstances>

## **Attendance**

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Middlesex University is keen to support all students to help enhance their academic potential. One of the ways we can do this is by monitoring attendance which will allow us to work with you to resolve issues that may prevent you from attending.

Studies have shown that a good attendance record has a positive impact on performance and therefore is an important factor in helping you to fulfil your academic potential. If your attendance is unsatisfactory, we will review your complete record.

If you experience difficulties beyond your control, which prevent you attending, you should notify your tutor who may be able to offer support and guidance. The University Regulations (C2.1) state every student must attend those teaching sessions specified in the regulations governing the module/programme.

## Things You Should Know About Attendance

Your punctuality and attendance are important, not just for you but for your cohort and peers. If you are frequently late or your attendance falls below the required amount specified in your programme handbook your record will be reviewed.

- It is your responsibility to ensure your attendance is recorded and as a professional courtesy you should let your lecturer know if you are going to be, or have been absent.
- If you consistently miss sessions you will be contacted by Neville Ruwanpathirana [Neville.Ruwanpathirana@acbt.lk](mailto:Neville.Ruwanpathirana@acbt.lk) or your tutor.

## Policy on Late Arrival

The individual module handbooks specify whether there is a policy on late arrival. Please read them carefully. Failure to adhere to specific module policies may impair your ability to complete the required elements of the module.

## Personal Evacuation Plans

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If you have specific long or short-term disabilities, it may be that you will require a specific plan to be agreed and in place so that you can evacuate, or be evacuated from campus buildings safely during an emergency. If you think you need to discuss an evacuation plan, please contact your marketing/student counsellor in the first instance. Otherwise, if you are registered as disabled, you should independently be contacted by the college student support services early in the new term to agree an emergency plan. Please contact:

Student Support Services Contact <Nirmani.Jayaweera@acbt.lk>

**APPENDIX A1 : PROGRAMME SPECIFICATION****BSc (Hons) Information Technology and Business Information Systems (Top Up) September 2020**

<b>1. Programme Title</b>	BSc (Hons) Information Technology & Business Information Systems
<b>2. Awarding Institution</b>	Middlesex University
<b>3. Teaching Institution</b>	ACBT
<b>4. Details of Accreditation by professional/statutory/regulatory body</b>	N/A
<b>5. Final Qualification</b>	BSc (Honours) Information Technology & Business Information Systems
<b>6. Year of Validation Year of Amendment</b>	2018/19
<b>7. Language of Study</b>	English
<b>8. Mode of Study</b>	Full Time / Part Time

**9. Criteria for Admission to the Programme**

For entry on to Level 6 of this top-up programme you should have one of the following qualifications:

- 240 credits from a relevant undergraduate degree (including 100 credits at Level 4 and a minimum of 120 credits at Level 5)
- 120 ECTS credits
- FdA and FdSc
- HND
- DipHE

Middlesex University has a flexible and personalised approach to admissions and we accept applications from students with a wide range of qualifications and a combination of qualifications. Please check our general entry requirements page (available at <https://www.mdx.ac.uk/study-with-us/undergraduate/entry-requirements-for-undergraduates>) to see how these points can be achieved from our acceptable level 3 qualifications and the combinations, which are welcomed by Middlesex University, including GCSE requirements.

Applications from mature candidates without formal qualifications are welcomed, provided they can demonstrate appropriate levels of relevant ability and experience. Mature applicants with relevant work experience are welcome to apply for direct entry to the programme. These applicants are required to submit a portfolio of work experience to show evidence of achieving relevant learning outcomes, and these will vary depending on both the programme and level the student is applying for. Evidence should comprise the applicant's own work and may include documents they have written, procedures they have designed, proposals they have drafted, electronic resources, photographs, video etc. or information gathered from others about you such as statements from employers, certificates of in-house courses completed.

Individual applicants may wish to claim certain number of credits against their learning that may have taken place outside education or through training that is not assessed as part of an education system. Typically, these applicants would possess knowledge and skills that may have been acquired at the workplace through practice but may not be supported by formal qualifications. Applicants may also hold academic, vocational or professional qualifications that may be aligned to certain modules of the programme at an appropriate level. Typically, such qualifications are supported by evidence in the form of certification. Each of these cases is considered individually with the scope to assess whether applicants should be allowed in the programme with specific credit that would count towards the end qualification, to an appropriate point of the programme. As each case is treated individually, applicants should seek support from the programme team towards their application with Accreditation of Prior Experiential Learning (APEL) or Accreditation of Prior Certificated Learning (APCL).

International students who have not been taught in the English medium must show evidence of proven ability in English such as IELTS grade 6.0. The University provides pre-sessional English language courses throughout the year for candidates who do not meet the English requirements. University policies supporting students with disabilities apply, as described in the University Regulations. For further information, visit the learning resources web site at: <http://unihub.mdx.ac.uk/support/index.aspx>.

University policies supporting students with disabilities apply, as described in the University Regulations, 'Information for students with disabilities'.

Further guidance may be obtained from the Programme Leader or Director of Programmes.

### 10. Aims of the Programme

The programme is aimed at students who are interested in studying information technology but who also wish to acquire knowledge in the application of IT in business. The programme's aims are underpinned by the following principles; the importance of information in all modern organisations and the strategic value of information systems within a global business context; the pivotal role of information and communication technologies in information systems, and the key role of people in designing, managing and using these systems.

The programme aims to provide students with an understanding of the advantages of aligning information systems with different organisational and business goals, and with various strategic and operational activities. Graduates of the programme will be equipped with the professional and employability skills that will enable them to pursue a successful future career in this field.

### 11. Programme Outcomes\*

#### A. Knowledge and Understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. How businesses work in a global environment; how business processes and functions are supported by information systems, and the roles and responsibilities of people within organisations.
2. The impact of current and emerging information and communication

#### Teaching/Learning Methods

Students gain knowledge and understanding through

- Lectures
- Supervised practical, laboratory work
- Supervised seminars and tutorials
- Guided individual and group research
- Coursework assignments
- Open-ended practical assignments
- Project work
- Formative and summative assessment and feedback on assignments
- Directed reading

<p>technologies on the development and management of information systems.</p> <ol style="list-style-type: none"> <li>3. The alignment of business strategies and information systems strategies; how information systems support decision-making, and their strategic importance for business intelligence.</li> <li>4. The respective capabilities and uses of different information systems across a wide range of organisational and business contexts, and the criteria for evaluating the success of such systems.</li> <li>5. The social, environmental, professional, legal and ethical issues related to the design, management and use of information systems.</li> <li>6. The effects and advantages of strategically aligning business needs and information systems.</li> <li>7. Demonstrate analytical and critical thinking skills in solving business problems and approaching research problems</li> <li>8. Using research skills and appropriate research methodologies successfully, and be able to synthesise and evaluate information from a variety of sources.</li> <li>9. Planing, manage and report on, complex projects related to the development of business information systems.</li> <li>10. Applying theoretical concepts and principles to specific problems in a range of business contexts.</li> </ol>	<p><b>Assessment Methods</b> Students' knowledge and understanding is assessed by</p> <ul style="list-style-type: none"> <li>• Individual and group work during supervised seminars, tutorials and labs</li> <li>• Essays</li> <li>• Reports</li> <li>• Presentations</li> <li>• Documentation</li> <li>• Individual and group coursework assignments</li> <li>• Lab exercises</li> <li>• Case studies</li> <li>• Peer assessment and review</li> </ul>
<p><b>B. Skills</b> On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply a range of technical skills in information management and systems development in various business environments.</li> <li>2. Use appropriate methods, techniques and tools for generating information systems in response to specific business problems, and according to specific needs and requirements.</li> <li>3. Select, use and critically evaluate appropriate methods and techniques at each stage of the system development lifecycle.</li> <li>4. Critically assess the feasibility and risks of business information systems</li> </ol>	<p><b>Teaching/Learning Methods</b> Students learn cognitive skills through</p> <ul style="list-style-type: none"> <li>• Supervised practical work</li> <li>• Critical thinking and problem-solving activities</li> <li>• Practical application of concepts, principles and models to specific case studies and scenarios</li> <li>• Directed reading and seminar discussions</li> <li>• Individual and group coursework assignments</li> <li>• Student presentations</li> <li>• Essays</li> <li>• Supervised Tutorials</li> <li>• Supervised Seminars</li> <li>• Directed and independent research</li> <li>• Lectures</li> <li>• Individual and Group Project work</li> </ul>

<p>development in relation to different domains, organisational needs and project management practices.</p> <ol style="list-style-type: none"> <li>5. Demonstrate professional development and employability skills necessary for the development and deployment of information systems in a business context.</li> <li>6. Communicate effectively in a range of settings, and to different stakeholders, through writing and oral presentations</li> <li>7. Apply mathematical and numeracy skills appropriate to the development and deployment of business information systems.</li> <li>8. Demonstrate appropriate management and team-working skills, including decision-making, participating in projects, working in multi-disciplinary teams and responding to diverse stakeholder requirements.</li> <li>9. Adopt an ethos of independent learning and continuous professional development.</li> </ol>	<p><b>Assessment Methods</b> Students' cognitive skills are assessed by</p> <ul style="list-style-type: none"> <li>• Coursework</li> <li>• Practical laboratory tests</li> <li>• Online quizzes</li> <li>• Modelling of systems</li> <li>• Assessing case studies</li> <li>• Group assignments</li> <li>• Documentation</li> <li>• Essays</li> <li>• Peer assessment and review</li> <li>• Guided research</li> <li>• Individual and group presentations</li> <li>• Lab and seminar Activities</li> <li>• Reports</li> <li>• Project milestones</li> </ul>
<b>12. Programme Structure (levels, modules, credits and progression requirements)</b>	
<b>12. 1 Overall Structure of the Programme</b>	
<p>During the curriculum design of the programme, the aim was to identify certain modules where specific programme learning outcomes are assessed. In addition, a number of programme pillars have been identified offering horizontal frameworks of standard practice, where students' learning becomes the result of synthesis from a range of activities taking place in different modules. The following areas are covered in most, if not all modules of the programme:</p> <ol style="list-style-type: none"> <li>1. Ethical framework (covering ethical issues)</li> <li>2. Professional good practice framework (covering professional issues)</li> <li>3. Individual/Corporate Social Responsibility framework (covering social issues)</li> <li>4. Employability initiatives (focusing on student prospects)</li> <li>5. Entrepreneurship/Innovation initiatives (focusing on start-up/venture ideas)</li> <li>6. Personal Development Plan (focusing on personal/professional development)</li> <li>7. Business awareness (assessing impact of IS on organisations)</li> <li>8. People awareness (assessing impact of IS on humans)</li> <li>9. Technology awareness (assessing impact of IS on new technologies)</li> <li>10. Learning Experience Reflection Exercise (offering continuous feed-forward for key areas including (i) teaching delivery, (ii) learning opportunities, (iii) assessment and feedback, (iv) academic support, (v) organisation and management, (vi) learning resources, (vii) learning community and (viii) student voice.</li> </ol>	

BSc (Hons) Information Technology & Business Information Systems				
Level 6 3rd Year	CST3390 UG Individual Project	CST3310 Strategic Information Systems (Enterprise Project) Management	CST3340 Business Intelligence	CST3180 User Experience (UX) Design

### 12.2 Levels and Modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 6 (3)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: <ul style="list-style-type: none"> <li>• CST3390 – UG Individual Project</li> <li>• CST3310 – Strategic Information Systems (Enterprise Project) Management</li> <li>• CST3340 – Business Intelligence</li> <li>• CST3180 – User Experience (UX) Design</li> </ul>	N/A	Students are expected to achieve 120 credit points at level 6 to complete their programme. This will qualify students for the degree award of BSc (Hons) in Information Technology & Business Information Systems. Students who achieve 90 credit points at Level 6 will qualify for an ordinary degree.

### 12.3 Non-compensatable Modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module Code
6	CST3990

### 13. Curriculum Map

See attached.

### 14. Information about Assessment Regulations

Information on the University's formal assessment regulations, including details of how award classifications are determined, can be found in the University Regulations available online at <http://www.mdx.ac.uk/regulations/>.

Grades are awarded on the standard University scale of 1–20, with Grade 1 being the highest. For additional information on assessment and how learning outcomes are assessed please refer to the individual module narratives for this programme.

### 15. Placement Opportunities, Requirements and Support

Placement options are not available to direct-entry students in their final year. The programme team will make every effort for the students on the programme to attend employability events and gain from the department's employability strategy.

### 16. Future Careers (if applicable)

All programmes in the Faculty of Science and Technology – their curricula and learning outcomes – have been designed with an emphasis on currency and relevance to future employment. Professional development and employability skills are embedded into teaching, learning and assessment at all levels of the programme.

The majority of graduates are employed in IT posts relevant to the subject area.

Over 20% of students pursue further postgraduate study or research.

Employer links with the Faculty are encouraged in the following ways:

- By inviting practitioners from industry as guest speakers in lectures.
- Through links with companies where students are employed as part of their Industrial placement.
- Through links with alumni, both in the UK and overseas.

Graduates are likely to follow career paths in roles such as business intelligence expert, data and information analyst, ICT project manager, business consultant and ICT consultant.

### **17. Particular Support for Learning (if applicable)**

The Faculty's Teaching and Learning Strategy is aligned with that of the University as a whole in seeking to develop learner autonomy and resource-based learning. In particular support of the students' learning experience, the following is provided:

- All new students go through an induction programme, and some have early diagnostic numeric and literacy testing before starting their programme.
- Learning Resources provide workshops and one to one support for those students needing additional support in academic writing, presentation skills and numeracy. Such seminars, workshops and lectures are embedded into specific modules across all levels of the programme.
- Students are allocated a personal email account, and secure networked computer storage for student's University-related files and documents.
- Soft copies of all module handbooks are provided on MyUniHub. Extensive web-based learning materials are provided to support learning in all modules.
- Extensive library facilities are available on and off campus, with e-resources accessible through the MyLibrary page on MyUniHub. Virtual learning is provided via the My Learning pages through MyUniHub. Seminars and workshops by Library and Learning Support staff are embedded into specific modules across all levels of the programme, particularly in support of programme outcomes A9 and B8.
- Students can access advice and support on a wide range of issues from the UniHelp Desk, and specific one-to-one advice and support from the School's Achievement Officers.
- High quality specialist laboratories, equipped with industry standard software and hardware, are provided for formal teaching as well as student self-study.
- Past exam papers with solutions and marking schemes for all modules are available for students in module handbooks and at <http://unihub.mdx.ac.uk>
- Research activities of academic staff feed into the teaching programme, which can provide individual students with ad-hoc opportunities to work with academics on some aspects of their research.

Middlesex University encourages and supports students with disabilities. Some practical aspects of Faculty of Science and Technology programmes may present challenges to students with particular disabilities. You are encouraged to visit our campuses at any time to evaluate facilities and talk in confidence about your needs. If we know your individual needs we'll be able to provide for them more easily. For further information contact the Disability Support Service (email: [disability@mdx.ac.uk](mailto:disability@mdx.ac.uk))

<b>18. JACS code (or other relevant coding system)</b>	I200 (I100)
<b>19. Relevant QAA subject benchmark group(s)</b>	Computing

## 20. Reference Points

The following reference points were used in designing this programme:

- QAA Computing subject benchmark statements, Computing (February, 2016) ([https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-computing-16.pdf?sfvrsn=26e1f781\\_12](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-computing-16.pdf?sfvrsn=26e1f781_12))
- QAA Quality Code for Higher Education (February, 2015) (<https://www.qaa.ac.uk/quality-code/the-existing-uk-quality-code>)
- British Computer Society (BCS) guidelines on course accreditation (May, 2018) (<https://www.bcs.org/category/7066>)
- Standard for Chartered IT Professional (<https://www.bcs.org/upload/pdf/chartered-it-professional-standard.pdf>)
- Skills Framework for the Information Age (SFIA) (<https://www.sfia-online.org/en>)
- Association for Computing Machinery (ACM) and Association for Information Systems (AIS) Curriculum Guidelines for Undergraduate Degree Programs in Information Systems (2010) (<https://www.acm.org/binaries/content/assets/education/curricula-recommendations/is-2010-acm-final.pdf>)
- Association for Computing Machinery (ACM) and Association for Information Systems (AIS) Global Competency Model for Graduate Degree Programs in Information Systems (May, 2017) (<https://www.acm.org/binaries/content/assets/education/msis2016.pdf>)
- Descriptors defining levels in the European Qualifications Framework (EQF) (<https://ec.europa.eu/ploteus/en/content/descriptors-page>)
- European e-Competence Framework (<http://www.ecompetences.eu>)
- Middlesex University Regulations (2018/19) (<https://www.mdx.ac.uk/about-us/policies/university-regulations>)
- Middlesex University Learning and Quality Enhancement Handbook (section 3) (<https://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/lqe-handbook-section-3>)
- Middlesex University Policies (<https://www.mdx.ac.uk/about-us/policies>)
- Middlesex University Public Policy Statements (<https://www.mdx.ac.uk/about-us/policies/public-policy-statements>)

## 21. Other Information

N/A

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

## APPENDIX A2: CURRICULUM MAP FOR BSC (HONS) INFORMATION TECHNOLOGY & BUSINESS INFORMATION SYSTEMS (TOP UP)

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

### Programme Learning Outcomes

Knowledge and understanding	
A1	How businesses work in a global environment; how business processes and functions are supported by information systems, and the roles and responsibilities of people within organisations.
A2	The impact of current and emerging information and communication technologies on the development and management of information systems.
A3	The alignment of business strategies and information systems strategies; how information systems support decision-making, and their strategic importance for business intelligence.
A4	The respective capabilities and uses of different information systems across a wide range of organisational and business contexts, and the criteria for evaluating the success of such systems.
A5	The social, environmental, professional, legal and ethical issues related to the design, management and use of information systems.
A6	The effects and advantages of strategically aligning business needs and information systems.
A7	Demonstrate analytical and critical thinking skills in solving business problems and approaching research problems.
A8	Using research skills and appropriate research methodologies successfully, and be able to synthesise and evaluate information from a variety of sources.
A9	Planning, manage and report on, complex projects related to the development of business information systems.
A10	Applying theoretical concepts and principles to specific problems in a range of business contexts.
Skills	
B1	Apply a range of technical skills in information management and systems development in various business environments.
B2	Use appropriate methods, techniques and tools for generating information systems in response to specific business problems, and according to specific needs and requirements.
B3	Select, use and critically evaluate appropriate methods and techniques at each stage of the system development lifecycle.
B4	Critically assess the feasibility and risks of business information systems development in relation to different domains, organisational needs and project management practices.
B5	Demonstrate professional development and employability skills necessary for the development and deployment of information systems in a business context.
B6	Communicate effectively in a range of settings, and to different stakeholders, through writing and oral presentations.
B7	Apply mathematical and numeracy skills appropriate to the development and deployment of business information systems.
B8	Demonstrate appropriate management and team-working skills, including decision-making, participating in projects, working in multi-disciplinary teams and responding to diverse stakeholder requirements.
B9	Adopt an ethos of independent learning and continuous professional development.

Programme Outcomes																			
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	
Highest level achieved by all graduates																			
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	Module Code by Level	A	A	A	A	A	A	A	A	A	A	B1	B2	B3	B4	B5	B6	B7	B8	B9
		1	2	3	4	5	6	7	8	9	10									
UG Individual Project	CST3390	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Strategic Information Systems (Enterprise Project) Management	CST3310	✓	✓	✓			✓	✓			✓	✓	✓		✓	✓	✓		✓	✓
Business Intelligence	CST3340	✓		✓	✓	✓			✓	✓	✓		✓		✓	✓	✓			✓
User Experience (UX) Design	CST3180		✓		✓			✓		✓	✓	✓	✓	✓		✓	✓	✓		✓

## APPENDIX A3: SUMMATIVE ASSESSMENT SCHEDULE (CORE MODULES ONLY)

Week commencing (date)	Learning week	CST3390 UG Individual Project	CST3310 Strategic Information Systems (Project) Management	CST3340 Business Intelligence	CST3180 User Experience (UX) Design
27/9/2020	Week 1		SOB (F)		
4/10/2020	Week 2		SOB (F)		
11/10/2020	Week 3		SOB (F)		
18/10/2020	Week 4		R (F)		
25/10/2020	Week 5		SOB (F)		
1/11/2020	Week 6	P (S)	SOB (F)		
8/11/2020	Week 7		SOB (F)		
15/11/2020	Week 8		R (F)		R (S)
22/11/2020	Week 9		SOB (F)		
29/11/2020	Week 10		SOB (F)		
6/12/2020	Week 11		R (S)		
13/12/2020	Week 12		OP (S)	R (S)	
Christmas Vacation					
3/1/2021	Week 13		SOB (F)		
10/1/2021	Week 14	R (S)	SOB (F)		
17/1/2021	Week 15		SOB (F)		
24/1/2021	Week 16		R (F)		R (S)
31/1/2021	Week 17		SOB (F)		
7/2/2021	Week 18		SOB (F)		
14/2/2021	Week 19		SOB (F)		
21/2/2021	Week 20		R (F)		
28/2/2021	Week 21		SOB (F)		
7/3/2021	Week 22		SOB (F)		
14/3/2021	Week 23		R (S)		
21/3/2021	Week 24	D (S) / V (S)	OP (S)	R (S)	R (S)

### Key

(S) = Summative

(F) = Formative

OP = Oral Presentation

R = Report

E = Essay

Ex = Exam

V = Viva

D = Dissertation

P = Proposal

## **APPENDIX A4: MODULE NARRATIVES**

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on the My Study area of myUniHub:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

1	<b>Module code:</b>	CST3390
2	<b>Title:</b>	UG Individual Project
3	<b>Credit points:</b>	30
4	<b>Start term:</b>	September 2020
5	<b>Module leader:</b>	Professor Juan Augusto
6	<b>Accredited by:</b>	
7	<b>Module restrictions:</b>	
	(a) Pre-requisite	
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
8	<b>Aims:</b>	<p>This module provides you with the opportunity of choosing and working on a project that reflects your interests and aims and outcomes of your programme. It should constitute a practical problem-solving project relevant to your programme of study. The primary aim of the module is to consolidate and deepen your understanding of material taught on your programme, to exercise professional judgement, to undertake individual research and to conduct an investigation and/or develop a product, process or application relevant to the focus of your programme. It provides you with the opportunity of engaging in significant system development, the typical output of which represents the solution of a problem akin to those that you as a fledgling professional practitioner are likely to encounter in future employment. The module intends that your choice of individual project will provide you with a significant opportunity to reflect on your learning progress and to develop your learning for life-long and career development.</p>
9	<b>Learning outcomes:</b>	<p><b>Knowledge</b> On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply and integrate a range of computer science and engineering, technologies, information systems, theories, research, design and evaluation techniques to the solution of a specific and substantial problem and recognise the professional, legal and ethical issues involved.</li> <li>2. Demonstrate a comprehensive and detailed understanding of professional standards and the life-cycle of the object of your work (product, process or application), and show a critical appreciation of the selection of the tools used in its development.</li> </ol> <p><b>Skills</b> This module will call for the successful student to demonstrate that they can:</p> <ol style="list-style-type: none"> <li>3. Address a complex problem with a spirit of critical enquiry, successfully demonstrating a sophisticated application of information searching, analytical competency, critical evaluation, writing and communication skills to enable effective documentation and communication for the final year project, as well as life-long personal and career development.</li> <li>4. Reflect on the process of learning and personal development.</li> </ol>

	<p>5. Demonstrate creative thinking competencies – the ability to be original or inventive and to apply lateral thinking.</p>
10	<p><b>Syllabus:</b></p> <p>There is no taught syllabus and students are expected to work autonomously. Some timetabled support workshops on the various stages of the project will be provided as necessary throughout the year, on topics such as plagiarism, evaluation and testing, literature review, referencing and citations, dissertation structure and research methodologies.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop a project proposal</li> <li>• Liaise with your supervisor regularly throughout the year</li> <li>• Prepare and submit a system analysis or literature review as appropriate to the proposed project</li> <li>• Complete an ethics approval application if appropriate</li> <li>• Design and develop an artefact</li> <li>• Design and implement a test plan and evaluation</li> <li>• Submit a final report</li> <li>• Give a demonstration of the finished software artefact</li> </ul>
11	<p><b>Learning and teaching strategy:</b></p> <p>Supervisors will confirm the following:</p> <ul style="list-style-type: none"> <li>• Agreed project proposal</li> <li>• Student attended supervisory meetings</li> <li>• Project delivery plan</li> <li>• Suitability for BCS accreditation</li> </ul> <p>Guidelines, including submission deadlines, for each of these components of assessment will be detailed in the module handbook.</p> <p>Coursework 100% (LOs1-4), with the following four deliverable components:</p> <ul style="list-style-type: none"> <li>• Project proposal - 10%</li> <li>• Review/analysis/agreed work chapter - 20%</li> <li>• Final report - 45%</li> <li>• Oral exam/demonstration - 25%</li> </ul> <p>Guidelines, including submission deadlines, for each of these components of assessment will be detailed in the module handbook.</p> <p>Students are expected to produce an artefact. The nature of this artefact will be determined by the programme of study and the supervisor with moderation from the module leader. For example, in programmes where software development plays a significant role, the artefact might be expected to be a piece of software. It might be the evaluation and modelling of a network or a novel visualisation of data. Extended literature reviews are not acceptable as student projects, however, they might form a significant part of some projects where analysis of literature leads to a set of heuristics</p>

	<p>or new ways of modelling data. The project work should not be an extension of student's existing or previous coursework.</p> <p>Attendance at the viva presentation is compulsory.</p>						
12	<p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b> Formative feedback is given in meetings with the supervisor. Students should receive an average of 20 minutes a week supervision. It is the responsibility of the student to send details of any work completed to the supervisor prior to meetings, in order to use the time constructively.</p>						
	<p><b>(b) Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <table border="1"> <tr> <td>Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination	.....%	Unseen examination	.....%	Coursework (no examination)	100%
Seen examination	.....%						
Unseen examination	.....%						
Coursework (no examination)	100%						
13	<p><b>Timetabled examination required</b></p> <p>NO</p>						
14	<p><b>Length of exam</b></p> <p>.....hours</p>						
15	<p><b>Learning materials:</b></p> <p><b>Essential</b> Berndtsson, Mikael (2008) Thesis projects: a guide for students in computer science and information systems. 2nd ed. London: Springer. Available at: <a href="http://ezproxy.mdx.ac.uk/login?url=http://dx.doi.org/10.1007/978-1-84800-009-4">http://ezproxy.mdx.ac.uk/login?url=http://dx.doi.org/10.1007/978-1-84800-009-4</a>.</p> <p><b>Recommended</b> Blaxter, Loraine, Hughes, Christina and Tight, Malcolm (2010) How to research. 4th ed. Maidenhead, England: McGraw-Hill/Open University Press. Available at: <a href="http://ezproxy.mdx.ac.uk/login?url=http://site.ebrary.com/lib/mdx/Doc?id=10441949">http://ezproxy.mdx.ac.uk/login?url=http://site.ebrary.com/lib/mdx/Doc?id=10441949</a>.</p> <p>Computing Library Subject Guide (no date). Available at: <a href="http://libguides.mdx.ac.uk/computing">http://libguides.mdx.ac.uk/computing</a>.</p> <p>Dawson, C. W. (2015) Projects in computing and information systems: a student's guide. 3rd ed. Harlow: Pearson. Available at: <a href="https://myunihub.mdx.ac.uk/">https://myunihub.mdx.ac.uk/</a>.</p> <p>Dawson, Christian W. (2000) The essence of computing projects: a student's guide. Harlow: Prentice Hall.</p> <p>Hughes, Bob and Cotterell, Mike (2009) Software project management. 5th ed. London: McGraw-Hill Higher Education.</p> <p>Weaver, Philip L. (2004) Success in your project: a guide to student system development projects. Upper Saddle River: Prentice Hall. Available at: <a href="http://www.dawsonera.com/depp/athens?url=http://www.dawsonera.com/depp/reader/poted/external/AbstractView/S9781405870955">http://www.dawsonera.com/depp/athens?url=http://www.dawsonera.com/depp/reader/poted/external/AbstractView/S9781405870955</a>.</p>						

1	<b>Module code:</b>	CST3310
2	<b>Title:</b>	Strategic Information Systems (Enterprise Project) Management
3	<b>Credit points:</b>	30
4	<b>Start term:</b>	September 2020
5	<b>Module leader:</b>	Dr George Dafoulas
6	<b>Accredited by:</b>	
7	<b>Module restrictions:</b>	
	(e) Pre-requisite	None
	(f) Programme restrictions	None
	(g) Level restrictions	None
8	(h) Other restrictions or requirements	None
	<b>Aims:</b>	
		<p>This module aims to provide students with the ability to apply key skills in information systems to the business management domain. The module also aims to enable students to obtain important aptitudes towards using information technology solutions such as business intelligence (e.g. data analytics), digital technology solutions (e.g. smart environments) and modern forms of communication (e.g. social networks) to improve business processes.</p> <p>The module enables students to acquire knowledge in a number of topics aligned to the following key areas: (i) information systems and business intelligence (in particular the development, management, application and implementation of information systems and their impact upon organisations, (ii) communications (in particular the comprehension and use of relevant communications for application in business and management, including the use of digital tools) and (iii) digital business (in particular the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models).</p> <p>The cross-discipline nature of the module ensures that students will gain experience in using information systems, while engaging in strategic management activities and following a pattern of work resembling project management practices in controlled environments.</p>
9	<b>Learning outcomes:</b>	
	<b>Knowledge</b>	
	On completion of this module, the successful student will be able to:	
	1. Recognise the role of the strategic management in business environments.	
	2. Understand and critically reflect one the role and value of information in enterprise project management.	
	3. Understand and critically reflect on the role of consensus in effective information management.	
	4. Understand and critically reflect on key aspects of change management in global management information systems.	
	<b>Skills</b>	
	This module will call for the successful student to demonstrate:	
	5. Ability to make informed decisions on the design, development and selection of information systems for improving business operations.	

	<p>6. Ability to present comprehensive plans on how business intelligence solutions can be used for generating significant impact on the way an organisation uses information.</p> <p>7. Ability to provide a synthesis of social network and digital communication solutions to enhance internal and external communication in certain business scenarios.</p> <p>8. Ability to analyse evidence and reflect on findings advocating the importance of using digital technology for strategic management when reshaping business models.</p>
10	<p><b>Syllabus:</b></p> <p>The following areas of study are covered in this module:</p> <ul style="list-style-type: none"> <li>• Strategic management principles</li> <li>• Practices of managing IT projects</li> <li>• Digital business models</li> <li>• The role of Business Intelligence in organisations</li> <li>• The impact of social networks and media in business communication</li> <li>• Agile approach in information systems deployment in business</li> <li>• Applications of digital technologies (e.g. intelligent environments) in business</li> </ul>
11	<p><b>Learning and teaching strategy:</b></p> <p>The teaching comprises weekly lectures and workshops. One-hour lectures will impart knowledge and emphasise important concepts. These will be supported by a two-hour workshop session to develop and reinforce topics through practice. The workshops will involve guided laboratory work, seminar discussion and activity-based learning based on student observable behaviours. A series of controlled experimental studies will give students the chance to investigate how digital technology can be integrated in business models.</p> <p>The module is supported by the Middlesex University online learning environment, myUniHub. As the module is based on a flip-the-classroom approach, students are expected to be prepared for the lecture and workshop sessions by using materials available online. Students will also use social networks and virtual learning environment functions in preparation of a reflective portfolio of practice. Furthermore, students are also expected to undertake self-study in order to enhance their understanding and knowledge of the subject.</p>
12	<p><b>Assessment scheme:</b></p> <p><b>(c) Formative assessment scheme</b></p> <p>The formative assessment consists of a structured set of individual and group activities that must be performed at set periods. The grading of group coursework is facilitated with the use of Student Observable Behaviours (SOBs), which are designed to identify individual students' contribution to group work. Formative feedback will be given in a number of ways including use of data analytics (e.g. own performance pattern), podcasts (e.g. audio recordings on students' points for improvement), written format (e.g. use of assessment rubrics and comments on draft submissions) and video (e.g. mock presentations and practical work in smart spaces laboratory or similar settings). The module will be supported with a team of GAAs during the workshops, coordinated by an AL and the ML.</p>
	<p><b>(d) Summative assessment scheme</b></p> <p>The summative assessment consists of the following components: -</p> <p><u>Element 1: Group report (25%) (LO 1-8)</u></p>

<ul style="list-style-type: none"> <li>• A group report of 3,000 words following a pre-set structure including:             <ul style="list-style-type: none"> <li>❖ Script and notes of an interview conducted with project managers.</li> <li>❖ Reflective discussion on sections corresponding to all topics covered in the syllabus.</li> <li>❖ Appendices including evidence of each member’s contribution and participation in workshop activities.</li> <li>❖ 15% group grade / 10% individual grade</li> </ul> </li> </ul> <p><u>Element 2: Group Presentation (15%)</u>            A group presentation of 10 minutes that is recorded and assessed via (i) a rubric including specific delivery and content criteria, (ii) optical head mounted displays and smart sensor technology for detecting adequate participation from each member and (iii) video recordings for tagging and feedback on delivery. A mock presentation session will be organised prior to the summative assessment.</p> <p><u>Element 3: Pair report (25%) (LO 1-8)</u></p> <ul style="list-style-type: none"> <li>• A pair report of 3,000 words following a pre-set structure including:             <ul style="list-style-type: none"> <li>❖ Script and notes of an interview conducted with project managers.</li> <li>❖ Reflective discussion on sections corresponding to all topics covered in the syllabus.</li> <li>❖ Appendices including evidence of each member’s contribution and participation in workshop activities.</li> <li>❖ 15% group grade / 10% individual grade</li> </ul> </li> </ul> <p><u>Element 4: Pair Presentation (15%) (LO 1-8)</u>            A pair presentation of 10 minutes that is recorded and assessed via (i) a rubric including specific delivery and content criteria, (ii) optical head mounted displays and smart sensor technology for detecting adequate participation from each member and (iii) video recordings for tagging and feedback on delivery. A mock presentation session will be organised prior to the summative assessment.</p> <p><u>Element 5: Individual Portfolio of Practice (20%) (LO 1-8)</u></p> <ul style="list-style-type: none"> <li>• Continuous Student Observable Behaviours (SOBs) including:             <ul style="list-style-type: none"> <li>❖ Interacting in social network activities (group &amp; individual tasks).</li> <li>❖ Conducting project management activities (group tasks).</li> <li>❖ Participating in Agile development simulations (group &amp; individual tasks).</li> <li>❖ Performing intelligent environments activities (group &amp; individual tasks).</li> <li>❖ Performing business intelligence activities (group &amp; individual tasks).</li> </ul> </li> </ul> <p><i>Assessment Schedule</i></p> <ul style="list-style-type: none"> <li>• Week 4 – Group report first draft submission (focus on structure and plan)</li> <li>• Week 5 – Formative feedback</li> <li>• Week 8 – Group report second draft submission (focus on content)</li> <li>• Week 9 – Formative feedback</li> <li>• Week 11 – Group presentations (summative assessment)</li> <li>• Week 12 – Group report submission (summative assessment)</li> <li>• Week 16 – Pair report first draft submission (focus on structure and plan)</li> <li>• Week 17 – Formative feedback</li> <li>• Week 20 – Pair report second draft submission (focus on content)</li> <li>• Week 23 – Formative feedback</li> <li>• Week 23 – Pair presentations (summative assessment)</li> <li>• Week 24 – Pair report submission (summative assessment)</li> <li>• Weeks 1-24 – Individual SOBs</li> </ul>	<p>Seen examination</p>
	0 %

	Unseen examination	0 %
	Coursework (no examination)	100 %
13	<b>Timetabled examination required</b>	NO
14	<b>Length of exam</b>	.....hours
15	<b>Learning materials</b>	<p><b>Essential</b></p> <p>The nature of the module is such that no textbook can be used to cover the multi-disciplinary topics taught. A selection of MIS books is available in the library and weekly guidelines will direct students to specific chapters. A decision for a core text book that will be made available via KorText will be made once the validation event takes place and the module's learning outcomes and syllabus are reviewed and finalised.</p> <p><b>Recommended</b></p> <p>Links to additional relevant material will be provided during the course.</p>

1	<b>Module code:</b>	CST3340
2	<b>Title:</b>	Business Intelligence
3	<b>Credit points:</b>	30
4	<b>Start term:</b>	September 2020
5	<b>Module leader:</b>	Joanna Loveday
6	<b>Accredited by:</b>	
7	<b>Module restrictions:</b>	
	(i) Pre-requisite	None
	(j) Programme restrictions	None
	(k) Level restrictions	None
	(l) Other restrictions or requirements	None
8	<b>Aims:</b>	<p>This module aims to develop an understanding of the techniques and approaches used to capture, store and analyse data generated by organisations for purposes of business intelligence. In a digital age it is important for businesses to make use of data captured about its entities. You will learn about information retrieval, data presentation, pattern recognition techniques and data models that can be used in business intelligence applications. Descriptive data models can be used to gain a better understanding of overall organisation and predictive data models inform the decision making in all aspects of the business.</p>
9	<b>Learning outcomes:</b>	<p><b>Knowledge</b> On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse the data architecture, business processes and the process of establishing data relationship in order to recommend relevant data stores that would assist decision making.</li> <li>2. Critically evaluate different business intelligence concepts and techniques to recommend an appropriate approach for incorporating business intelligence in the business decision making process.</li> <li>3. Critically evaluate current business intelligence tools suitable for data analysis and mining in a range of business application areas</li> <li>4. Demonstrate knowledge and understanding of the professional, legal, social and ethical issues related to the use of business intelligence technologies.</li> </ol> <p><b>Skills</b> This module will call for the successful student to demonstrate:</p> <ol style="list-style-type: none"> <li>5. The ability to apply a variety of architectures and technologies for data collection, integration and storage.</li> <li>6. The ability to identify relevant data intelligence techniques for addressing a variety of business decision problems.</li> <li>7. The ability to apply contemporary business intelligence tools for information retrieval, data presentation, data visualisation and pattern recognition.</li> <li>8. The ability to professionally present results from the business decision-making process, verbally and in writing.</li> </ol>

10	<p><b>Syllabus:</b></p> <p>The following areas of study are covered in this module:</p> <ul style="list-style-type: none"> <li>• Data Warehouse Concepts and Architecture</li> <li>• Multidimensional Data Modelling and Online Analytical Processing (OLAP)</li> <li>• Data integration and Extract, Transform, Load Process (ETL)</li> <li>• Big Data and Alternate Technologies e.g. Hadoop, MapReduce and NoSQL.</li> <li>• Business Intelligence Concepts and Techniques</li> <li>• Data/Information Visualisation</li> <li>• Data Mining Concepts and Algorithms</li> <li>• Selected professional, ethical and legal issues, including GDPR</li> </ul>
11	<p><b>Learning and teaching strategy:</b></p> <p>Weekly contact hours: Lecture = 1 hrs Laboratory = 2 hrs</p> <p>The focus of teaching will be a mixture of lectures and lab-based practical work and discussions. Skills and experience are built up through weekly lab sessions that involve class discussion as well as experimenting with business intelligence and data mining tools. The student will be expected to pursue current issues more deeply through group discussions and through their own independent study.</p> <p>Both types of sessions will be used to provide the students with advice to support them with their self-study for this module.</p>
12	<p><b>Assessment scheme:</b></p> <p><b>(e) Formative assessment scheme</b></p> <p>Knowledge and understanding of business intelligence topics will be assessed by practical exercises and review questions. Formative feedback on these exercises will be given by the tutors.</p> <p>Students will receive formative assessment on all drafts of summative assessments tasks. Students will be expected to submit a draft to the seminar/lab tutor at least one week before the submission deadline.</p>
	<p><b>(f) Summative assessment scheme</b></p> <p>The assessment gives students the opportunity to put into practice some of the theory of the module. The coursework is also designed to reflect students' learning experiences and to assess their engagement in the learning process.</p> <p>The assessment comprises of 2 components:</p> <p>Coursework 1 (40%) will allow students to design a Data strategy for a business scenario. (Outcomes 1, 4, 5, 8)</p> <p>Coursework 2 (60%) will allow students to apply business intelligence technologies to a large-scale business information resource. (Outcomes 2, 3, 4, 6, 7, 8)</p> <p>Each Coursework is made up of 40% group work and 60% individual work. Both will include a presentation to allow students to discuss their findings.</p>

	All components must be passed, in order for an overall pass grade to be achieved in the module.	
	Seen examination	0 %
	Unseen examination	0 %
	Coursework (no examination)	100 %
13	<b>Timetabled examination required</b>	NO
14	<b>Length of exam</b>	.....hours
15	<b>Learning materials</b>	<p><b>Essential</b></p> <p>Ramesh Sharda, Dursun Delen, Efraim Turban, David King (2017) Business Intelligence: A Managerial Approach, Global Edition 4th Edition ISBN13: 9781292220543 ISBN10: 1292220546</p> <p><b>Recommended</b></p> <p>Witten, Ian et al (2016) Data Mining: Practical Machine Learning Tools and Techniques 4<sup>th</sup> Edition Morgan Kaufmann Series in Data Management Systems ISBN: 9780128042915</p> <p>Additional Personal eTextbooks (Kortext) can be accessed from the module area in MyUniHub.</p> <p>Links to additional relevant material will be provided during the course.</p>

<b>1</b>	<b>Module code</b>	<b>CST3180</b>
<b>2</b>	<b>Title</b>	<b>User Experience (UX) Design</b>
<b>3</b>	<b>Credit points</b>	<b>30</b>
<b>4</b>	<b>Start term</b>	<b>September 2020</b>
<b>5</b>	<b>Module Leader</b>	<b>Serengul Smith</b>
<b>6</b>	<b>Accredited by</b>	<b>None</b>
<b>7</b>	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	<b>None</b>
	<b>(b) Programme restriction</b>	<b>None</b>
	<b>(c) Level restrictions</b>	
	<b>(d) Other restrictions or requirements</b>	<b>None</b>
<b>8</b>	<p><b>Aims</b></p> <p>Students of this module will gain understanding of underpinning concepts and practical techniques relevant when considering humans, both in the organisation of design and design processes, and as a way of incorporating a user perspective in the design of products and services. The module also includes analysis of user experience, the characteristics of users and their tasks, and the technical, organisational and physical environment in which products or systems may operate.</p>	
<b>9</b>	<p><b>Learning outcomes</b></p> <p><b>Knowledge</b> On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain key theories and concepts that underpin our understanding of human roles in the design process, both as design participants, and as other stakeholders (e.g. users of designed artefacts).</li> <li>2. Select and use appropriate tools and methods to analyse all aspects of interaction between users and deployed technology.</li> <li>3. Advise on usability (including safety and accessibility) for products and services.</li> <li>4. Plan and perform appropriate evaluation methods and, interpret and present the results of evaluation.</li> </ol> <p><b>Skills</b> On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>5. Select and apply appropriate techniques, methods, and tools to research and understand human stakeholders in design, and deploy the knowledge gained to achieve positive user experiences and construct prototypes.</li> </ol>	
<b>10</b>	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Understanding the user in design</li> <li>• User research</li> <li>• Design and prototyping</li> <li>• User experience analysis</li> <li>• User experience evaluation</li> <li>• Human behaviour, perception and cognition</li> <li>• Refine the design solutions in response to evaluation</li> <li>• Communicate design solutions for implementation</li> </ul>	

11	<b>Learning and Teaching Strategy</b>  A combination of weekly lectures and practical sessions will be used to deliver conceptual material and to allow students to develop practical skills.	
12	<b>Assessment scheme:</b>	
	<p><b>(a)</b></p> <p><b>(b) Formative Assessment Scheme</b></p> <p>Students' knowledge and skills will be assessed across a range of team and individual work and, written work based on practical work undertaken. To achieve this, a formative assessment strategy will be utilised to provide continuous feedback to students on their individual learning and progress. The process of formative assessment will lead to summative assessment, which will have two components.</p> <hr/> <p><b>(c) Summative Assessment Scheme</b></p> <p>For this module, there is a single summative coursework with three phases.</p> <p><b>CW Phase 1:</b> User Research (LO 1, 2 and 4)  <b>CW Phase 2:</b> Design &amp; prototyping (LO 2,3 and 5)  <b>CW Phase 3:</b> Evaluation (LO 3 and 4)</p> <p>Each phase is assessed by a group presentation AND an individually written report. In each written report, the student should identify their group members with an estimate of each contribution. This may be considered in the marking process.</p> <p>Note that each phase builds on the one before, so students who do not complete earlier phases will find it difficult to complete later ones.</p> <p>Formative assessment will be by tutor feedback on assessed components and by tracking progress in class.</p> <p>By coursework (no examination): 100%</p> <ul style="list-style-type: none"> <li>• <b>CW phase 1:</b> User Research – 33.3% of module;</li> <li>• <b>CW phase 2:</b> Design &amp; Prototyping – 33.3% of module;</li> <li>• <b>CW phase 3:</b> Evaluation – 33.3% of module.</li> </ul> <p>For each coursework the group presentation contributes 30% and the individual report contributes 70%.</p>	
	<b>Seen examination</b>	<b>0%</b>
	<b>Unseen examination</b>	<b>0 %</b>
	<b>Coursework (no examination)</b>	<b>100 %</b>
13	<b>Timetabled examination required</b>	<b>NO</b>
14	<b>Length of exam</b>	<b>N/A</b>
15	<b>Learning materials</b>	<b>Essential</b>  Preece, J., Rogers, Y. and Sharp, H. (2015a) Interaction design: beyond human-computer

		<p>interaction. 4th rev. ed. Chichester: Wiley. Available at: <a href="https://myunihub.mdx.ac.uk/">https://myunihub.mdx.ac.uk/</a>.</p> <p><b><i>Recommended</i></b></p> <p>Schaffer, Eric (2004) Institutionalization of usability: a step-by-step guide. Boston: Addison-Wesley.</p>
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