COURSE SPECIFICATION

COURSE TITLE: Associate Bachelor's Degree in Computing

PLEASE NOTE:
This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning, teaching and assessment methods of each module can be found in the module handbooks.

1. AWARDING INSTITUTION/BODY UNIVERSITY OF ULSTER
2. TEACHING INSTITUTION UNIVERSITY OF ULSTER
3. LOCATION Coleraine
4. COURSE ACCREDITED BY The Course will be offered for accreditation to the British Computer Society (BCS) in Summer 2004
5. FINAL AWARD Associate Bachelor's Degree in Computing
6. MODE OF ATTENDANCE Full-Time or Part-Time
7. SPECIALISMS Computing
8. COURSE CODE E127UC (FT) E628UC (PT)
9. QAA SUBJECT UNIT Computing
10. EDUCATIONAL AIMS AND OBJECTIVES OF THE COURSE

- The overall aim of the Associate Bachelor's Degree in Computing is to provide a broad education in computing to a level that prepares graduates for a career in the computing industry or provides a base for a higher academic qualification. In particular, for each student it seeks to:
  - Instil knowledge of the theory and principles underlying modern computing applications.
  - Develop expertise in the application, integration and critical evaluation of a range of computing tools and facilities.
  - Develop an ability to use, compare and critically evaluate a range of formal and informal techniques, theories and methods applied to the development of applications of computing.
  - Instil an understanding of the individual, social, organisational and economic implications of the application of computing.
  - Develop an ability to carry out a programme of supervised work.
  - Develop an ability to communicate effectively.
  - Promote the knowledge and skills required by the computing industry.
  - Stimulate an interest in computing as an academic discipline, with a view to encouraging progression to further degree-level study and beyond.

11. MAIN LEARNING OUTCOMES

The course provides opportunities for students to achieve and demonstrate the following learning outcomes. These draw upon on the Benchmarking Standards for Computing, found at [http://www.cs.ukc.ac.uk/national/QAA/](http://www.cs.ukc.ac.uk/national/QAA/) as indicated within the relevant Learning Outcomes.
A  SUBJECT RELATED QUALITIES

Knowledge and Understanding
The course provides opportunities for students to achieve and demonstrate the following learning.

A1 Knowledge and understanding of concepts, principles, theories and practices that underpin computing as an academic discipline. (QAA Sect. 2.2 Bullet 4)

A2 Knowledge of the tools, practices and methodologies used in the specification, design, implementation and critical evaluation of computer software systems. (QAA Sect. 2.2 Bullet 8)

A3 Knowledge of the methods used in defining and assessing criteria for measuring the extent to which a computer system is appropriate for its current deployment and future evolution. (QAA Sect. 2.2 Bullet 7)

A4 Knowledge and understanding of the underlying technologies that support electronic processing and inter-computer communication. (QAA Sect. 2.2 Bullet 4)

A5 Knowledge and understanding of the principals of generating tests which investigate the functionality of computer systems and evaluating their results. (QAA Sect. 2.2 Bullet 7)

A6 Knowledge of the professional, legal, moral and ethical issues relevant to the computing industry. (QAA Sect. 2.2 Bullet 10)

B  INTELLECTUAL QUALITIES

B1 The ability to apply the concepts, principles, theories and practices underpinning computing as an academic discipline. (QAA Sect. 2.2 Bullet 4)

B2 The ability to understand and analyse problems and to specify, design, implement and evaluate computer software systems for their solution. (QAA Sect. 2.2 Bullet 5 & 11)

B3 The ability to define and assess criteria to measure the appropriateness of a computer system for its current deployment and future evolution, and to interpret the results thereof. (QAA Sect. 2.2 Bullet 7)

B4 The ability to analyse, propose and evaluate alternative computer systems taking into account limitations, constraints, fit-for-purpose, general quality and possible trade-offs within the parameters of the problem. (QAA Sect. 2.2 Bullet 6 & 12)

B5 The ability to synthesise ideas, proposals and designs effectively using rational and reasoned arguments for presentation to a range of audiences. (QAA Sect. 2.2 Bullet 9)

B6 The ability to generate and evaluate the results of tests to investigate the functionality of computer systems. (QAA Sect. 2.2 Bullet 7)

B7 The ability to be guided by the professional, legal, moral and ethical issues relevant to the computing industry. (QAA Sect. 2.2 Bullet 10)
C PROFESSIONAL /PRACTICAL SKILLS

C1 The ability to operate computing equipment effectively, recognising its logical and physical properties, capabilities and limitations. (QAA Sect. 2.2 Bullet 16)

C2 The ability to effectively deploy computers to solve practical problems. (QAA Sect. 2.2 Bullet 14)

C3 The ability to deploy effectively the tools used for the construction and documentation of computer applications. (QAA Sect. 2.2 Bullet 14)

C4 The ability to work effectively individually, under direct supervision and as part of a team. (QAA Sect. 2.2 Bullet 15)

C5 The ability to use an appropriate mix of tools and aids in preparing and presenting reports for a range of audiences, including management, technical, users or the academic community. (QAA Sect. 2.2 Bullet 9)

C6 The ability to assess the implications, risks or safety aspects involved in the operation of computing equipment within a specific context. (QAA Sect. 2.2 Bullet 13)

D TRANSFERABLE/KEY SKILLS

D1 Demonstrate the ability to learn and make use of a range of learning resources. (QAA Sect. 2.2 Bullet 20)

D2 Demonstrate effective information-retrieval skills. (QAA Sect. 2.2 Bullet 17)

D3 Demonstrate the ability to manage one’s own learning and development including time management and organisational skills. (QAA Sect. 2.2 Bullet 20)

D4 Demonstrate the ability to communicate effectively using various media and for a variety of audiences. (QAA Sect. 2.2 Bullet 9)

D5 Demonstrate appropriate numeracy skills in understanding and presenting cases involving a quantitative dimension. (QAA Sect. 2.2 Bullet 18)

D6 Demonstrate effective use of general Information Technology facilities. (QAA Sect. 2.2 Bullet 19)

D7 Demonstrate an appreciation of the need to continue professional development in recognition of the requirement for Life Long Learning. (QAA Sect. 2.2 Bullet 21)

Business Options Only

A7 Knowledge of the key concepts and ideas of organisational behaviour and of the principal financial accounting statements that support the organisation;

B8 The ability to apply knowledge of the concepts and ideas of organisational behaviour and financial practices to business practice within a changing environment
This matrix summarises the **MAIN** measurable outcomes. There may be other outcomes detailed in the module descriptions (e.g. attitudes and behaviours) which are not assessed.
12. COURSE STRUCTURE AND REQUIREMENTS FOR THE AWARD

In **full-time mode** the course is of two years duration. There are six 20-point (Level 1) modules in year I, with five 20-point (Level 2) modules and two 10-point (Level 2) modules in year II. In each of semesters I and II of year I, students may choose between either one specified computing module or an alternative business module.

In **part-time mode** the course is of 3 or 4 years duration. Students take the same selection of modules as the full-time mode, they may take 30 units of credit in semesters 1 and 2 for four years or take 30 units of credit in semesters 1 and 2 and 20 units in semester 3 for three years. The two business options are available in year 2 of the course.

In both **part-time and full-time modes**, students intending to progress to the BSc (Hons) Computing degree must take both computing options. Students intending to progress to the BA (Hons) Business Studies with Computing must take both business option modules. Only Level 2 modules contribute to the classification of the final award. The relevant details of the modules are shown in the following tables.

### FULL-TIME STRUCTURE - Year 1

<table>
<thead>
<tr>
<th>Sem</th>
<th>Module Name</th>
<th>Level</th>
<th>Credit</th>
<th>Contribution to Award</th>
<th>Core or Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computing Applications</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>Core</td>
</tr>
<tr>
<td>1</td>
<td>Programming in Java I</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>Core</td>
</tr>
<tr>
<td>1</td>
<td>Computer Technology or Business Organisation</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>Option</td>
</tr>
<tr>
<td>1</td>
<td>Database and Visual Programming</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>Option</td>
</tr>
<tr>
<td>2</td>
<td>Programming in Java II</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>Core</td>
</tr>
<tr>
<td>2</td>
<td>Computing Foundations or</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>Option</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Accounting</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>Option</td>
</tr>
</tbody>
</table>

### FULL-TIME STRUCTURE - Year 2

<table>
<thead>
<tr>
<th>Sem</th>
<th>Module Name</th>
<th>Level</th>
<th>Credit</th>
<th>Contribution to Award</th>
<th>Core or Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Networks</td>
<td>2</td>
<td>20</td>
<td>1/6</td>
<td>Core</td>
</tr>
<tr>
<td>1</td>
<td>Information Systems</td>
<td>2</td>
<td>20</td>
<td>1/6</td>
<td>Core</td>
</tr>
<tr>
<td>1</td>
<td>Programming in Java III</td>
<td>2</td>
<td>20</td>
<td>1/6</td>
<td>Core</td>
</tr>
<tr>
<td>2</td>
<td>Systems Applications</td>
<td>2</td>
<td>20</td>
<td>1/6</td>
<td>Core</td>
</tr>
<tr>
<td>2</td>
<td>Prof. Issues &amp; Entrepreneurship</td>
<td>2</td>
<td>10</td>
<td>1/12</td>
<td>Core</td>
</tr>
<tr>
<td>2</td>
<td>Internet Applications</td>
<td>2</td>
<td>10</td>
<td>1/12</td>
<td>Core</td>
</tr>
<tr>
<td>2</td>
<td>Project</td>
<td>2</td>
<td>20</td>
<td>1/6</td>
<td>Core</td>
</tr>
</tbody>
</table>
13. SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in several ways:

- A series of phased Induction sessions provide timely advice on the key aspects of the course provision.
- A Faculty Student Handbook provides a guide to life as a student within the Faculty of Engineering.
- A Course Student Handbook provides all the necessary information about the course.
- Module Handbooks describe the content of each module delivered in a particular year.
- An Adviser of Studies is allocated to each student. Advisers of Studies are members of staff with the responsibility of assisting students in their personal and career development.
- A centralised Counselling Service is available to students who have problems with non-academic aspects of student life.
- A centralised Careers Service is available to help students determine their future career and support their applications for employment.
- A centralised Accommodation Service that helps new and existing students explore the range of accommodation options available.
- Other general University and Faculty services.

14. CRITERIA FOR ADMISSION TO THE COURSE

Applicants must satisfy the University's general entry requirements and requirements specific to the Course:

- A minimum of 140 UCAS Tariff points is required for entry to the Course.
- Also, students must hold at least five GCSE passes (or equivalent) at grade C or above. These must include passes in English and Mathematics.
- Entry to the course may be through one of many routes, such as A-levels (including AS-levels and Vocational A-levels), Irish Leaving Certificate, National Certificate, National Diploma or Baccalaureate. Applications from mature students with lesser qualifications will also be considered.
- Advanced standing in the course may be achieved on the basis of appropriate performance in a related, designated course or other experiential learning (APEL). Evidence of such performance will be required.
15. EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF LEARNING AND TEACHING

Mechanisms for review and evaluation of teaching, learning, assessment, and the curriculum and outcome standards include:

- The Course Committee. This committee oversees all changes to the Course and has overall responsibility for its design and effective delivery.

- The Staff-Student Consultative Committee. Class representatives are appointed for each year of the course. They are expected to bring forward any issues raised by the student group they represent.

- Students Questionnaires. A teaching questionnaire is completed for each member of teaching staff each year to help identify strengths and weaknesses in their performance. The University administers this evaluation and the results are discussed with the Head of School.

- Module Evaluation. In addition, each member of the teaching staff must also take responsibility for evaluating the content and delivery of each module they present. The evaluation is informed by student feedback, and the evaluations are reviewed by the Course Committee.

- Peer Observation. Each year, each member of teaching staff is expected to have at least one of their lectures observed by a colleague who provides informal feedback on performance.

- Annual Subject Monitoring. Each year, all courses within the Faculty are reviewed to ensure their effectiveness and identify opportunities for improvement.

16. REGULATION OF STANDARDS

Assessment rules

The pass mark for each module and component is 40%. The final classification is based on performance in the Level 2 modules:

| Pass with Commendation | 60% | Pass | 40% |

For the award of Pass with Commendation, a module mark of at least 60% must have been achieved in modules which constitute at least 50% of the credit points contributing to the final result.

Role of the External Examiner

An External Examiner is appointed by the University Council on the recommendation of Senate, after consideration of nominations from the Faculty Teaching & Learning Committee. The full duties of an External Examiner are set out in the University's Code of Practice. They include:

- Approval and moderation of exam papers.

- Consideration and revision of the standard of marking.

- Submitting to the Pro-Vice-Chancellor a report on standards of the Course.
17. INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING

The Faculty of Engineering was given a 'satisfactory' rating by the QAA for its provision of Computing Science Teaching at the last subject review (1994).

The Faculty was given a rating of 4 in Computer Science (Unit 25) in the 2001 Research Assessment Exercise. This was an improvement from 3a in the 1996 review.
AB DEGREE IN COMPUTING

Year I

There is an exciting balance of activity in the first year of the course. During this period the appropriate groundwork is laid for some of the more challenging and in-depth treatment of the material that follows.

Programming skills are introduced and developed in two modules using the Java programming language. Information handling using databases is introduced, and the skills needed using software packages, computer hardware and mathematics are practised.

Students may choose to study two business modules.

Year I Semester I Modules

Computing Applications

This module seeks to provide students with knowledge of, and practical skills in the professional use of word processing, spreadsheet and presentation packages relevant in modern organisations. It also provides an understanding of how the Web can be used both as a resource of information and as a platform for publishing information. Many of the associated social, legislative personal and professional implications of the use of computers will also be considered.

Programming in Java I

This module introduces programming to students who are assumed to have no previous programming experience. It concentrates on the techniques and knowledge necessary for students to design and write simple programs. An integral part of the approach is to encourage the acquisition of skills in code development and presentation that will make the writing, reading, correcting and maintenance of programs a more rewarding experience.

Computer Technology

This module introduces students to the basic hardware components from which a computer system is constructed and the organisation of these components. The components of the computer system that are involved in the execution of a software program will be discussed. The students will also gain an appreciation of the evolution of computer systems.
Business Organisation

This module introduces students to key areas of organisational behaviour and management. It provides students with a framework for understanding and analysing organisations and the role of management in an organisational setting.

Year I Semester II Modules

Database Systems

This module studies the design, construction and use of computerised databases. Both theory and practice are covered. It studies the basics of visual programming and the use of visual programming to access databases.

Programming in Java II

This module introduces object-oriented techniques and the Java constructs that support them. Significant emphasis is placed on the students knowing the key object-oriented concepts of classes, objects, class hierarchies etc. and gaining practical experience in their use.

Computing Foundations

This module introduces topics in discrete mathematics commonly encountered in computer science. It covers discrete structures, algorithms and complexity, and computational science. A variety of mathematical structures are introduced and their notation, properties, and uses discussed. The analytic skills and conceptual thinking required for sound performance in areas such as computer programming, software specification, and systems design are developed through examples and practical applications of programming.

Introduction to Accounting

The aim of the module is to provide students with an introduction to the basic techniques and principal ideas of Financial Accounting.

Year II

In the second year the skills necessary for employment or further study are developed. Programming and information handling skills are brought up to a professional level. System software, networking and internet applications are studied.

A major part of the second semester is the project, which allows students to demonstrate their skills with a substantial piece of work.
Year II Semester I Modules

Computer Networks
It is important that students have an understanding of how computers communicate, both in general, and when used in local and wide area networks. This module aims to provide the students with an understanding of the theory of data communications and networks, which will be underpinned through a series of hardware experiments culminating in the implementation of a physical communications system.

Programming in Java III
This module continues to extend knowledge and practice of programming, building on previous programming modules. While much of the emphasis is devoted to development of code based on the use of GUIs, this is supported by the relevant underpinning knowledge of programming techniques that support these. At all times the need to develop, document and test code according to acceptable professional standards is emphasised.

Information Systems
This module examines the process used to develop effective information systems. The approach takes account of the organisational environment in which the systems are to be used. Particular emphasis is given to systems analysis and project management.

Systems Applications
This module gives students a detailed introduction to the functions and design options of modern operating systems and systems software. Particular emphasis is given to the issue of concurrency, and to the design and implementation of language processing software. Students will have the opportunity to develop and consolidate their software development skills, and to gain experience of using the Unix operating system.

Professional Issues & Entrepreneurship
The module deals with issues relating to the professional work context and seeks to give some insight into how the student might be expected to deal with these issues. Such issues include the responsibilities and obligations of employees to their employer/client, and those of employers and clients to their employees, as determined in contracts of employment, codes of practice and company policies and rules. Students will also have the opportunity to practice their presentation techniques.

In the computing profession, legal issues such as those dealing with copyright and defamation will be particularly important, so the module will assist students in keeping within the law in their work. In addition, any ‘information worker’ should be aware of certain moral issues concerning information presented to the public, and the module will
examine situations where there may be a possible conflict of interest between their responsibilities to different parties who have an interest in the products of their work

**Internet Applications**

The design and maintenance of World Wide Web sites has become one of the major growth areas in Informatics in recent years, with most large organisations now boasting at least some presence on the Web. This module provides students with the skills required to create and manage web-based applications, for both Internet and Intranet.

**Project**

In this module students, under the supervision of a member of staff, undertake an individual computing project using appropriate computer science and/or software engineering techniques. The project will build on knowledge and skills acquired previously on the course and will provide opportunity for the attainment of new knowledge and skills. The final deliverable is in the form of a written report, and the student will also be expected to give an oral presentation about their project and a demonstration of the implemented solution.
Course Regulations
UNIVERSITY OF ULSTER

1. COURSE TITLE and CODE
   Associate Bachelor's (AB) Degree in Computing [code to be decided]

2. MODE OF ATTENDANCE
   Full-Time & Part-Time

3. DURATION
   Full-Time: Normally 2 years (4 semesters of study)
   Part-Time: Normally 3 years (9 semesters of study)

4. LOCATION
   Coleraine.

5. FACULTY
   Engineering.

6. ADMISSION REQUIREMENTS
   6.1 Applicants must:
       (a) Satisfy the minimum General Entry requirements
       (b) Have a minimum 140 UCAS Tariff points.
       (c) Have attained passes in 5 different subjects, of which one should be
           GCE 'A' level and 3 GCSE level (grades A, B or C) or alternative
           approved qualifications. These must include passes in English and
           Mathematics. No subject may be counted at more than one level except
           in the case of the Intermediate GNVQ and Advanced GNVQ/Vocational
           A level. For the purpose of fulfilling the General Entry Requirements, 2
           Advanced Subsidiary (AS) level subjects are regarded as the equivalent
           of 1 GCE A level.

   6.2 Applicants of 21 years of age or over (or in exceptional circumstances, of less
       than 21) at the date of entry may be admitted even if they have not satisfied
       the requirements, provided they can demonstrate an ability to undertake the
       course.
7. EXEMPTIONS

7.1 Studies pursued and examinations passed in respect of other qualifications awarded by the University or by another university or other educational institution, as exempting candidates from part of an approved course provided that candidates shall register as students of the University for modules amounting to at least the final third of the credit value of the award at the highest level and meet such other conditions as shall be specified in course regulations. For candidates registered on approved courses at recognised institutions, the same regulation shall apply in respect of the institution.

8. ATTENDANCE REQUIREMENTS

8.1 Students are expected to attend all classes associated with the course and be punctual and regular in attendance.

8.2 A student who has not been in attendance for more than three days through illness or other cause must notify immediately the Course Director. The student shall state the reasons for the absence and whether it is likely to be prolonged. Where the absence is for a period of more than five working days, and is caused by illness which may affect their studies, the student shall provide appropriate medical certification in accordance with the General Regulations for Students.

8.3 Students who are absent without good cause for a substantial proportion of classes may be required to discontinue studies, in accordance with the General Regulations for Students.

9. RULES GOVERNING STUDENT CHOICE

9.1 Modules are offered as indicated in the attached table. Revisions may be made in accordance with the University's quality assurance procedures. Module availability may vary.

10. EXAMINATION AND ASSESSMENT

10.1 The performance of candidates shall be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Courses of Study.

10.2 Candidates shall be assessed in the modules for which they have enrolled in each year of study. At the discretion of the Board of Examiners candidates may be required to attend a viva voce examination.

10.3 Within each module candidates shall be assessed by coursework, or a combination of written examination and coursework in accordance with the attached table.

10.4 The pass mark shall be 40% for each assessment element and for the module overall.
11. **SUBMISSION OF COURSEWORK**

11.1 Coursework must be submitted by the dates specified by the Course Committee.

11.2 Students may seek prior consent from the Course Committee to submit coursework after the official deadline; such requests must be accompanied by a satisfactory explanation, accompanied in the case of illness by a medical certificate. This application shall be made to the Course Director.

11.3 Coursework submitted without consent after the deadline shall not normally be accepted.

12. **PROGRESS**

12.1 Subject to 13 and 14 hereof, candidates are required to pass all modules in each year of study in order to proceed to the next. Progress from semester 1 to semester 2 is automatic.

12.2 For students entering before 2004:

   Students who graduate with a good degree may apply to join a BSc (Hons) Computing Course at Coleraine or an equivalent course in the Faculty of Engineering at Jordanstown or Magee. Subject to performance, entry to any of these courses will require two years of further study: a bridging year, including taught and placement elements, followed by the standard final year of the honours course.

   For students entering in 2004:

   Students who graduate from the AB in Computing may enter the Honours Degree in Computing at Coleraine at the start of the second year. This would require a further three years of study including a placement year.

12.3 Students who elect to take both of the business modules offered on the AB Degree Course, may apply for entry to the second year of the BA (Hons) Business Studies with Computing Course, run in the Faculty of Business and Management at Coleraine.
13. CONDONEMENT

13.1 Condonement permits candidates to fail in modules without a requirement to repeat assessment. Failure in assessment elements of modules or in the modules overall as specified below and in the table shall not be condoned:

The Project Module may not be condoned.

In considering performance in an academic year, subject to this proviso, the Board of Examiners shall condone failure in modules in accordance with the following principles:

13.2 Minimum Mark

The minimum percentage which must be obtained by a candidate in each assessment element (coursework or examination) in order to be considered for condonement of failure is 35%.

13.3 Extent of Condonement

13.3.1 In any year other than the final year, candidates may be permitted to fail in module(s) to a value of no more than one-third of the credit value of modules studied;

Candidates who are repeating an entire year may be permitted to fail in module(s) to a value of one-sixth of the credit value of modules studied.

13.3.2 In the final year, candidates may be permitted to fail in module(s) to a value of no more than one-sixth of the credit value of modules studied.

13.4 Application

13.4.1 In modules which are assessed by coursework or written examination only, failure may be condoned provided that there is evidence of sufficient merit in the other modules taken in the year, demonstrated by an overall mark of at least 45% (with each module weighted according to its credit value);

13.4.2 In modules which are assessed by a combination of coursework and written examination, failure in one element may be condoned provided that there is evidence of sufficient merit in the other element demonstrated by an overall mark of at least 45% in the module (with the application of equal weighting between the two elements). If this evidence is insufficient, an overall mark of 45% in the year may be accepted (with each module weighted according to its credit value);

13.4.3 In modules which are assessed by a combination of coursework and written examination, failure in both elements may be condoned provided that there is evidence of sufficient merit in the other modules taken in the year, demonstrated by an overall mark of at least 45% (with each module weighted according to its credit value).
13.5 **Repeated Assessments**

For the purpose of applying condonement only, the actual mark achieved shall be considered and the maximum mark allowed (40%) shall be disregarded.

14. **CONSEQUENCES OF FAILURE**

14.1 Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to re-present themselves as specified in 14.2 for one or more supplementary examination and repeat such coursework or other assessment requirements as shall be prescribed by the Board. Such candidates may be exempted at the discretion of the Board from the normal attendance requirements. Where candidates are required to repeat coursework or to take a supplementary examination the original mark in the failed coursework component or examination shall be replaced by a mark of 40% or the repeat mark whichever is the lower for the purpose of calculating the module result.

14.2 In each year, other than the final year, the consequences of failure, which is not condoned in accordance with 13 above, shall normally be as follows:

**Failure at the First Attempt**

<table>
<thead>
<tr>
<th>Failure Description</th>
<th>Repeat specified examinations and/or coursework in the failed modules (examinations August)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure in modules with an overall value of up to and including 60 credit points</td>
<td></td>
</tr>
<tr>
<td>Failure in modules with an overall value of 70 or 80 credit points</td>
<td>Repeat specified examinations and/or coursework in the failed first semester module(s) (examinations January) and of specified examinations and/or coursework in the second semester modules (examinations May) with or without attendance OR withdraw from the course or discontinue studies at the University of Ulster.</td>
</tr>
<tr>
<td>Failure in modules with an overall value of more than 80 credit points</td>
<td>Withdraw from the course or discontinue studies at the University of Ulster.</td>
</tr>
</tbody>
</table>
Failure at the Second Attempt

Failure in modules with an overall value up to and including 20 credit points Provided that the module(s) are not prerequisite(s), proceed to next year and repeat once only specified examination(s) and/or coursework in the failed module(s) at the next examination period (January or May).

Failure in modules with an overall value up to and including 40 credit points (except as above) Repeat once only specified examination(s) and/or coursework in the failed module(s) at the next examination period (January or May or August if semester already repeated) with or without attendance (progress to next year not permitted).

Failure in modules with an overall value of more than 40 credit points Withdraw from the course or discontinue studies at the University of Ulster.

14.3 Failure in the Final Year

In the final year the consequences of failure which is not condoned in accordance with section 14 above, shall normally be as follows:

Failure in modules with an overall value up to and including 40 credit points Repeat specified examination(s) and/or coursework in the failed module(s) (one attempt only) (examinations August).

Failure in modules with an overall value of more than 40 credit points Withdraw from the course of discontinue studies at the University of Ulster.
15.  **CLASSIFICATION OF FINAL RESULT**

15.1 The attached table indicates the contribution of each module/level to the final award.

15.2 **Classification of Final Result**

The overall result of candidates shall be based on their performance in Level 2 modules only.

The following shall be the minimum percentages normally acceptable in determining the overall gradings of candidates for the Associate Bachelor's Degree:

- Pass with Commendation 60%
- Pass 40%

The Board of Examiners may award a pass with Commendation to a candidate who achieves an overall mark of at least 60%, provided that a module mark of at least 60% has been achieved in modules which constitute at least 50% of the credit points contributing to the final result.

16. **ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES**

16.1 **In any year other than Final Year**

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment during the course, or whose results are substantially affected by illness or other sufficient cause, permit the candidates to complete, take, or repeat the assessment in one or more modules at an approved subsequent date.

16.2 **Final Year**

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the final stage assessment or whose results are substantially affected by illness or other sufficient cause:

(a) permit the candidate to complete, take, or repeat the assessment in one or more modules at an approved subsequent date; or

(b) deem the candidate to have passed and recommend the award of an Aegrotat Associate Bachelor's degree.

17. **REVISIONS TO REGULATIONS**

These regulations may be revised during the student’s period of registration in accordance with the procedures approved by Senate.
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The above structures are provisional and the timing of individual modules may change (demand for modules, Business & Management commitments etc)
COURSE MANAGEMENT

Dr Chris Stretch
Course Director

Informatics Staff

Course Committee members are as follows. Details may be found in the School Directory.

Professor Dave Bustard
Mrs Janet Allison     Dr Michaela Black     Dr Darryl Charles
Dr Norman Creaney    Dr Charlie He        Mr Ray Hickey
Dr Xin Hong         Dr Moira McAlister    Mr Martin McKinney
Dr Michael McNeill   Dr David McSherry    Dr Adrian Moore
Dr Philip Morrow     Mr Jim Paul          Dr Bryan Scotney
Mr Gerald Shannon    Dr Chris Stretch     Dr Karl Stringer
Dr Marek Szularz    Mr Chris McLean      Miss S Rasaratnam

Any new members of staff appointed during the academic year

✓ Day to day management and administration of the course is the responsibility of the Course Director.
✓ All major decisions in the running of the Course are taken at Course Committee meetings.

Course Committee

The Course Committee is a committee formed by those members of academic staff who have teaching responsibilities on the Course as well as the nominated studies advisors and associated Project Supervisors. This committee oversees all changes to the Course and has overall responsibility for its design and effective delivery. The Course Director is the Chairman of the Course Committee.

While not strictly management, the Staff-Student Consultative Committee assists in informing the Course Committee. Class representatives are elected for each year of the
course and these representatives are expected to bring forward any issues raised by the student group they represent.

The Course Committee reports to the Faculty’s Teaching and Learning Committee, which in turn reports to the Faculty of Engineering Board. This is the normal route for all of the Faculty’s Course Committee meeting minutes.

An External Examiner will be appointed by the University Council on the recommendation of Senate, after consideration of nominations from the Faculty Teaching and Learning Committee to oversee and monitor standards etc. on the Course.

Student progression is the responsibility of the Board of Examiners. The Board of Examiners is essentially a committee formed by the Course Committee plus the External Examiner(s).

Staff Student Consultative Committee

Part of the Course Committee meetings is devoted exclusively to the consideration of general student problems associated with the Programme. This is the Staff-Student Consultative Committee and two or three elected students from each year of the Programme are invited to participate as Class Representatives. These elected representatives are invited to express the views of their peers in relation to the organisation and delivery of the Programme. Common issues addressed include:

✓ Resourcing - laboratory, library and other learning resources;
✓ Comments on the delivery, assessment etc. of each module;
✓ Student Workloads and synchronisation of activities;
✓ General Feedback to staff;
✓ Other general programme-related matters
The Staff-Student Consultative Committee is a formal forum for students to express their opinions. It is the Faculty's and the Course Committee’s policy is to encourage the early identification of problems and to bring these to the attention of relevant staff as soon as possible.

Assessment

Criteria for assessing and grading course work

These are specific to each module and will be provided when each assignment is issued.

Assessment methods used may include:

- Formal timed limited, unseen examination papers.
- Open book class tests
- Group projects
- Individual projects
- Written reports
- Presentations

Course specific resources

Computer equipment is not available for loan or hire from the Faculty.

CD-ROMs containing the appropriate legal software that the Faculty is able to make available to students for personal use within the programme are made available for purchase in the Student Union shop. These are updated on a Semester by Semester basis. Their availability will be announced on the Faculty notice-boards and (where appropriate) via e-mail or other means of communication.

Individual module co-ordinators will advise on any key texts that must be purchased for each module. They will also indicate any supporting texts, material etc. that would be useful for their module. Copies of all recommended texts are available from the library (with different degrees of loan time) although it may be possible to acquire such texts from other students. They may also be purchased from the bookshop. The Students Union also has a provision for second-hand book purchases. A word of caution - within this rapidly developing discipline, books are frequently updated and revised as new techniques, technologies and software emerge. Consequently you should ensure before purchasing a second-hand book that you are receiving either the most current version of the text or a version that still has appropriate currency.

Where appropriate, students are expected to provide their own media for the submission of work e.g. paper, floppy-disk, CD-ROM etc.

Printing facilities are available in D052 and are operated by purchasing a card from the machine (also in D052). More complete details on the operation of the printing utility will be provided on the noticeboards and in class.