



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 7 (Integrated Master's)

SCHOOL OF APPLIED COMPUTING

FACULTY OF ARCHITECTURE, COMPUTING AND ENGINEERING

2018-2019

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INTRODUCTION

This Module Directory includes all the modules for Level 7 Integrated Master's within the School of Applied Computing in the academic year 2018-2019.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Insert modules here – to be drawn from Swansea Modules Repository or the QAIMODULES repository

MODULE CODE: ACCA7007
TITLE: Agile Software Development
DATED: 22/08/2018

LEVEL: 7
CREDITS: 20

JACS CODE: I320

AIM(S)

- To provide student with a systematic theoretical and practical understanding of agile software development, including the underlying concepts, methods and supporting tools.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

1. Show a mastery of contemporary agile software development methods, tools and techniques in the development of a software artefact.
2. Critically evaluate selected agile methods, tools and techniques and their deployment.

INDICATIVE CONTENT

- Requirements Analysis
- Object Orientated Analysis and Design
- UML
- Iterative / incremental development methods
 - Unified Process (UP), Agile Methodologies (XP, Scrum etc.)
- Design patterns e.g. Client Server, Subscriber, Proxy, GRASP, GoF patterns etc.
- Distributed development and tools
 - Source Code Management (CVS, Git, etc.)
- Test driven development
 - Object Doubles (inc. Mock objects, Stubs, Fakes and Dummies) and tools
 - GUI Testing (e.g. Twist, SilkTest, Robot Framework etc.)
 - Continuous integration (Gradle, Jenkins, Hudson etc.)
 - a. Automated build tools (Ant, Maven, etc.)
 - b. Automated testing tools (JUnit, CppUnit, xUnit etc.)
- Continuous deployment

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
In-class test	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	ACCA7007	
Module Title	Agile Software Development	
Classification	Reading List entry	Electronic*
Essential	Freeman, S. and Pryce, N. (2009) <i>Growing Object-Orientated Software Guided by Tests</i> , Boston: Addison-Wesley	☐
Further	Humble, J. and Farley, D. (2010) <i>Continuous Delivery: Reliable Software Releases through Build Test and Development Automation</i> , Boston: Addison-Wesley	☐
Further	Loeliger, J. and McCullough, M. (2012) <i>Version Control with Git: Powerful Tools and Techniques for Collaborative Software Development</i> , Sebastopol: O'Reilly	☐
Further	Stephens, M. and Rosenberg, D. (2010) <i>Design Driven Testing: Test Smarter, Not Harder</i> , New York: Apress	☐
Further	Smart, J. F. (2011) <i>Jenkins: The Definitive Guide</i> , Sebastopol: O'Reilly	☐

Further	Wazlawick, R. S. (2014) <i>Object-Oriented Analysis and Design for Information Systems: Modeling with UML, OCL and IFML</i> , Burlington, Mass: Morgan Kaufmann	☐
Further	Rosenberg, D. and Stephens, M. (2013) <i>Use Case Driven Object Modeling with UML Theory and Practice</i> , New York: Apress	☐
Further	Jorgensen, P. C. (2013) <i>Software Testing: A Craftsman's Approach, 4th Edition</i> , Boca Raton: Auerbach	☐
Further	IEEE Transactions on Software Engineering	☐
Further	Software Engineering Journal	☐
Further	ACM Transactions on Software Engineering and Methodology	☐
Further	IEEE Software, Software Practice and Experience	☐
Further	Journal of Software Maintenance	☐
Further	http://www.agilealliance.org/	☐
Further	http://jenkins-ci.org/	☐
Further	https://www.ieee.org/	☐

MODULE CODE: ACCA7008
TITLE: Advanced Artificial Intelligence & Machine Learning
DATED: 22/08/2018

LEVEL: 7
CREDITS: 20

JACS CODE: I320

AIM(S)

To develop the student's ability to apply suitable artificial intelligence principles, methods and techniques.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

1. Demonstrate and critically apply and justify the application of a range of AI methods and techniques to enhance, for example, the realism of visual effects, the quality of computer game experience and the effectiveness of software applications.
2. Systematically evaluate the validity of the methods and techniques employed with respect to their suitability and effectiveness.

INDICATIVE CONTENT

- Definition and review of Artificial Intelligence, General History, Computer Games AI and AI in VFX.
- Trigger systems, terrain analysis, obstacle evasion, movement, influence maps
- Decision making and the development of methods for controlling and implementing behaviour of agents (bots). For example, fuzzy logic, knowledge representation, rule based systems, decision trees, etc.
- Local search methods, evolutionary computing.
- Machine Learning and Pattern Recognition: unsupervised/ supervised learning, Regression Classification – e.g. Naïve Bayes, Clustering – e.g. K-means, Function approximation/neural nets, Bayesian networks.
- Complexity and Emergent Behaviour including swarming, flocking and particle systems
- Agent Based Modelling
- Camera Systems

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	0%
TOTAL	100%

READING LIST

Module Code	ACCA7008	
Module Title	Advanced Artificial Intelligence & Machine Learning	
Classification	Reading List entry	Electronic*
Essential	Russell, S. and Norvig, P. (2013) <i>Artificial Intelligence: A Modern Approach, 3rd Edition</i> , Boston: Pearson	☐
Essential	Bishop, C. M. (2007) <i>Pattern Recognition and Machine Learning</i> , New York: Springer	☐
Essential	Lee, R. (2015) <i>Software Engineering, Artificial Intelligence, Networking and Parallel/Distributed Computing</i> : Springer	☐
Further	Millington, I. (2009) <i>Artificial Intelligence for Games, 2nd Edition</i> , London: CRC	☐
Further	Rabin, S. (2013) <i>Game AI Pro: Collected Wisdom of Game AI Professionals</i> , London: CRC	☐
Further	Schwab, B. (2008) <i>AI Game Engine Programming, 2nd Edition</i> , Hingham: Charles River Media	☐
Further	Mark, D. (2009) <i>Behavioral Mathematics for Game AI</i> , New York: Delmar	☐
Further	Barber, M. (2012) <i>Bayesian Reasoning and Machine Learning</i> , Cambridge: Cambridge University Press	☐
Further	IEEE Transactions on Computational Intelligence and AI in Games	☐
Further	Journal of Games Development	☐
Further	Artificial Intelligence	☐
Further	International Journal of Intelligent Games and	☐

	Simulation	
Further	http://www.acm.org	☒
Further	http://www.aigamedev.com	☒
Further	http://www.ieee.org	☒
Further	http://www.mathcentre.ac.uk	☒
Further	http://www.aiwisdom.com	☒

MODULE CODE: ACCA7009
TITLE: Data Security
DATED: 22/08/2018

LEVEL: 7
CREDITS: 20

JACS CODE: I111

AIM(S)

- To provide students with the concepts and an understanding to recognise the threats and vulnerabilities present in existing systems. They must learn how to manage the use of information assets securely and support the goals and objectives of their organizations through effective information security governance, risk management, and regulatory compliance.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

1. Demonstrate a systematic understanding of a wide range of current research and technological advances in network security.
2. Consistently apply the principles and practices of Data security with skills and experiences to administer and manage the more secure computing environment that organisations need.

INDICATIVE CONTENT

- Introduction to Management of Information Security.
- The need for Security.
- Compliance: Law and Ethics.
- Governance and Strategic Planning for Security.
- Information Security Policy.
- Developing the Security Program.
- Risk Management: Identifying and Assessing Risk.
- Risk Management: Controlling Risk.
- Security Management Models.
- Security Management Practices.
- Planning for Contingencies.
- Security Maintenance and the Management of Digital Forensics.
- Protection Mechanisms.
- Cryptography.
- Physical Security.
- Implementing Information Security.
- Security and Personnel.
- Information Security Maintenance.
- Intrusion Detection, Prevention Systems and Other Security Technology.
- Access Controls, Firewalls and VPNs.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Report	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	50
Coursework	50
Practical	
TOTAL	100%

READING LIST

Module Code	ACCA7009	
Module Title	Data Security	
Classification	Reading List entry	Electronic*
Essential	Management of Information Security 5th Ed by Michael E Whitman, Herbert	☐
Essential	Principles of Information Security 6 th Ed by Michael E. Whitman	☐
Further	The Management of Network Security, Technology, Design and Management Control, by Houston, H. Carr, Charles A. SNYDER and Bliss N. Bailey	☐
Further	Cryptography and Network Security: Principles and Practice, Global Edition, 7/E William Stallings	☐
Further	Network Security Essentials: Applications and Standards, Global Edition, 6/E William Stallings	☐

Further	Fundamentals of Information Systems Security, by David Kim and Michael G. Solomon	☐
Further	IEEE/ACM, IEEE/ACM Transactions on Networking	☒
Further	IEEE, IEEE Network Magazine	☒
Further	Science Direct	☒
Further	Scopus	☒
Further	ACM Transactions on Database Systems	☒
Further	ACM Transactions on Information Systems	☒
Further	CISCO Academy Website, cisco.netacad.net (password access only)	☒

MODULE CODE: ACCA7010
TITLE: Emerging Network Technologies
DATED: 22/08/2018

LEVEL: 7
CREDITS: 20

JACS CODE: I120

AIM(S)

- To give students both a theoretical and a practical understanding of the design, operation and applications of the most important advanced and emerging network technologies

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

1. Consistently apply a systematic understanding of the emerging network technologies.
2. Design, test and critically analyse real world network scenarios using state of the art modelling and simulation of emerging and advanced network technologies.

INDICATIVE CONTENT

- Enabling Technologies for 3GPP LTE-Advanced Networks
- Wireless Networks:
 - Cellular Networks (3G/4G, Towards 5G wireless cellular networks)
 - IEEE 802.11 networks (Wireless Sensor Networks (WSN), Wireless Mesh Networks (WMN), Mobile Ad hoc Networks (MANET))
 - WiMAX
 - Other emerging wireless networks.
- Digital Communications:
 - Spread Spectrum (frequency hopping and direct sequence)
 - Cognitive Radio
 - Data transmission
 - Multiple access methods (Multi-Channel assignment)
- Optical fibre as a communication channel
- Voice over IP technologies: SIP, H323, RSVP, MGCP, Design Considerations for VoIP
- Mobile IP and other mobile technologies
- Advanced simulation and Modelling of networks

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	0%
TOTAL	100%

Module Code	ACCA7010	
Module Title	Emerging Network Technologies	
Classification	Reading List entry	Electronic*
Essential	Tanenbaum, A. S. and Wetherall D. J. (2013) <i>Computer Networks: International Version, 5th Edition</i> , Boston: Pearson	☐
Essential	Sethi, A. S. and Hnatyshin, V. Y. (2012) <i>The Practical OPNET User Guide for Computer Network Simulation</i> , London: Chapman & Hall/CRC	☐
Further	Glisic, S. G. (2010) <i>Advanced Wireless Communications and Internet: Future Evolving Technologies</i> , Hoboken: Wiley	☐
Further	Konig, H. (2012) <i>Protocol Engineering</i> , New York: Springer	☐
Further	Khan, S., Pathan, A. K. and Alrajeh, N. A. (2012) <i>Wireless Sensor Networks: Current Status and Future Trends</i> , London: CRC	☐
Further	Holger, K. and Willig, A. (2007) <i>Protocols and Architectures for Wireless Sensor Networks</i> , Hoboken: Wiley	☐
Further	Lu, Z. and Yang, H. (2012), <i>Unlocking the Power of OPNET Modeler</i> , Cambridge: Cambridge University Press	☐
Further	IEEE/ACM, IEEE/ACM Transactions on Networking	☒
Further	IEEE, IEEE Network Magazine, Science Direct	☒
Further	IEEE XPLORE	☒

MODULE CODE: ACCA7011
TITLE: Group Project
DATED: 22/08/2018

LEVEL: 7
CREDITS: 60

JACS CODE: I320

AIM(S)

- To provide students with a critical awareness of the contemporary challenges facing IT managers and the key decisions they must take in order to satisfy the principal stakeholders to create quality systems within the promised timescale and budget, overcoming practical problems. The student will be able to critically appreciate the importance of professional conduct and consider the ethical and legal issues facing IT personnel
- To allow the student to advance their knowledge and understanding by undertaking and managing a relatively large project through its entire lifecycle, related to the major themes of their MComp programme, developing a solution as realistically as possible in an academic context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

1. Evaluate critically the suitability of alternative project development methods for different contexts and apply relevant techniques of research.
2. Understanding of a range of contemporary project management techniques and apply them appropriately.
3. Appraise critically quality control and audit processes and recommend an appropriate quality framework that aligns benchmarks with project requirements, demonstrating team-working skills.
4. Generate, analyse and justify appropriate results and conclusions, demonstrating awareness of the limitations of the research and the impact on sustainability.
5. Critically evaluate the potential impact of the project, including consideration of issues that might arise if the project was implemented within a real-world context.
6. Present findings to a specialist audience and/or non-specialist audiences both orally and visually.

INDICATIVE CONTENT

- The evolving role of information systems in organisations leading to strategic and innovative uses of IS/IT.
- The use of acknowledged information systems development paradigms, processes and methodologies to develop variations for complex, atypical or ambiguous situations.

- General approaches to information systems development (e.g. process-oriented, data-driven, integrated, rapid, object-oriented, people/organisational-oriented)
- Understanding the roles and responsibilities within project teams and the management of people and change.
- Ethical, legal and professional responsibilities incumbent on IS/IT managers, e.g. intellectual property, data protection, codes of practice (BCS), legal frameworks, contracts, risk management, health and safety.
- Resourcing alternatives: for example, outsourcing, developing bespoke software or purchasing sophisticated software packages (such as enterprise systems).
- Project Planning: Function Point Analysis (FPA), Critical Path Analysis (PERT, CPM), Gantt Charts, Work Breakdown Structures (WBS).
- Concepts of Quality Management: quality assurance, quality control methods, quality standards.
- Risk management: health and safety, sustainability and green drivers for project success.
- BCS guidelines on Green and Sustainable IT.
- Factors influencing project success or failure.
- Financial appraisal methods, e.g. payback, discounted cash flow.
- Overview of research and development methodologies suitable for student projects.
- Overview of common statistical techniques.
- Interpersonal skills.
- Visualisation of different data types.
- Establishing and justifying metrics, analysis of test results e.g. including software benchmarking,
- Development of documentation for academic projects.
- Presentation of work produced to an academic/non-academic audience.
- Subject-specific content as required.

LEARNING AND TEACHING STRATEGY

The first part of this module will deliver the conceptual and theoretical issues during weekly lectures. Tutorials will be used to develop the practical skills required to investigate the requirements and design a solution to the business problem presented in the case study used as a vehicle for assessment. The lecture and tutorials will be student driven, reflecting the knowledge and skill required at each stage of project development. Students will be expected to read relevant literature widely such that their arguments can be informed by current research and leading-edge practice in information systems and technology management.

In the second part of the module, students will work within groups of 3-5. Students may be from the same MComp programme, or alternatively students from similar MComp programmes may collaborate (eg Software Engineering and Computer Games Development)

A suggested project list from academic staff and/or industrial contacts will be made available to the students as a guide. Students may also formulate their own titles. All titles must be approved by the module tutor, and/or appropriate member(s) of the programme team and the Project Co-ordinator to check that their level and validity is appropriate for Level 7 project. The project selected must be appropriate to the theme(s) of the students' programme(s) of study, and meet ethical and sustainability guidelines.

Based upon the proposal, each group will be allocated a supervisor.

A nominal assessment type will be agreed at the start of the project:

- Analysis-based
- Experiment-based
- Development-based

It is expected that Business Internet Technology students would undertake on analysis-based projects, Computer Networks students would undertake experiment- or development-based projects while Web Development, Software Engineering and Computer Games Development students would undertake development-based projects.

Where students from different MComp programmes collaborate, it is not impossible that a student from a more technical stream could be more active in development while another student could have greater emphasis on the business case for the project. Situations such as these will be carefully considered by staff to ensure that each student's work area is appropriate to the themes and outcomes of the student's programme and the students advised accordingly. Marking emphasis for the individual student will be adapted accordingly.

Should the focus of the group's project significantly change as the project progresses, it may be possible to change the assessment type on the advice of the supervisor and the Project Co-ordinator. This would usually be only in exceptional circumstances.

The students will be required to work as a team on their own initiative in the production of the project and all associated documentation. Students will need to manage their group working tasks and have regular meetings to monitor progress. The supervisor will provide support and guidance to the students. Additionally, a Group Project handbook will be issued.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	90	15%
Independent learning	510	85%
Placement learning	0	0%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words (individual)	20%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	~7-8 mins (each)	10%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Group Essay	5000 words (each)	50%

Assessment Component 4

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	~10 mins (each)	10%

Assessment Component 5

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exhibition board	N/A	10%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	100%

The Group Project module deviates from the standard assessment recommendations given in the quality handbook due to its special role within the programme. This module has been developed and perfected over many years and it was found that without several levels of intermediate assessment then students tended to fall behind on this module. The inclusion of the exhibition board was included to boost the employability skills of graduates which is presented to invited employers at the annual graduation show

READING LIST

Module Code	ACCA7011	
Module Title	Group Project	
Classification	Reading List entry	Electronic*
Essential	Kranzler, J. H. (2011) <i>Statistics for the Terrified, 5th Edition</i> , Upper Saddle River: Prentice Hall	☐
Essential	Maylor H. (2010) <i>Project Management</i> , Boston: Pearson	☐
Essential	McCormac, C. and Davis, J. (2012) <i>Research Project Success: The Essential Guide for Science and Engineering Students</i> , Cambridge: Royal Society of Chemistry	☐
Essential	O'Leary, Z. (2013) <i>Doing Your Research Project, 2nd Edition</i> , Newcastle upon Tyne: Sage	☐
Essential	Saunders, M., Lewis, P. and Thornhill, A. (2012) <i>Research Methods for Business Students 6th Edition</i> , Upper Saddle River: Prentice Hall/FT	☐
Further	Avison, D. and Fitzgerald, G. (2007) <i>Information</i>	☐

	<i>Systems Development: Methodologies, Techniques and Tools, 4th Edition</i> , New York: McGraw-Hill	
Further	Highsmith J, (2009) <i>Agile Project Management: Creating Innovative Products, 2nd Edition</i> , Boston: Addison-Wesley	☐
Further	Hughes, B. and Cotterell, M. (2009) <i>5th Software Project Management</i> , New York: McGraw-Hill	☐
Further	Phillips, J. (2010) <i>IT Project Management: On Track from Start to Finish</i> , New York: McGraw-Hill	☐
Further	Yeates, D, Cadle (2008), <i>Project Management for Information Systems (5th Edition)</i> , Upper Saddle River: Prentice Hall	☐
Further	Baase, S. (2012) <i>A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the Internet: International Edition, 4th Edition</i> , Boston: Pearson	☐
Further	Collis, J. and Hussey, R. (2009) <i>Business Research: a Practical Guide for Undergraduate and Postgraduate Students, 3rd Edition</i> , London: Palgrave Macmillan	☐
Further	Cottrell, S. (2011) <i>Critical Thinking Skills: Developing Effective Analysis and Argument - Palgrave Study Guides, 2nd Edition</i> , London: Palgrave Macmillan	☐
Further	Davies, M. B. (2007) <i>Doing a Successful Research Project</i> , London: Palgrave Macmillan	☐
Further	Dawson, C. W. (2009) <i>Projects in Computing and Information Systems: a Student's Guide, 2nd Edition</i> , Boston: Addison-Wesley	☐
Further	Denscombe, M. (2010) <i>The Good Research Guide</i> , Oxford: OUP	☐
Further	Few, S. (2012) <i>Show Me the Numbers: Designing Tables and Graphs to Enlighten</i> , Burlingame: Analytics Press	☐
Further	Quinn, M. J. (2010) <i>Ethics for the Information Age: International Edition - 4th Edition</i> , Boston: Pearson	☐
Further	Yin, R. K. (2008) <i>Case Study Research: Design and Methods, 4th Edition</i> , Newcastle upon Tyne: Sage	☐
Further	ACM Transactions on Information Systems	☐
Further	Behaviour and Information Technology	☐
Further	Communications on the ACM	☐
Further	International Journal of Electronic Commerce	☐
Further	Journal of Strategic Information Systems	☐
Further	Journal of Systems Management	☐
Further	http://www.acm.org	☒
Further	http://www.bized.co.uk	☒
Further	http://www.managers.org.uk	☒
Further	http://www.cbronline.com	☒
Further	http://www.eevl.ac.uk	☒
Further	http://juno.emeraldinsight.com	☒
Further	http://www.ft.chadwyck.co.uk	☒
Further	http://www.itwales.com	☒
Further	http://www3.gartner.com	☒
Further	http://www.silicon.com	☒

Further	http://www.mckinseyquarterly.com	☒
Further	http://www.zdnetweek.co.uk	☒
Further	http://projectmanagement.ittoolbox.com	☒
Further	http://www.ics.ltsn.ac.uk/resources/projman/index.html	☒
Further	http://www.niwotridge.com/Resources/PM-SWEResources/PMResources.htm	☒
Further	http://www.tickit.org/international.htm	☒
Further	http://www.bcs.org/	☒
Further	http://www.uml.org/	☒
Further	http://www.omg.org/	☒

MODULE CODE: ACCA7012
TITLE: Leadership and Management
DATED: 22/08/2018

LEVEL: 7
CREDITS: 20

JACS CODE: II00

AIM(S)

To develop a critical and analytical understanding of the qualities and strategies required for effective leadership within organisations and to encourage the development of Leadership skills.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

1. Systematically review current original research and advanced scholarship on leadership to demonstrate systematic understanding of current issues in leadership within a variety of organisations.
2. Critically evaluate and develop effective leadership skills for the individual, the team and for self with a view to promoting a high performance high achievement culture.

INDICATIVE CONTENT

- The history and context of Leadership, and a critical appraisal of its role in organisations
- Leadership or Management? Theoretical, practical and research-based views
- The role and impact of vision, direction and entrepreneurial leadership
- Understanding the place of problem solving, decision-making, planning, delegation, communication and self-management skills;
- Developing a high performance culture: mobilizing the potential of people, develop and sustain learning within a learning environment, enhance the provision of quality services
- Leading teams and individuals: manage and develop self and own performance, maintain and develop team and individual performance, build and maintain productive working relationships
- Leadership development: contemporary leadership development issues and initiatives e.g. Self managed learning, talent management and succession
- The increasing importance and widening debate on Leadership responsibilities in areas such as ethics, social responsibility, cultural diversity, power and control

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	ACCA7012	
Module Title	Leadership and Management	
Classification	Reading List entry	Electronic*
Essential	DuBrin, A. J. (2012) <i>Principles of Leadership, 7th Edition</i> , Boston: Cengage	☐
Essential	Northouse, P. (2013) <i>Leadership Theory and Practice</i> , Newcastle upon Tyne: Sage	☐
Further	Achua, C. F. and Lussier, R. N. (2012) <i>Effective Leadership, 5th Edition</i> , Boston: Cengage	☐
Further	Adair, J. (2003) <i>Effective Strategic Leadership</i> , Oxford: OUP	☐
Further	Adair, J. (2005) <i>Effective Leadership Development</i> , Wimbledon: CIPD	☐
Further	Armstrong, M. and Stephens, T. (2005) <i>Management and Leadership</i> , London: Kogan Page	☐
Further	Bennett, N. and Wise, C. (2002) <i>Distributed Leadership</i> , London: NCSL	☐
Further	Burke R. J. and Cooper C.L. (2006) <i>Inspiring Leaders</i> , London: Routledge	☐
Further	Carnall, C. (2003) <i>Managing Change in Organizations</i> , Upper Saddle River: Prentice Hall	☐
Further	Camerson, E. and Green, M. (2008) <i>Making Sense of Leadership</i> , London: Kogan Page	☐
Further	Clutterbuck, D. (2004) <i>Everyone Needs a Mentor: Fostering Talent at Work</i> , Wimbledon: CIPD	☐

Further	Daft, R. (2005) <i>The Leadership Experience</i> , Thomson/South-Western	☐
Further	DuBrin A.J. (2011) <i>Impression Management in the Workplace</i> , London: Routledge	☐
Further	Gill, R. (2006) <i>Theory and Practice of Leadership</i> , Newcastle upon Tyne: Sage	☐
Further	Goldsmith, M, Greenberg, C., Robertson, A. and Hu-Chan, M. (2003) <i>Global Leadership: The Next Generation</i> , Upper Saddle River: Prentice Hall	☐
Further	Mumford, A. (2010) <i>Management and Leadership Development</i> , Wimbledon: CIPD	☐
Further	Owen, J. (2005), <i>How to Lead</i> , Pearson Education	☐
Further	Rayner, C. and Adam-Smith, D. (2005) <i>Managing and Leading People</i> , Wimbledon: CIPD	☐
Further	Rickards, T. and Clark, M. (2006) <i>Dilemmas of Leadership</i> , London: Routledge	☐
Further	Tamkin, P., Pearson, G., Hirsh, W. and Constable, S. (2010) <i>Exceeding Expectations: the Principles of Outstanding Leadership</i> , The Work Foundation from www.theworkfoundation.com	☐
Further	Wageman, R., Nunes, D., Burruss, J. and Hackman, J. (2008) <i>Senior Leadership Teams</i> , Boston: Harvard School Business Press	☐
Further	Western, S. (2010) <i>Leadership: A Critical Text</i> , Newcastle upon Tyne: Sage	☐
Further	Yuki, G. (2010) <i>Leadership in Organizations, 7th Edition</i> , Upper Saddle River: Prentice Hall	☐
Further	People Management: CIPD	☐
Further	Personnel Today	☐
Further	Human Resource Management Journal: CIPD	☐
Further	Educational Management and Administration	☐
Further	Research in Post-Compulsory Education	☐
Further	www.acas.gov.uk	☒
Further	www.cipd.co.uk	☒
Further	www.i-l-m.com	☒
Further	www.leadership-he.com	☒
Further	www.managers.org.uk/institute	☒
Further	www.dti.gov.uk/bestpractice/management/leadership.htm	☒

MODULE CODE: ACCA7013
TITLE: Marketing and Web Analytics
DATED: 22/08/2018

LEVEL: 7
CREDITS: 20

JACS CODE: I320

AIM(S)

The module will deliver a sound grounding in marketing in the web context and the application of standard analytics tools to performance analysis and improvement.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

1. Systematically analyse and critically evaluate the basic quality of an online presence (web, mobile, social media), using concepts such as alignment with its intended purpose and marketing goals, client culture, community and use profile.
2. Critically analyse the outcomes of analytics reports and propose justified, reasoned changes and amendments to web presences to improve performance.

INDICATIVE CONTENT

- Marketing principles.
- Online marketing.
- Marketing strategy.
- Analytics tools.
- Analytics reports and outcomes evaluation.
- Consultancy reporting basics.
- Alignment, design for purpose and online presence enhancement.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	ACCA7013	
Module Title	Marketing and Web Analytics	
Classification	Reading List entry	Electronic*
Essential	Kaushik, A. (2009) <i>Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity</i> , Hoboken: Wiley	☐
Essential	Macarthy, K. (2013) <i>500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business: Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More!</i> , CreateSpace Independent Publishing Platform	☐
Further	Kaushik, A, <i>Occam's Razor Online Blog</i> , http://www.kaushik.net/avinash/	☒
Further	Clifton, B. <i>Advanced Web Metrics with Google Analytics Online Blog</i> , http://www.advanced-web-metrics.com/blog/	☒
Further	<i>Statsoft Online Statistics Textbook</i> , http://www.statsoft.com/textbook	☒
Further	ACM	☒
Further	BCS	☒
Further	IEEE journals in relation to web services, usability, web applications provide pertinent reference information	☒
Further	International Journal of Computer Applications	☒
Further	http://www.google.co.uk/analytics/	☒

Further	http://piwik.org/	☒
Further	http://www.kaushik.net/avinash/complete-digital-analytics-ecosystem-how-to-win-big/	☒