

Programme Specification for Postgraduate Programme Leading to: MSc Information Systems Management

Applicable for all postgraduate students starting in 2019

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	July 2019	New Programme Specification created for 2019/20	SB/RJC
2	22 August 2019	Updates to codes and hyperlinks.	JP

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Engineering, Design and Physical Sciences/ Dept of Computer Science/Computer Science
4. Contributing college/department/division/associated institution	LBIC for Alternative pre-Master Level (see section 25)
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	MSc Information Systems Management (FHEQ 7)
7. Programme title	MSc Information Systems Management
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	FT – 12 months (equivalent to 52 weeks) PT – 30 months (from the 1st October) Where students commence their programme at pre-Masters Level in LBIC, the normal length stated above will vary as follows: Pre-Masters Level January commencement (with placement): + 6 months Pre-Masters Level May commencement (without placement): + 4 months
10. Maximum period of registration for each mode of study	Normal length of programme (as defined above in 9) + 2 years
11. Variation(s) to September start	None for Standard Levels; See document “Validated Programme Element Specification for LBIC Generic Pre-Masters (with and without work placement)” for Alternative pre-Masters Level entry points
12. Modes of study	Full-time and part-time
13. Modes of delivery	Standard delivery on-campus.
14. Intermediate awards and titles and FHEQ Level of Award	PG Dip in Information Systems Management (FHEQ 7) PG Cert in Information Systems and Computing (FHEQ 7)
15. UCAS Code	N/A
16. HECoS Code	100371
17. Route Code	I200PTINSYMG
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	UK Quality Code for Higher Education QAA Subject Benchmark Statement Brunel University London 2030 Brunel Placement Learning Policy, as published under the ‘Placements’ section of the ‘ Managing Higher Education Provision with Others ’ page.
19. Admission Requirements	Details of PGT entry requirements are provided on the University’s and College website. Levels of English for non-native speakers are outlined on Brunel International’s language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	Course webpage

23. EDUCATIONAL AIMS OF THE PROGRAMME

An information system can be seen as a means by which people, organisation, process, information and technology are integrated to gather, process, store, use and disseminate information. Information systems exist both within and across organisations and are increasingly used and developed in the global environment. The development, implementation and application of information systems is significant, complex and a challenge to effectively manage.

The aim of this programme is to develop critical understanding of the management of information systems in the context of the organisational issues and challenges that impact on their development and application. Students will gain an advanced understanding of business analysis, strategic alignment, the management of information systems development and application in a global environment, the management of change within a technological context and socio-technical integration. Students will also gain advanced critical understanding of the conceptual underpinnings of information systems and their management. This programme is fundamentally underpinned by the notion of bringing together dynamic systems with dynamic environments, and trying to find a better way for them to 'fit' with each other.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
7						
7	K	Fundamental issues in relation to the state-of-the-art in information systems and their management alongside appropriate conceptual, social, and technological foundations.		N/A	N/A	CS5515_CN CS5601_CN CS5514_CN CS5605_CN CS5517_CN CS5518_CN
7	K	The strategic value of information systems alongside key tools and techniques for planning, evaluating and undertaking information systems projects to improve business/IT alignment.		N/A	N/A	CS5515_CN CS5601_CN CS5514_CN CS5550_CN
7	K	Business and data analysis/modelling techniques, their interrelation and relevance to information systems and their development.		N/A	N/A	CS5601_CN CS5514_CN CS5551_CN
7	K	Appropriate means of managing socio-technical change within organisations.		N/A	N/A	CS5514_CN CS5605_CN CS5517_CN
7	K	Appropriate means of integrating people, organisation, process, information and technology to meet given business directives.		N/A	N/A	CS5518_CN CS5514_CN
7	K	Methods and techniques appropriate to undertaking research in information systems management.		N/A	N/A	CS5500_CB CS5551_CN
7	C	Critically evaluate the conceptual, social, and technological underpinnings of information systems management.		N/A	N/A	CS5515_CN CS5514_CN CS5605_CN CS5517_CN CS5550_CN
7	C	Formulate, express, solve and evaluate problems in an appropriate manner.		N/A	N/A	CS5515_CN CS5601_CN CS5514_CN CS5550_CN CS5551_CN

7	C	Synthesise material in meaningful ways.		N/A	N/A	CS5515_CN CS5601_CN CS5514_CN CS5605_CN CS5517_CN CS5550_CN CS5551_CN CS5518_CN CS5500_CB
7	C	Demonstrate the ability to reflect on content, approaches, techniques, tools, etc.		N/A	N/A	CS5601_CN CS5514_CN CS5550_CN CS5551_CN
7	C	Demonstrate advanced thinking skills (e.g., reasoning, judgement etc.)		N/A	N/A	CS5515_CN CS5601_CN CS5514_CN CS5605_CN CS5517_CN CS5550_CN CS5551_CN CS5518_CN CS5500_CB
7	K, C, S	Conduct, report and evaluate a significant programme of research related to the problems and challenges of information systems management.	Y	N/A	N/A	CS5500_CB
7	S	Effectively communicate complex issues and arguments in both written and oral forms.		N/A	N/A	CS5515_CN CS5601_CN CS5514_CN CS5605_CN CS5517_CN CS5550_CN CS5551_CN CS5518_CN CS5500_CB
7	S	Demonstrate competent project management skills (e.g., set objectives, plan and manage workload(s) and deliverables, monitor outcomes, manage time etc.).		N/A	N/A	CS5601_CN CS5514_CN CS5551_CN CS5500_CB
7	S	Evidence independent learning.		N/A	N/A	CS5515_CN CS5601_CN CS5514_CN CS5605_CN CS5517_CN CS5550_CN CS5551_CN CS5518_CN CS5500_CB

7	S	Work effectively autonomously and in a team.		N/A	N/A	CS5515_CN CS5601_CN CS5514_CN CS5605_CN CS5517_CN CS5550_CN CS5551_CN CS5518_CN CS5500_CB
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Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Lectures are (generally) used to deliver relevant material.

Seminars and group tutorials are (generally) used to apply acquired knowledge via exercises and/or to develop critical insight and reflect on material.

Practical laboratory sessions are (generally) used to both demonstrate and apply key approaches, tools and techniques etc.

Directed private study is used to (a) supplement and consolidate the points above and (b) broaden individual knowledge and understanding the subject matter.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

The assessment of all learning outcomes is achieved via coursework assignments as appropriate. Assignments range in form from written reports/essays through modelling/programming exercises to oral presentations according to the demands of particular modules. Additionally in-class tests and exams are also used in order to assess specific knowledge on technical subjects as well as the ability of the students to express themselves in written form.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.
e.g. AB5500 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core
e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:
e.g. ABXXXX Title (XX credits)
Core: All, Block
- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 7	
Compulsory assessment block codes, titles and credit N/A	Optional assessment block codes, titles and credits N/A
Compulsory study block codes, titles and credit volume N/A	Optional Study block codes, titles and credit volume N/A
Compulsory modular block codes, titles and credits CS5515_CN (15 Credits) Systems in Context CS5601_CN (15 Credits) Enterprise Modelling CS5514_CN (15 Credits) Systems Project Management CS5517_CN (15 Credits) ICTs and Strategic Change CS5550_CN (15 Credits) Data Management and Business Intelligence CS5551_CN (15 Credits) Research Methods CS5518_CN (15 Credits) Business Integration CS5605_CN (15 Credits) Digital Innovation CS5500_CB (60 Credits) Dissertation Part Time Scheme of Studies Year 1 Term 1 – CS5514_CN; CS5601_CN Term 2 – CS5550_CN; CS5551_CN Year 2 Term1 – CS5515_CN; CS5605_CN Term 2 – CS5517_CN; CS5518_CN Term 3 – CS5500_CB	Optional modular block codes, titles and credits N/A
FHEQ Level 7 Progression and Award Requirements As per Senate Regulation 3 PGDip may not be awarded by substitution of the dissertation CS5500 for modular/assessment blocks in the taught part of the programme.	
Pre-Masters Level The pre-Masters Level structure available to international students is specified in document “Validated Programme Element Specification for LBIC Generic Pre-Masters (with and without work placement)”. This document also specifies the admission and progression requirements.	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.