

## Template C4



# Programme Specification

**Title of Course:** *MSc IT and Strategic Innovation*

<b>Date first produced</b>	01/01/2012
<b>Date last revised</b>	30/06/2019
<b>Date of implementation of current version</b>	
<b>Version number</b>	3
<b>Faculty</b>	Faculty of Engineering, Computing and the Environment
<b>School</b>	School of Computer Science and Mathematics
<b>Department</b>	Department of Computer Science
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	MSc IT and Strategic Innovation
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	PG Diploma PG Certificate
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	7
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Penrhyn Road
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time Full-time
<b>Available as:</b>	
<b>Minimum period of registration:</b>	Part-time - 2 Full-time - 1
<b>Maximum period of registration:</b>	Part-time - 4 Full-time - 2
<b>Entry Requirements:</b>	<p>Good honours degree in computing, computer science, IT, information systems, software engineering, economics, communications, electronic engineering, business and/or management studies or similar.</p> <p>Candidates with other qualifications may be considered if they possess relevant work experience, as well as outstanding students who do not necessarily have the required prerequisites.</p> <p>Both of these types of applicants will benefit from the advanced and specialised nature of the technical and business knowledge covered the course that is designed to build on the knowledge they already possess.</p> <p>Overseas students are required to satisfy the Admissions Officer that they have reached an equivalent academic standard as those required for home students.</p> <p>Language Requirements</p>

	IELTS – minimum 6.5, with a minimum of 5.5 in each component apart from writing which is 6.0 TOEFL IBT with overall score of 88, inc min score of 20/30 Writing, 20/30 Reading, 17/30 Listening and 20/30 Speaking
<b>Programme Accredited by:</b>	BCS The Chartered Institute for IT
<b>QAA Subject Benchmark Statements:</b>	Computing
<b>Approved Variants:</b>	<b>None</b>
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	
<b>Recruitment, Selection and Admission process:</b>	
<b>End Point Assessment Organisation(s):</b>	

## SECTION 2: THE COURSE

### A. Aims of the Course

*The Aims of the Field are to:*

- gain knowledge, skills and a critical appreciation of ICT-enabled strategic innovation
- make an informed assessment of commercial, legal, social and environmental implications of technical innovations.
- equip students with the professional approach and outlook, and a set of transferable skills that will enable them to develop and exploit their knowledge and technical ability in the furtherance of their career.
- Give students on the 2 year version an opportunity to develop further skills, preparing them for higher levels of employment

*In addition the PG Certificate will enable the student to:*

- Gain a solid foundation in ICT and strategic innovation, but have demonstrated to only a minor extent the achievement of the above-listed main aims. This will be demonstrated by achieving a coherent subset of the learning objectives.

*In addition the PG Diploma will enable the students to:*

- gain a solid foundation in this specialist area, building on knowledge and skills gained from students individual backgrounds.
- have an in-depth understanding of the impact of technological innovation on business and public administration.
- study a subject area which is relevant to the field but also satisfies the individual's background and experience.

*In addition the MSc will enable the students to:*

- Have the ability to apply specialised knowledge and skills to the analysis and solution of novel problems in commerce and the industry.

### B. Intended Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	The current developments in technological innovation.	B1	Learn independently, think logically and critically and demonstrate a systematic approach to problem analysis and to finding solutions	C1	select and use effectively a wide range of methods, tools and techniques used to stimulate imaginative approaches to business issues, and to manage technology-enabled innovation.
A2	The practical ability to identify innovative ICT solutions, and to demonstrate how they can support the strategy of entrepreneurial organisations.	B2	Explain how technologists can interact with, and support the business aspirations of entrepreneurs and agile organisations.	C2	Use analytical models and frameworks as vehicles to initiate and sustain conversations between ICT and the business.
A3	The ability to apply the tools and technologies necessary for application design and development.	B3	Critically analyse and evaluate research in the chosen area.	C3	To evaluate and select appropriate business analysis tools and development methodologies for an ICT-enabled business development project
A4	The ethical, legal, environmental and professional issues in the design and development of an ICT enabled business development project.	B4	Identify current issues in the domain of ICT innovation for business.	C4	To design an information architecture to support the business strategy
		B5	Build upon the experience and responsibility gained as a result of the practical application of the skills acquired during the course to make a significant contribution as a computing or information systems professional within an organisation	C5	To assess the quality of information and assess the effectiveness of the information management systems.

		B6	Specify and design information architectures as appropriate and consider necessary trade-offs between centralised and distributed approaches		
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### **C. Outline Programme Structure**

This course is part of the University's Postgraduate Regulations (PR). Courses in the PR are made up of modules that are designated at level 7. Single taught modules in the courses are valued at 30 credits and the course contains a project that has 60 credits. The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma 120 credits and a Masters Degree 180 credits.

The course offers the PG Certificate as an exit award only and is based on the student passing any coherent subset of the taught modules. The awards available are detailed in Section A and the requirements are outlined below. All students will be provided with the PR regulations in the student handbook.

The Courses are offered as 1 year full-time, and normally 2-3 years part-time. The modules are offered as two 1-week blocks several weeks apart. The full MSc course consists of an induction programme, 4 modules, and the project.

Full-time students will complete the programme of study and assessment in 52 weeks. The normal study pattern for part-time students is that they should complete 4 modules over a two to three year period and complete their project within the same period. Because of the structure of the course, part-time students may be able to commence the course at different times during the academic year after discussion with the Course Leader of relevant issues, including the need for specific preparatory study.

Normally, each module will include approximately 60 hours contact time, followed by directed learning resulting in a total of 300 hours of student effort. The project is the equivalent of two modules and requires 600 hours of student effort.

Planning meetings will take place at the beginning of each teaching block to ensure there is no assessment overloading or bunching.

The course design fully considers all student groups. Delivery in 1-week blocks separated by several weeks enables part-time students to study whilst also meeting their other commitments. Overseas students are also able to complete their degree within visa limitations.

A January intake is accommodated by ensuring that two, technical core modules are delivered in the Spring semester, and that option modules and the Business in Practice module is delivered in the Autumn semester. This ensures that all students, including January starters can complete the individual project in the summer without disadvantage.

To address advanced ethics and professional issues, these issues are addressed within the context of technical core modules taken before the project is conducted, specifically, within Modelling Enterprise Architectures, and the Individual Project. The programme is made up of four modules each worth 30 credit points plus a capstone project worth 60 points. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies

that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

Students starting the course in September will work on the placement for between 10 – 12 months, starting from June, before their dissertation. Those students must confirm their placement before 15 May. Students on courses with January intake will work on the placement for between 10 – 12 months, starting from February, after completing their dissertation. Students on this intake must confirm their placement before 20 December. In either case, the suitability of the placement requires approval of the Course Leader.

Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year have helped them in their placement and demonstrate ability to apply their teaching in a real world situation.

## MSc IT and Strategic Innovation

<b>Level 7</b>							
<b>MSc IT and Strategic Innovation</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Data Management and Governance	CI7300	30	7	2			
e-Business Strategy and Implementation	CI7200	30	7	1		1	1
IT and Entrepreneurship	CI7240	30	7	1			
Modelling Enterprise Architectures	CI7230	30	7	2			
Project Dissertation	CI7000	60	7	1 and 2			
<b>Optional Modules</b>							
Professional Placement	CI7900	120	7	Between 2 and 3			

### Level 7 information

Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems

### D. Principles of Teaching, Learning and Assessment

The Course is designed to give students a balance of theoretical and practical experience. The programme is designed according to the KU Curriculum Design Principles and it utilises a wide range of teaching and learning methods to enable all students to be actively engaged throughout the course. The learning, teaching and assessment strategies reflect the programme aims and learning outcomes, student background, potential employer requirements, and the need to develop a broad range of technical skills with the ability to apply them appropriately.



Formal lectures are used in order to give the students a good background understanding in the area and to develop the theoretical aspects. These are then often reinforced by practical sessions and/or industry specialists who contribute throughout the course in order to give informative insight into industry developments.

The practical workshops, open forums, newswires (e.g. CBDiForum, earthweb, ebiz) and group presentations are introduced into the modules to provide students with a detailed understanding of the approaches taken in industry. The students are often given an opportunity to work with a client organisation on their coursework thus enabling them to experience a real-life work environment and enhancing their employability.

The course ensures that the students are exposed to team working through group presentations, joint report writing, joint research and lab work. The students develop presentation and communication skills through these activities as well as practise analytical thinking, focused literature reviewing and academic essay writing, as part of their coursework portfolio. In this way, they also improve their research and evaluation skills.

The student is required to further explore and exploit the information given in the modules through guided self study.

Students will be given close guidance to select a project that is relevant to their background and specialisation. During the project, the student will be expected to apply the knowledge acquired during the course. Key skills in communication, presentation, literature search, problem analysis, project planning, report writing and solution justification are all part of the learning outcomes defined in this course.

### **Contact Time**

The programme consists of modules in which the learning outcomes are achieved through a combination of scheduled tutor lead activities and practice. Scheduled contact time with students given within each module guide consists of lectures, tutorials, and practical sessions. Contact with staff often takes place in the context of giving feedback on assessed work but will not necessarily be scheduled. In addition to these there are daily drop-in sessions at the School's Academic Skills Centre where support is provided on a one-to-one basis.

### **Canvas**

Canvas, the university's learning management system, is used extensively in all modules as a means of dissemination of lecture notes, worksheets, assignments, reference materials, links, videos and lecturer annotated slides. In this way it acts as a repository for learning materials to be used by the students for independent study and in addition in some modules, for formative and summative tests and surveys.

Feedback is often provided through Canvas, in addition to face-to-face sessions.

### **Assessment and Feedback**

The use of a variety of assessment methods is adopted as an appropriate assessment strategy to ensure all aspects of learning outcomes are covered and achieved. In particular:

- A **portfolio of coursework assignments** is designed to develop analytical and practical skills in a student, while an
- An **unseen exam** is designed to develop skills required in problem solving situations, commonly found in practice.

The **formative assessment** is used to help students answer particular components of the assessment by giving them timely feedback on exercises specially designed to simulate the exam questions or elements of the coursework assignments. The **feedback** is provided in:

- A **written form** thus presenting an additional learning resource helping the student build the knowledge throughout the learning process and prepare for the summative assessment.
- The **exercises** may take various forms including:
  - small building projects,
  - essay writing or
  - analysing past exam questions

At the end of the course every student undertakes a **project dissertation** which is a significant activity that draws on and enhances the skills and knowledge developed throughout the programme. As such, the assessment places greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in portfolio of written reports and an interview.

In the programme as a whole, the assessment components as outlined in the **Section C**, under the **Teaching/Learning and Assessment Strategies** heading are used in all of the modules.

### **Research Informed Teaching**

The **Digital Information Research Centre (DIRC)** is one of the largest computer vision groups in the UK, with internationally recognised expertise Big Data and other relevant areas. Students are also able to develop their research skills which form a fundamental part of the curriculum. These skills enable students to distinguish and present appropriate evidentiary information in an argument. These skills are greatly valued by employers.

Staff also engage with research into teaching and learning in Higher Education which feeds through to support learning in lectures and other forms of student engagement during contact time.

## **E. Support for Students and their Learning**

Students are supported by a highly qualified team of academic staff that includes individuals in the following roles:

- A Course Leader to help students understand the programme structure
- A Personal tutor to help and guide the student throughout the course
- A Module Leader for each module

Additional support is provided by the following specialist staff:

- Technical Support to advise students on IT and the use of software
- A designated Programme Administrator
- English language support for international students

Matters outside the academic arena are supported by:

- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disability and dyslexia student support
- A substantial Study Skills Centre that provides academic skills support
- Careers and Employability Service
- The Students' Union
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- Canvas – a versatile on-line interactive learning management system available on the university's intranet

### **Support for Academic Skills**

There is a range of support available within the School, which includes but is not limited to:

Faculty-wide Student Support team

SEC Study Skills (**S3**)

Drop-in Programming Sessions (Java Aid, C++ Aid)

Drop-in Maths Aid sessions

Academic Probation Programme, with Academic Success Workshops

SEC Study Skills (**S3**) is a one-to-one drop-in Study Skills session for students every weekday. Help is available on a range of academic skills from writing reports, note-taking, to exam revision, referencing, and mathematical skills.

The Student Support Team help students with any problem which has an effect on their studies. This can range from illness, problems writing an assignment, questions about academic regulations to serious confidential issues.

The students are introduced to all these mechanisms during induction sessions at the beginning of each new academic year. It is here that the students first encounter the university's computer network, which includes their personal access to Canvas and how to use it as a learning environment. They are also encouraged to make use of the substantial Study Skills Centre, an important resource that provides additional help across a range of academic skills.

Students are expected to be involved in the development of their programme. On an individual level through meetings with their course leader and personal tutor at which they can discuss their academic progress, personal development and can seek advice on course and module choices in the light of their career aspirations. As a cohort, students can contribute to many aspects of programme evolution, for example by student representation on committees including Staff Student Consultative Committees as well as by their formal and informal feedback such as the early module reviews and module evaluation questionnaires.

### **The Personal Tutoring Scheme**

A **Personal Tutor** is allocated to each MSc student. Personal Tutors are recruited from the Course team – to ensure the students have the opportunity to benefit from various aspects of the profession that each individual academic brings. The personal tutors will meet with their students sufficiently frequently to maintain close communication and manage to provide information/advise on the matters relevant at the start of the course, address the progression and advise on the personal development leading to relevant career choices. Typically, there will be **at least 2 individual meetings per semester**, specifically at:

- The start of the semester/course to discuss the work patterns on the course and/or the choice of electives
- At the end of the teaching block to review the progress of individual students

There are also planned **group meetings** – one per semester – to discuss issues of common interest. At each of these meetings the students are encouraged to raise issues of their concern so that they can be resolved effectively and timely in due course.

### **Level 7: Getting the most out of the Masters**

- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual review and development

- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- Periodic review for professional accreditation by the BCS: The Chartered Institute for IT

## G. Employability and work-based learning

Computing qualifications are amongst the most versatile and enable graduates to find employment in a wide spectrum of careers ranging from systems and business analysts, and software engineers, through to programmers and network specialists in a wide range of public and private sector industries. Recent graduates found employment with large organisations such as IBM, Hewlett Packard, Cap Gemini, JDA Software, Thomson Reuters, GlaxoSmithKline, Axa, BAA, British Telecom, Ernst & Young, Marks & Spencer, Waitrose, Virgin Media, NHS Institute for Innovation and Improvement as well as a host of smaller companies. Graduates also pursue careers in academia joining universities such as Kingston University's PhD programmes in Big Data, network security, and user experience.

Working on case studies designed to simulate the working environment, typically in teams, gives students experience of applying the theoretical concepts to practice in a professional manner. Furthermore, they have the opportunity to **work with client organisations** on real-life problems as part of their coursework assignments in modules, such as **CI7230 Modelling Enterprise Architectures** and/or their project dissertation. There is therefore an opportunity for a student to develop communication and interpersonal skills throughout the course. They learn about time management and the value of prioritising and planning by involvement in such projects and in the learning activities outlined in Section F above.

### BCS the Professional Chartered Institute for IT

As an accredited BCS degree course students are eligible to join as student members thereby providing them with another route in which to monitor current industry standards and needs. They are eligible for full membership on the successful completion of their Honours degree and they can continue within the BCS to Chartered Information Technology Professional (CITP) status, providing proof of experience in a competitive job market.

### Curriculum, Employability and Practical Skills

Employability is signposted in the curriculum at all levels where the emphasis is on applying knowledge, developing practical skills and applying them in mini-projects representing typical workplace issues.

For example, programme members will join a team to undertake a practical project development and management exercise that will pit them in competition with other teams bidding for the business. In another example, they will play the role of a senior manager, and participate in a management team meeting to solve a problem associated with a technology-enabled change project.

The Project Dissertation is a capstone project enabling the student to showcase their ability to manage and develop work with, whenever possible, a real client.

The Destinations and Leavers survey indicates that graduates from this programme go onto the following careers:

Entrepreneur -Start own company

Information architect

Business analyst

Requirements engineer

eLearning developer

IT Manager

IT Consultant

## **Work-based learning, including sandwich courses and higher or degree apprenticeships**

The 2-year version of the programme is designed to include work-based learning through assessments and the reflective report. Many of the students on the programme are already working and they can use that experience to relate to theoretical concepts and to evaluate the relationship between theory and practice.

While it is the responsibility of individual students to secure such placements, the Careers and Employability Service support offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.

The business experience period enables students to apply their learning in the real-world work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students will be assessed during and at the end of this period, normally through a portfolio. This will be marked as pass/fail.

Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements.

### **H. Other sources of information that you may wish to consult**

QAA Benchmark statement website: [http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-masters-degree-computing.pdf?sfvrsn=c490f681\\_16](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-masters-degree-computing.pdf?sfvrsn=c490f681_16)

Professional or statutory body information: <http://www.bcs.org/>

Module guides

Guidance on Enterprise and Entrepreneurship (Draft)  
[http://www.qaa.ac.uk/docs/qaa/about-us/enterprise-and-entrepreneurship-education-2018.pdf?sfvrsn=20e2f581\\_10](http://www.qaa.ac.uk/docs/qaa/about-us/enterprise-and-entrepreneurship-education-2018.pdf?sfvrsn=20e2f581_10)

Student handbook

### **I. Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7					
		C17900	C17000	C17240	C17300	C17230	C17200
Knowledge & Understanding	A1						
	A2						
	A3						
	A4						
Intellectual Skills	B1						
	B2						
	B3						
	B4						
	B5						
	B6						
Practical Skills	C1						
	C2						
	C3						
	C4						
	C5						

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.