

MSc Business Information Technology (Part-Time) Module Directory

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Faculty of Business
School of Business Information Management

MSc Business Information Technology
PG Diploma Business Information Technology
PG Certificate Business Information Technology

May 2003

Module Directory



Module Directory

| Modules | Code | Credit | Taught Hrs | SCL Hrs |
|-------------------------------|-------------|---------------|-------------------|----------------|
| Pre-Programme | | | | |
| Induction Programme | – | – | 20 | 80 |
| Programme | | | | |
| eCommerce Operations | BBM001 | 15 | 22 | 128 |
| BIT Frameworks | BBM002 | 15 | 22 | 128 |
| Digital Document Management | BBM003 | 15 | 22 | 128 |
| Programming the WWW | BBM004 | 15 | 33 | 117 |
| BIT Consultancy Project | BBM005 | 7.5 | 15 | 60 |
| Strategic Management of IS/IT | BBM006 | 7.5 | 11 | 64 |
| Business Internet Systems | BBM007 | 15 | 33 | 117 |
| Internet Technologies | BBM008 | 15 | 22 | 128 |
| Research Workshops | BBM009 | 15 | 22 | 128 |
| Dissertation | BBM010 | 60 | 48 | 552 |
| Totals | | 180 | 250 | 1550 |

MSc Business Information Technology: Full-Time

Induction

Semester 1

Semester 2

Summer

Induction
Programme

eCommerce Operations
(BBM001 22hrs - 15 Credits)

Strat Man IS/IT
(BBM006 11hrs - 7.5 Credits)

BIT Frameworks
(BBM002 22hrs - 15 Credits)

Digital Doc Man
(BBM003 22hrs - 15 Credits)

Bus Int Systems
(BBM007 33hrs - 15 credits)

Prog the WWW
(BBM004 33hrs - 15 Credits)

Internet Tech
(BBM008 22hrs - 15 Credits)

BIT Consultancy Project
(BBM005 15hrs - 7.5 Credits)

Research Workshops
(BBM009 22hrs - 15 Credits)

Dissertation
(BBM010 16 weeks - 60 Credits)

MSc Business Information Technology: Part-Time

Induction

Year 1

Year 2

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Programme

eCommerce Operations
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Research Workshops
(BBM009 22hrs - 15 Credits)

BIT Consultancy Project
(BBM005 15hrs - 7.5 Credits)

Dissertation
(BBM010 16 weeks - 60 Credits)

Induction Programme

PRE-REQUISITES: None

CO-REQUISITES: None

Aims

The induction programme aims to provide a stimulating and welcoming environment in which the course ethos, expectations and vehicles for learning within the programme are introduced and explored. The Masters programme, scale, schedule, assessment processes, support and expectations will be addressed. Self-examination and the role of personal development will be given a high priority, and it is expected that students will take time to look at personal skills, communication skills, research skills and career skills through directed exercises. Areas of weakness will be highlighted for future action.

At the same time it will be an opportunity for students to be introduced to the facilities of Kingston Hill, the administration of the course, the staff and their fellow students. A number of on-site and off-site activities will provide a medium for the coverage of this wide variety of aims.

Furthermore, there will be an Introduction to Business Information Technology which will provide the opportunity for students to cover a grounding in the elements of BIT. Each of the four areas of business theory presented in the syllabus below will be covered in two intensive sessions. The Introduction to Business Information Technology will be developed during the conventional Induction Programme.

The main aims are to:

- establish a framework for the acquisition of the theory required by the course
- establish the performance expectations for the programme.

Learning Outcomes

On completion of the programme students will:

- be familiar with the infrastructure and processes required to complete the Masters
- be able to appreciate the boundaries of knowledge and skills required for the course
- be able to appreciate the integrative nature of the programme
- be able to identify weak skills areas and take remedial action

- be able to appreciate the performance expectations for the programme
- have explored some real business activities through visits and research
- have established the basis for the social interaction with their fellow students.
- appreciate the functional structure and multi-disciplinary nature of business education;
- build detail, depth and understanding on to this functional structure;
- appreciate the mechanisms for integrating IT into traditional business functions and operations.

Curriculum Content

The Induction Programme will be tailored to meet the needs of each cohort, therefore the following gives a flavour of the elements which will be considered for inclusion. Thus the content outlined below must be viewed as indicative rather than definitive.

Induction Themes

The structure and processes of the MBIT: expectations and agreements.

Personal skills: independence, self-reliance, motivation.

Study skills: reading and learning; presentations; case studies; group work; report writing; time management; computer mediated support facilities.

Research skills: an introduction to the main types and styles of research. The course requirements; literature searches; research methods and design; data analysis; library induction and LLR information services.

Communication and career skills: presenting, formulating arguments and discussion.

IT skills: Computing induction; registration; Email and home directories; word processing and access to printing; access to the Internet and LLR information services.

Basic software skills: Windows; Explorer and File Management; Microsoft Office; Netscape; Excel basic skills.

Induction Activities

Visiting lecturers: graduate recruiters, careers, company specialists.

Study and time management sessions.

Business Game day: group driven.

Support services: Library and research services; English language and career services.

Off-site business visits and directed research.

Integrative business presentations: group driven.

Elements of Operations

Operations Management: meaning and scope of; the objectives of operations management and its relationship with other business functions within an organisation; the manufacturing-service continuum.

Demand Forecasting and capacity planning: factors which determine capacity; process types and facility layout.

Elements of Human Resource Management

Individual in the Organisation: exploring the employment relationship for the organisation and individual; external and internal influences on characteristics, abilities, personality and expectations of individual.

Elements of Marketing

Introduction to Marketing: marketing and core concepts; consumer needs and behaviour; segmentation; the marketing mix; the marketing plan and basic marketing analysis.

Market research

Elements of Accounting

Underlying principles: An introduction to the nature and purpose of accounting including an explanation as to the differences between financial accounting and management accounting. The identification of the nature and qualities of financial data and of the main accounting concepts and conventions (rules) used in the construction of financial statements. An introduction to the regulatory framework, the Companies Acts and Accounting Standards.

The main financial statements: An introduction to the main financial statements, the Balance Sheet, the Profit and Loss account and the Cash Flow Statement.

The determination of profit: An introduction to the development of historical cost accounting and the issues surrounding the valuation of assets and the consequent impact of different valuation methods on reported results. The difference between profit and cash flows.

Accounting for management: An introduction to the nature and purpose of management accounting considering the planning, controlling and decision-making functions of management.

Elements of Information Technology

Information Systems: a review of the principal building blocks and forces which interact on them.

Hardware: the principal elements associated with an IS.

Data Communications: a primer in communication fundamentals.

Teaching and Learning Strategies

The programme will include a mixture of formal lectures, practical exercises, group exercises, individual and group presentations, case studies, measurement exercises, on-site and off-site visits, depending on the nature of the material covered. A major component will be the use of integrated cases studies to develop a selection of themes associated with the elements addressed during the Induction Programme. The course will comprise 20 contact hours and students will be expected to undertake additional exercise work. Where possible some of these introductory elements will be taught jointly with other students commencing on Master's programmes within the Business School.

Major Categories for Assessment

There is no formal graded assessment for this course, but some informal and formative assessment such as time-limited assessment and presentation will be expected. More generally, the emphasis will be upon self-assessment and peer assessment.

MODULE CODE: BBM001

LEVEL: M

CREDIT: 15

TITLE: eCommerce Operations

PRE-REQUISITIES: None

CO-REQUISITES: None

Aims

The aim of this course is:

- to provide students with an overview of the current developments in the implementation and use of IT systems for business and management decision-making and operations;
- to examine how current technologies are being used in different functional areas of business to provide more effective and efficient management systems and to provide added-value solutions to the needs of customers, clients and organisations.

Learning Outcomes

On completion of this module students will have:

- an understanding of the key opportunities and challenges facing managers and organisations who are developing eCommerce initiatives;
- a clear strategic and theoretical framework by which students can understand the process of change and competition in emerging eCommerce operations;
- an understanding of the operational issues that need to be addressed by managers across the functional areas of their business or organisation.

Curriculum Content(*Indicative*)

The eCommerce environment: the historical development of eCommerce; the Internet revolution; eCommerce and changing structure of management in the functional areas of business; management goals and objectives in eCommerce. Current issues and structure of eCommerce perspectives from the UK, US and European.

Trends and developments in eCommerce initiatives and ventures: The restructuring of the relationship between consumers, supply-chain and manufacturers. The operational challenges of the eCommerce venture. The constraints and barriers to the development of eCommerce solutions.

Marketing and the eCommerce venture: Targeting and segmentation of the eCommerce consumer. Managing consumer product offering. eCommerce communication issues. The new communication opportunities offered by eCommerce ventures. Managing the delivery of the service and total product offering.

Supply chain management: issues in eCommerce/supplier relationship; buying strategy; supplier selection and sourcing; Efficient Consumer Response (ECR); Electronic Data Interchange (EDI) systems and electronic trading networks.

Future issues in eCommerce strategy and planning: competitive advantage in eCommerce; new directions in eCommerce emerging technologies and eCommerce markets. Customer service solutions. eCommerce management strategies.

Teaching and Learning Strategies (*Indicative*)

The teaching of the module will be via a series of seminars and workshops. Students will be required to work in case study groups preparing presentations and discussion topics. This activity is complemented by the use of textbook resources, an extensive range of Web-based resources examining issues in eBusiness and eCommerce, evaluation of national and international approaches to the eBusiness ventures and reading lists for each topic area. Students are required to prepare and share a range of study materials derived from the assessment process.

Assessment Strategy

Assessment will consist of an individual management report based on the evaluation and appraisal of a specific eCommerce solution that has been developed in a business or organisation. The project selected may be one developed in the students own organisation or a venture implemented by another business or organisation. The focus of the assessment will be a critical analysis and evaluation of the added value achieved by the initiative and the wider implication of the initiative to the internal and external business environment. The assessment will consist of an individual presentation (30%) and a report (70%).

Major Categories of Assessment

The assessment will consist of an individual presentation (30%) and report (70%).

Achieving a Pass

It is not a requirement that any major assessment category must be passed separately in order to achieve an overall pass for the module.

Bibliography(*Indicative*)

- [1] Chan H, Lee R, Dillon T and Chang E (2001) *E-Commerce Fundamentals and Applications*. J Wiley.
- [2] Amor D (1999). *The eCommerce Revolution*. Palgrave
- [3] Chen S (2001). *Strategic Management of e-Business*. J Wiley.
- [4] Korper S et al (1999). *The E-Commerce Book: Building the E-Empire*. Addison-Wesley.
- [5] De Kare-Silver M (2001). *e-shock the new rules*. Palgrave.
- [6] Kalakota S et al (1999). *eCommerce : Roadmap for Success*. Addison-Wesley Information Technology Series
- [7] Deitel HM, Deitel PJ and Nieto T (2001). *E-business and e-commerce: How to programme*. Prentice Hall.
- [8] Hanson W (1999). *Principles of Internet Marketing*. International Thomson Publishing.
- [9] Milley D (2000). “The Emarketplace: Strategies for Success” in *B2B Ecommerce*.
- [10] Timmers P (1999). *Electronic Commerce*. J Wiley.

Journals

Harvard Business Review, Sloane Management Review, Journal of Computer Mediated Communications, Webnet Journal, Internet Research, Journal of Technology Management

MODULE CODE: BBM002

LEVEL: M

CREDIT: 15

TITLE: Business Information Technology Frameworks

PRE-REQUISITIES: None

CO-REQUISITES: BBM007 (part-time)

Aims

The aim of this course is:

- to provide students with a deep structural understanding of what constitutes contemporary Business Information Technology;
- to develop a framework through which the various themes examined in other modules of the programme can be positioned most effectively to enable informed and effective decision-making.

The module will be taught in two phases. Phase 1 will be concerned with developing the ‘tool kit’. Phase 2 will be directed towards application of the framework.

Learning Outcomes

On completion of the module students will have a sound grasp of the principal strands which comprise Business Information Technology, and will be able to apply this knowledge. In particular they will be able to:

- describe and analyse the principal communications technologies available to the organisation;
- apply a workable framework for handling major issues in eCommerce;
- selectively utilise techniques of managerial decision-making;
- draw upon appropriate ‘tools’ to enhance the organisation’s competitive position;
- build a conceptual model of the organisation’s eCommerce capability;
- identify, efficiently access and use knowledge, critical to the achievement of the company’s stated mission;
- describe and analyse the role of the organisation’s management information system;

Curriculum Content(*Indicative*)

Introduction and overview of BIT: Philosophy; evolution; flavours of BIT; taxonomy.

Technology Frameworks: Fundamentals of Data Communications; Intranets, Extranets and Internet; Electronic Mail; Security; Mobile Computing; Emerging Technologies; Information Theory.

Knowledge Frameworks: Cognition, knowledge and learning; Knowledge engineering and knowledge acquisition ; KM practices; Intellectual capital; KM in different sectors; Organizing knowledge flow; Managing knowledge workers; Knowledge and strategy; Designing a KM infrastructure; Evaluation of KM initiatives; Managing KM projects.

IS Frameworks: Accounting Information Systems; Management Information Systems; Executive Information Systems; Accounting for eCommerce.

Frameworks for Managerial Decision Making: cost behaviour and the treatment of fixed costs in the pricing and decision making process; the differences between absorption and marginal costing systems; budgetary control including fixed and flexed budgets and simple variance analysis; capital investment appraisal including, Payback Period, Accounting Rate of Return, Net Present Values and the Internal Rate of Return techniques and the value of accounting data. The analysis and interpretation of financial data; the limitations of financial data analysis; Experimental frameworks; Capital Budgeting; Risk and portfolio analysis; MAUT; Scenario techniques; Monte Carlo methods.

Unified Framework: Model selection criteria; Performance Measures; Software for Frameworks; Modelling eCommerce; Case Studies.

Teaching and Learning Strategies(*Indicative*)

The teaching of the module will be via lectures and tutorials, supported by role play exercises, computer laboratory workshops and the use of other teaching resources as they become available. Lectures will be used to provide an analytical framework while the case study, role play sessions and practical laboratories can allow a more in-depth exploration. The overriding aim within this module is integration and the development of a flexible tool-kit to enhance the student's flexibility.

Assessment Strategy

The individual essay in the first Semester will be used to reinforce the development of the student's perception and of the principal elements which make up the framework. The group case study will be the vehicle for applying the unified framework. The end of year examination will be designed to test the student's ability under, timed circumstances, identify the organisations problem and to apply the framework.

Major Categories of Assessment

Assessment will be via an individual essay and an end of module three hour examination, the percentage weightings will be 30% and 70% respectively.

Achieving a Pass

It is not a requirement that any major assessment category must be passed separately in order to achieve an overall pass for the module.

Bibliography(*Indicative*)

- [1] Cleary T (1998). *Business Information Technology Frameworks*. Pitman Publishing.
- [2] Laudon KC and Traver CG (2001) *E-commerce - business. technology. society*. Addison-Wesley
- [3] Turban E (2002) *Electronic Commerce - a Managerial Perspective*. Prentice-Hall.
- [4] Flood R & Jackson MC (1991) *Creative Problem Solving: Total Systems Intervention*. J Wiley.
- [5] Chesher M, Kaura R & Linton P (2003). *Electronic Business & Commerce*. Springer.
- [6] Comer D (1999). *Computer Networks and Internets* (2nd edition). Prentice-Hall.
- [7] Daellenbach H (1994). *Systems and Decision Making*. J Wiley.
- [8] Avison DE and Fitzgerald G (1995) *Information Systems Development: Methodologies, Techniques and Tools*. McGraw-Hill.
- [9] Abrams M (ed) (1998). *World Wide Web: Beyond the Basics*. Prentice-Hall.
- [10] Davis DD and Holt CA (1993). *Experimental Economics*. Princeton University Press.
- [11] Kagel JH (ed) (Roth AE) (1995). *The Handbook of Experimental Economics*. Princeton University Press.
- [12] Liebowitz J (1999). *Building Organizational Intelligence : A Knowledge Management Primer*. CRC.
- [13] Little S (ed) (and Quintas P & Ray T) (2002) *Managing Knowledge - An Essential Reader*. Sage.
- [14] JORS (2003). *Special Issue: Knowledge Management and Intellectual Capital*. Vol 54. No 2. Operational Research Society
- [15] Weetman P (1999). *Financial and Management Accounting*. Pitman.

MODULE CODE: BBM003

LEVEL: M

CREDIT: 15

TITLE: Digital Document Management

PRE-REQUISITIES: BBM004 (part-time)

CO-REQUISITES: BBM004 (full-time)

Aims

The course aims to develop:

1. An understanding of the role of structured markup languages in the production and exchange of documents and data on the World Wide Web.
2. The ability to model document structures using XML.
3. An understanding of the role of style sheet technologies in decoupling document content and structure from presentation.
4. An overview of current applications in a business context.

Learning Outcomes

At the end of the module students should be able to:

1. Create documents in HTML.
2. Create XML documents for particular DTDs
3. Develop small DTDs to model particular document classes in a business context.
4. Develop style sheets using CSS.
5. Transform XML documents using XSLT.

Curriculum Content (*Indicative*)

Document Processing History of document processing; markup languages, word processors and DTP. Structured document editors. Hypermedia systems and an over view of multimedia.

The Web & HTML Origins of the Web. Key concepts. HTML structure and concepts. HTML production — conversion, filters and editors.

The Web & Style Sheets The concept of style. CSS and Web pages.

XML Introduction to XML (and SGML). Components of an XML system. Role of XML in business. Example developer support and applications.

Document Modelling DTDs. Structuring DTDs. Namespaces.

XSL XSL Transformations. XSL Formatting Objects

XML Linking XPath. XPointer. XLink.

Applications Industrial and E-Commerce applications. Metadata and Resource Description Framework. Wireless Markup Language. XML-Schema. XML Query and database issues. XML Schema and data type issues. XHTML.

Teaching and Learning Strategies (*Indicative*)

The course will be delivered as a combination of lecture and laboratory exercise classes.

Major Categories of Assessment

A two part practical XML assignment.

Achieving a Pass

It is not a requirement that any major assessment category must be passed separately in order to achieve an overall pass for the module.

Bibliography (*Indicative*)

- [1] Goldfarb CF and Prescod P (2002). *The XML Handbook*. Prentice-Hall, fourth edition: ISBN 0-13-065198-2.
- [2] Harold ER (2001). *The XML Bible*. Hungry Minds, gold edition: ISBN 0-7645-4819-0.
www.metalab.unc.edu/xml/books/bible.
- [3] Haarold ER and Means WS (2002). *XML in a Nutshell*. O'Reilly, second edition: ISBN 0-596-00292-0.
- [4] Kay M (2001). *XSLT Programmer's Reference*. Wrox, second edition: ISBN 1-861005-06-7.
- [5] Megginson D (1998). *Structuring XML Documents*. Prentice-Hall, first edition: ISBN 0-13-642299-3.

- [6] Ray ET (2001). *Learning XML*. O'Reilly: ISBN 0-596-00046-4.
- [7] Tennison J (2002). *Beginning XSLT*. Wrox: ISBN 1-861005-94-6.
- [8] Tidwell D (2001). *XSLT*. O'Reilly: ISBN 0-596-00053-7.

MODULE CODE: BBM004

LEVEL: M

CREDIT: 15

TITLE: Programming the WWW

PRE-REQUISITIES: None

CO-REQUISITES: BBM003 (full-time)

Aims

This module aims to provide students with a solid foundation of practical web programming experience, including:-

- Elucidation of concepts and background for programming the World Wide Web.
- Giving students *hands-on* experience with Web programming.
- Identifying and discussing correctness and security issues related to Web programming.

Learning Outcomes

At the end of this module students should:

- be able to plan, design, construct, debug and test active web sites using an appropriate Scripting language.
- have learned how to design and implement code in a structured way and how to reason about, monitor, debug and test the behaviour of their software.
- be able to make appropriate decisions about client/server software positioning based on performance and security considerations.

Curriculum Content (*Indicative*)

Introduction to background of the Web and Web programming concepts, HTML, XML, standards and standard bodies.

Web programming concepts, servers and clients, design, capabilities, security

Scripting Languages (e.g. Javascript) Embedded scripts and their use, CGI, practical examples, limitations and problems, DOM and use of DOM.

General Programming Skills (design, reasoning, testing, abstraction, using manuals and formal documents, debugging, use of tools)

Teaching and Learning Strategies (*Indicative*)

This module will be mostly practical work (laboratory-based) for hands on programming experience. Lectures will be used to introduce key concepts. Feedback and guidance on problem solving will be given by email, in class or in laboratory sessions. Students will be expected to read manuals as well as recommended texts to prepare for practical/laboratory work.

Major Categories of Assessment

The assessment will be entirely through practical work (100% Coursework) and will include submission of working programs with reports. (2 deliverables + log book submission)

Bibliography (*Indicative*)

- [1] Flanagan D (2002). *Javascript: the Definitive Guide (4th ed)*. O'Reilly; ISBN 0-596-00048-0
- [2] Goodman D (2001). *JavaScript Bible (4th ed)*. Hungry Minds Inc.; ISBN 0-7645-3342-8
- [3] Deitel HM, Deitel PJ and Nieto T (2000). *Internet & World Wide Web: How to Program*. Prentice Hall; ISBN 0130161438.
- [4] Bradenbaugh J (1999). *JavaScript Application Cookbook*. O'Reilly UK; ISBN 1-56592-577-7
- [5] Eric A. Meyer. (2000) *Cascading Style Sheets The definitive Guide* O'Reilly; ISBN 1-56592-622-6.
- [6] Online manuals

MODULE CODE: BBM005

LEVEL: M

CREDIT: 7.5

TITLE: BIT Consultancy Project

PRE-REQUISITIES: BBM002, BBM006 (part-time)

CO-REQUISITES: BBM006 (full-time)

Aims

In this module students will:

- develop management consultancy skills on a live Internet start-up project, which involves group working;
- design and develop a prototype system for a new organisation that wishes to set up an innovative WWW based business application;
- produce a business plan and marketing strategy for the application.

The module will act as a focus for integrating the other taught components of the course.

Learning Outcomes

At the end of the module, students will be able to:

- Understand the key processes in applying innovative thinking to business problems;
- Apply their Internet computing knowledge in a business context;
- Understand the key organisational, management, technical, security and ethical issues in setting up and implementing a new Internet-based application;
- Prepare the supporting business and marketing plans for a new start-up venture;
- Work effectively as a team member and/or leader in a substantial business project;
- Develop and enhance their management consultancy skills, such as: negotiating, teamwork, presenting to clients, project management, problem analysis and solving.

Curriculum Content (*Indicative*)

The consulting process: initial contact, project initiation, defining objectives, project proposal, project progression, communicating the findings.

The business initiation process: initial concept, researching the market, identifying a gap.

Problem structuring methods: e.g. Soft Systems Methodology (SSM)

Project Management: Philosophy, techniques, tools, human issues, teamwork, group roles. Business Re-engineering approaches for the development of e-business.

Internet Marketing: Information value chain, on-line shopping, advertising, advanced search engines

Teaching and Learning Strategies (*Indicative*)

For part-time mode of study, student groups will be carefully selected, usually on a geographical basis.

A staff member will be required to co-ordinate the activity.

Student groups will generate ideas for the new business start-up projects.

Each group comprises a University Staff Consultant and typically, 5/6 students with the following possible responsibilities: Group Co-ordinator, Business Systems Analysis (2-3 students responsible for development strategy, business planning and marketing strategy), Software Development (e.g. 1-2 students responsible for Web site design and development).

Students will be required to prepare documentation showing project progress, problems faced etc during lifetime of project.

Available application environments include *inter alia*: HTML, Javascript, XML, Microsoft Inter-Dev, Frontpage, Microsoft Office suite, SPSS (statistical suite), World Wide Web Management (e.g. Netscape Communicator), ORACLE.

Major Categories of Assessment

Students will:

- prepare a written group report to professional standard, which will include: business plan spreadsheet with supporting data indicating financial and human resource requirements, likely market impact and competitor study strategy (70%)
- deliver a group oral presentation on completion of the project (30%)

[The contribution of each student to the group activity will be clearly stated]

Achieving a Pass

It is not a requirement that any major assessment category must be passed separately in order to achieve an overall pass for the module.

Bibliography (*Indicative*)

E-Business Start-up

- [1] Freeman R (2001) *The Econsultant: Guiding Clients to Net Success* J Wiley
- [2] Napier HA, Judd PJ, Rivers ON and Wagner SW (2001). *Creating a Winning E-Business*, Course Technology, Thomson Learning.
- [3] Read T, Chace C and Rowe s (2000). *The Internet Start-up Bible*. Random House.
- [4] Treleaven P (2000). *The Sunday Times 'E-Business St@rtup': The Complete Guide to Launching Your Internet and Digital Enterprise*. Kogan Page.

Problem Structuring

- [5] Patching D (1990). *Practical Soft Systems Analysis*. Pitman.
- [6] Rosenhead J and Mingers J (eds) (2001) *Rational Analysis for a Problematic World Revisited*. John Wiley, Chichester. 2nd Edition.

Business Planning

- [7] Bayne KM (1997). *The Internet Marketing Plan*. Wiley & Sons: New York.
- [8] Ford, Haylock and Muscarella (1999). *Net Success: 24 Leaders in Web Commerce show you how to put the Web to work for your Business*. Adams Media Corporation.
- [9] Eglash J (2000) *how to Write a .com Business Plan* McGraw-Hill. New York.

Special Features of Module

Sponsorship by external organisations, whose representative will attend group presentations. Prize for best project.

MODULE CODE: BBM006

LEVEL: M

CREDIT: 7.5

TITLE: Strategic Management of IS/IT

PRE-REQUISITIES: BBM001 (full-time)

CO-REQUISITES: BBM001 (part-time)

Aims

This module aims to:

- provide an understanding of the key strategic issues involved in the management of IS/IT;
- give an overview of the major models found in the corporate strategy literature;
- develop strategies for the exploitation, management and implementation of Internet and eCommerce applications.

Learning Outcomes

At the end of the module, students will:

- Understand the multi-disciplinary and integrative nature of managing IS/IT with specific reference to Internet and eCommerce applications.
- Understand the key processes in applying Internet driven systems to problems both at the strategic and tactical levels in organisations.
- Understand the methods and skills required to develop and/or change the organisational infrastructure to support Internet and eCommerce applications.
- Via the BIT Consultancy project, develop and enhance their management skills, such as: teamwork, negotiating, presenting to clients, project management, problem analysis and solving.
- Be able to undertake an evaluation of an information system.

Curriculum Content (*Indicative*)

Corporate Strategy and Planning Strategic management and planning. Organisational aims, objectives and mission. Analysis of resources. Management structures. Forms of strategic organisation. Corporate cultures and styles.

Strategy Formulation and Control Scenario construction. Alternative competitive strategies. Strategy formulation, analysis and implementation. Strategy selection and evaluation. Budgetary control systems and metrics.

Models of Strategic Analysis Strategic tools and their limitations. Portfolio analysis. Critical Success Factors. Industry dynamics. Value chain analysis. Life cycle analysis. Innovation and change models. Environment analysis.

Internet/eCommerce Strategy Strategic models for eCommerce: Seybold's five stage model, the virtual value chain model, relationship to strategic theory. Virtual supplier chain and virtual business-to-business relationships.

Management of virtual organisations: Management of virtual teams and matrix organisations, implications for human resource management, knowledge management/sharing, the learning organisation, skills development, leadership, power and reward systems for virtual businesses. Company roles e.g. IT Director, "Project Champion", "Hybrid Manager".

IS Evaluation Nature of IS 'success', evaluation approaches (quantitative and qualitative), case studies.

Teaching and Learning Strategies (*Indicative*)

Teaching will take the form of lectures, tutorials and seminars, which, as the module progresses, will include discussion on the major group consultancy project. Seminars will be used for students to present the results of case study analysis (see case study list).

Major Categories of Assessment

The module will have an active assessment approach. Students will be required to produce a researched essay (30%) on a prescribed topic during the module. At the end of semester two, students will be assessed by a case study based examination (70%) over one whole day. The case study will be presented two weeks before the examination day and students will be able to undertake research using the Learning Resources Centre in order to deliver answers by the end of the day.

Achieving a Pass

It is not a requirement that any major assessment category must be passed separately in order to achieve an overall pass for the module.

Bibliography (*Indicative*)

- [1] Galliers RD and Leidner DE (2003). *Strategic Information Management* (3rd edition). Butterworth-Heinemann.

IS Evaluation

- [2] Garrity EJ and Sanders GL (1998). *Information Systems Success Measurement*. Idea Group Publishing.
- [3] Willcocks LP and Lester S (eds) (1999). *Beyond the IT Productivity Paradox*. Wiley.

E-business Strategy

- [4] Affuah A and Tucci CL (2001). *Internet Business Models and Strategies*. McGraw-Hill. New York.
- [5] Cassidy J (2002). *Dot.Con: The Greatest Story Ever Sold*. Allen Lane.
- [6] Chesher M, Kaura R and Linton P (2003). *Electronic Business Commerce..* Springer-Verlag, London.
- [7] Turban E, Lee, King D and Chung HM (2000) *Electronic Commerce - A Managerial Perspective*. Prentice Hall. New Jersey.

Case Studies

- [8] Rayport JF and Jaworski BJ (2001). *Cases in e-Commerce*. McGraw-Hill, New York.
- [9] Saloner G and Spence AM (2002). *Creating and Capturing Value - Perspectives and Cases in Electronic Commerce*. Wiley & Sons, New York.

MODULE CODE: BBM007

LEVEL: M

CREDIT: 15

TITLE: Business Internet Systems

PRE-REQUISITIES: None

CO-REQUISITES: BBM02 (part-time)

Aims

This course aims to:

- provide a theoretical understanding and practical competence in the techniques of structured systems analysis and design applied to the new and emerging fields of Business Internet Systems;
- identify the characteristics, limitations and applicability of a variety of development approaches to systems distributed via the Internet.

Students who complete the course should be able use a structured development approach in order to design and implement an Internet based system. Methodologies covered will range from SSADM to Rapid Application Development and Prototyping.

Learning Outcomes

At the end of the module students should be prepared to:

- Analyse and define a problem specification;
- Apply a variety of Systems Development methodologies to a problem specification;
- Comment on the suitability of a variety of Systems Development methodologies;
- Generate an internet based solution to a problem specification.

Curriculum Content (*Indicative*)

System Development strategies: The applicability of conventional methodologies to the Internet, Assessing the appropriateness of a system/methodology, Business Internet Models

Software specification: Requirements definition, Formal specification, Pseudo-code, Prototyping

Software Design: Modelling, normalisation, User Interface Design, Open Source, Joint Application Development, N-tier development, User Interface Design

Programming Techniques and Tools: Reliability, Reuse, CASE tools, Development Environments

Query Languages: QBE, SQL, extensions to SQL, TSQL, OSQL

Systems Development management: Validation, Verification, Testing, Planning, Maintenance, Documentation

Computer Security/Fraud: Case studies, Computer Misuse, Preventative measures, Data Protection Act, Computer Misuse Act

Teaching and Learning Strategies (*Indicative*)

The course will consist of lectures, case studies, tutorials and laboratory sessions. The primary aim being to balance theory with practical application. Lectures will normally be used to cover the theoretical underpinnings of the subject, whilst tutorials and laboratory sessions will develop this knowledge into applicable skills. Students will use a combination of CASE tools and development environments to gain first hand knowledge of the techniques and tools available to aid in systems development.

Major Areas of Assessment

One in-course assignment (30%) and an end of module 2 hour examination (70%).

Achieving a Pass

It is not a requirement that any major assessment category must be passed separately in order to achieve an overall pass for the module.

Bibliography (*Indicative*)

- [1] Connolly T and Begg C (1999). *Database Systems* (2nd edition). Addison Wesley.
- [2] Sommerville I (1995). *Software Engineering* (5th edition). Addison Wesley.
- [3] Abiteboul S and Buneman P (1999) *Data on the Web Morgan*. Kaufman
- [4] Yourdan E (1994). *Decline and Fall of the American Programmer*, Prentice Hall.

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MODULE CODE: BBM008

LEVEL: M

CREDIT: 15

TITLE: Internet Technologies

PRE-REQUISITIES: BBM003 (full-time), BBM004

CO-REQUISITES: BBM003 (part-time)

Aims

This module aims to:

- provide students with an understanding of the “landscape” of issues and current technologies related to the Web including some emerging research issues;
- provide students with more diverse *hands-on* programming experience using advanced technologies and applications.

Learning Outcomes

Students completing the module will:

- have a sound understanding of evolving technologies and some current research directions in Web programming and related issues (such as security);
- be able to discuss technical details, potential benefits and difficulties with a variety of recent and emerging technologies.
- have had some practical experience of programming with advanced tools/concepts.

Curriculum Content (*Indicative*)

Overview Advanced Web Programming Concepts

New media Converging technologies, multimedia and the web

Mobile Code Steps towards mobile code, Client-server, Remote evaluation, Code on demand, Mobile agents, Distributed programming.

Web Programming Languages and Security Virtual machines (JVM), applets, net Programming, Encryption and applications, Program security issues, Java Security Model, Beyond Java (Proof Carrying Code).

Research Directions Selected research topics (Such as: Modelling and Security - Mobile calculi/Ambients/Spi Calculus; New Language Developments - HaskellScript, Mondrian, Migratory computation, Types; Agent Technology - Distributed Negotiation, Distributed Transaction, Knowledge Representation)

Teaching and Learning Strategies (*Indicative*)

This module will be delivered through lectures with in class discussions and tutorials, but there will also be some practical work requiring laboratory time. Students will be expected to read and discuss selected research papers as well as recommended texts. The purpose of the practical work will be to consolidate understanding through hands-on experience and may be done in groups to alleviate the problems of steep learning curves with sophisticated software.

Major Categories of Assessment

The assessment will be through a 2hr written examination (75%) and group practical work (25%).

Achieving a Pass

It is not a requirement that any major assessment category must be passed separately in order to achieve an overall pass for the module.

Bibliography (*Indicative*)

- [1] Daniel Amor (2002) *Internet Future Strategies* Prentice Hall PTR; ISBN:0-13-041803-X
- [2] Flanagan D (2002). *Java in a Nutshell* (4th edition). O'Reilly UK; ISBN: 0596002831
- [3] Deitel, H.M., Deitel, P.J. & Santry, S.E. (2002) *Advanced Java 2 Platform - How to Program* Prentice Hall, Inc; ISBN 0-13-089560-1
- [4] M. d'Inverno ,M. Luck (October 2001) *Understanding Agent Systems (Springer Series on Agent Technology.)* Springer-Verlag Berlin and Heidelberg GmbH & Co. KG; ISBN 3540419756
- [5] Ferber J (1999). *Multi-Agent Systems : An Introduction to Distributed Artificial Intelligence.* Addison Wesley Publishing Company; ISBN 0201360489
- [6] Simson Garfinkel & Gene Spafford (2001) *Web Security and Commerce (2nd Ed)* O'Reilly Associates, Inc; ISBN 0-596-00045-6
- [7] Oppliger R (2000). *Security Technologies for the World Wide Web.* Artech House Inc: ISBN 1580530451.

MODULE CODE: BBM009

LEVEL: M

CREDIT: 15

TITLE: Research Workshops

PRE-REQUISITIES: None

CO-REQUISITES: None

Aims

The aim of this course is:

- to provide students with an understanding and ability in the use of the range of research methods and techniques required for the Masters research project.
- to provide a series of master classes, seminars and workshops, designed to give students advanced level knowledge and understanding specific areas of Business Information Technology associated with the students dissertation. These workshop group will provide the nucleus for dissertation supervision groups.

The architecture of the module will address issues in research methodology in the first half of the module. Students will then present a brief outline their potential research project. The second part of the module will involve a range of master classes attended by small groups of students who have research topics in a similar area. These groups will enable refinement of the research proposal and advanced level research and analysis of the key issues. The research proposal will be the major outcome from this part of the module.

Learning Outcomes

Students completing the module will:

- have a sound understanding of the current research methods and techniques that may be appropriate for Masters level research;
- understand the key methodological decisions that need be considered when developing a research project;
- have an understanding of the relevant qualitative and quantitative research techniques that can be used for research;
- have an awareness and understanding of the range of approaches and methodologies that can be developed and used when the research involves mathematical modeling and/programming.

Curriculum Content (*Indicative*)

Philosophy and methodology of research. Research design and analysis.

Project management and the key stages in research. Research resources and tools.

Research techniques and approaches. Qualitative and quantitative research techniques.

Approaches to modeling in business and management. Analysing business problems and developing programming solutions. The design and management of programming solutions.

The syllabuses for the master class workshops will need to be submitted and agreed by the Board of Studies. The content of these workshops must build upon and progress from the core material covered in Years 1 and 2 of the programme. However, as these workshops are designed to facilitate the development and design of the dissertation proposal the themes for the master class workshops will be influenced by the research interests of each cohort of students. We would envisage that given the philosophy of the course, that themes for the workshops would be drawn from the spectrum of issues addressed in the core of the programme. Indicative themes for workshops would build on the following core elements of the programme: IS/IT Strategy, eCommerce, multi-media systems development, new programming environments, etc. The central principle of these master classes is they will enable detailed consideration of the key issues arising in a specific subject area and a level of study appropriate for development of a masters dissertation.

Teaching and Learning Strategies (*Indicative*)

The teaching of the module will be via a series of seminars and workshops. Students will be required to analyse and evaluate the relevant research decisions and the current leading edge issues arising in the domain of their chosen research topic. The research methodology part of the module would cover the first half of Semester 1 and will use a range of study material and key research papers to review the use of different techniques and approaches.

The foundations of the master classes will be a set of research papers and publication representative of the leading edge of research and developments in the subject area. The each master class series of workshops will be taught in the second half of Semester 2. The research papers and materials will be discussed in workshops and seminars involving specialist academics and practitioners.

Assessment Strategy

The philosophy of the module is to facilitate the development and delivery of an original and clearly articulated research proposal. At the end of the module, students will be required to submit a dissertation project proposal. Students will also be required to give a formal presentation of their proposal. The assessment of the module will be weighted 70% for the written proposal and 30% for the presentation.

During the module, for feedback purposes, students will be expected to take part in a ‘practice’ presentation to their peers and members of the course team. This will not form part of the formal assessment.

Bibliography (*Indicative*)

- [1] Kingston Business School (2003) *Research Methods in Business*. Kingston University
- [2] Cooper DR and Schindler PS (1998) *Business Research Methods* McGraw-Hill International
- [3] Saunders M, Lewis P and Thornhill A (2000). *Research Methods for Business Students*. Financial Times, Prentice-Hall, second edition.
- [4] Zikmund WG (2000). *Business Reserach Methods*. The Dryden Press, Harcourt Brace College Publishers, USA.
- [5] Deitel HM, Deitel PJ and Nieto T (2000). *Internet and World Wide Web*. Prentice Hall: ISBN 0-13-016143-8.
- [6] Emory C and Cooper D (1991). *Business Research Methods* (4th edition). Richard D. Irwin: Homewood, Illinois.
- [7] Lilien GL, Kotler P and Moorthy KS (1992). *Marketing Models*. Prentice Hall: Englewood Cliffs, NJ.
- [8] Hair JF, Anderson RE, Tatham RL and Black WC (1998). *Multivariate Data Analysis*. Prentice Hall International: ISBN 0-13-930587-4.
- [9] Aaker DA, Kumar V and Day GS (1999). *Marketing Research* (6th edition). Wiley: ISBN 0-471-55254-2.
- [10] Punch KF (2000). *Developing Effective Reserach Proposals*. Sage: ISBN 0-7619-6356-1.
- [11] Ó Docahtaigh N (2002). *The INTERNET Research Handbook*. Sage ISBN 0-7619-6440-1.
- [12] Burns RB (2000). *Introduction to Research Methods* (4th Edition). Sage: ISBN 0-7619-6593-9.
- [13] Wooldridge JM (2000). *Introductory Economoetrics: A Modern Approach*. South Western/Thomson Publishing: ISBN 0-538-85013-2.

MODULE CODE: BBM010

LEVEL: M

CREDIT: 60

TITLE: Dissertation

PRE-REQUISITIES: BBM009

CO-REQUISITES: None

Aims

The aim of this module is:

- to enable the student to develop further the skills and knowledge gained on the course by applying them to the analysis of real business problems via a substantial piece of individual work;
- to, where applicable, encourage students to incorporate experimental software development in their dissertation to reinforce their chosen area of research;
- for the student to demonstrate proficiency in the selection and application of the appropriate research methods.

Learning Outcomes

The dissertation will:

- allow students to display a critical objectivity, clarity of problem definition and scope, a carefully argued case for the methods employed and sensitivity to the organisational context for which the recommendations are made;
- enable students to develop individual interests and the ability to research a subject in depth. It is a substantial piece of work which draws on the full range of intellectual and practical skills developed in the course.
- will contain an adequate discussion of method, findings, evaluation and research. The conclusions must include a summary and an extended discussion of the findings. Conclusions should not only contribute to improved understanding of the issue of concern, but also significantly enhance their own skills and expertise in addressing business problems. Further information associated with the dissertation can be found in Appendix A.

Curriculum (*Indicative*)

The philosophy of the dissertation for the degree revolves around the identification of an issue or problem which merits investigation. This issue will be developed during the Research Workshops (BBM009).

It is expected that students will undertake the dissertation based on standard investigative procedures. The dissertation provides an opportunity to research a specific area in depth. Students will be expected to be familiar with the theory and empirical research in the chosen area of study and demonstrate their ability to review and apply the concepts and techniques critically. They will also be expected to demonstrate proficiency in the selection and application of the appropriate research methods. No particular constraints will be placed upon the choice of subject matter as long as it falls within a BIT related area. It is understood that a dissertation may be confidential and might therefore require non-disclosure agreements to be made.

Investigation would normally begin with a literature search, and may include an inquiry presented as a case study; or as a comparative study relative to sector norms; or as a questionnaire or interview based research study, and will then follow the aims and learning outcomes outlined above.

Teaching and Learning Strategies (*Indicative*)

The Research Workshops (BBM009) are central to developing the initial dissertation proposal and laying firm foundations for effective research. The student will be allocated a personal supervisor once the research topic area has been established. As the dissertation is an individual piece of work significant emphasis will be placed on the student to refine and produce the finished product, however it is expected that regular clinics will be held to address problems that students might encounter. The expertise developed within KBS for handling dissertations will be made fully available to MSc in Business Information Technology students.

Major Categories of Assessment

The dissertation must not exceed 12,000 words in length. It should be submitted by the first Friday in September following the academic year in which the taught programme was taken, if this is not possible, then it must be submitted by the following first Monday in April. A first draft must be submitted four weeks before the final submission date for the final submission to be accepted. Two copies of the final draft must be submitted in an approved binding.

Bibliography (*Indicative*)

- [1] Kingston Business School (1998). *Research Methods in Business*. Kingston University
- [2] Locke LF, Spiridusu W, and Silverman SJ (1998). *Reading and Understanding Research*. London Sage

- [3] Fink A and Kosecoff J (1998). *How to Conduct Surveys: A Step by Step Guide*. (2nd edition). London Sage.
- [4] Saunders M, Lewis P and Thornhill A (1997). *Research Methods for Business Students*. Pitman Publishing: ISBN 0-273-62017-7.
- [5] Easterby-Smith M, Thorpe R and Lowe A (1991). *Management Research: An Introduction*. London Sage.
- [6] Emory C and Cooper D (1991). *Business Research Methods* (4th edition). Richard D. Irwin: Homewood, Illinois.

A Appendix

MSc Business Information Technology Dissertation

Notes for Guidance

INTRODUCTION

An integral component of the MSc in Business Information Technology is the completion and submission of a dissertation on a subject relating to Business Information Technology. This piece of work represents 60 Credits. There is, obviously, a great benefit to be derived from submitting a satisfactory piece of work because it will help your final degree result, add to your enjoyment and interest throughout your last year on the degree and may be relevant to the job that you secure on graduation.

These notes are designed to help you prepare a piece of work that will form the background to your final year and avoid the pitfalls that lie ahead for the unwary.

About the Dissertation

It is likely that you will not have carried out such a large piece of individual work before. You will have completed various assignments, both individual and group but all on a more limited scale. A dissertation, therefore represents a major test of your own skills.

To be satisfactory it must be a sustained piece of analytical work. It can be predominantly quantitative or qualitative; it can be broadly or narrowly focused; it can be work or college based; it can be related to your assignments or different from them. Whichever route you choose it must be your own work. Dissertations should not normally exceed 12,000 words and may be much shorter if much of the work is predominately quantitative, computing or experimentally based.

SELECTION OF A TOPIC

Nearly every postgraduate student before you has faced the problem of choosing a topic. Nearly every student has expressed the view that most subjects “have all been done before”. The outcome, each year, is that students have been able to produce a unique dissertation, despite their initial fears.

The selection of a topic is a job for you. It would be impossible for members of staff to “create” topics every year, but they are willing to help you identify possible areas for further work and help identify an appropriate supervisor. There are several ways in which you might select a topic:

- (i) **Industrial experience:** many students may find that their previous work experience provides them with a suitable dissertation topic. In some cases an organisation has already identified a potential topic to go with a placement. You should consider this possibility very carefully, because it may suit your needs. In its favour, a topic derived from this source will usually be applied and with recognisable limits (either by scope or time, or both) and there will be the support of the organisation behind it. Against it, there is the chance that the organisation really only wants a report that will be submitted by the time you leave and is not subsequently capable of full development into a dissertation. Other problems may be the lack of support from the organisation; lack of time to return to the organisation once you are in college; technical incompatibility between what the organisation has required and what a dissertation requires; and confidentiality of material that the organisation wants to protect. (This may be overcome with a secrecy arrangement formally drawn up between the Supervising Tutors and External Examiners.) Your contacts may help by providing ideas, data, techniques etc even when the dissertation is not a report for the company and this may be a more flexible way of taking advantage of work experience.
- (ii) **College-based dissertations:** Every year a proportion of students base their dissertation on work done at college. The usual routes to a topic are:
- a) **Extension of one of your assignments:** some students like to develop this into a substantial piece of work. See the tutor, who set the original assignment (or another member of staff) to see it is worth developing.
 - b) **Personal interest:** some students are interested in a topic, but it does not form part of the formal course (the management problems of running a charity for Guide Dogs for the Blind, for example). Talk to your year or subject tutor about this if you feel confident that it would be at least a feasible proposition.
Business is a great innovator and you may make yourself expert in a new method eg Just in Time management, telephone interviewing, or EDI. This may help your employment.
 - c) **Staff interest:** some staff are engaged in research which either does not form part of their teaching, or is not yet ready for teaching. Ask those staff whose work you know about, or might be interested in whether they could give you a subset of their own research. There is also a Research Digest published by the Business School, this might give you a lead.
 - d) **Group topics:** many students are surprised to learn that the dissertation can, sometimes, be done collaboratively. You do not have to plough a lonely furrow, especially if there are others who might have similar interests. Get together and produce topics from a broad area and see whether 2 or 3 might get their own dissertations by sharing initial research and exploration.
- (iii) **Outside contacts:** you might hear of organisations or individuals who want to research a topic but have no funds or research capabilities. Talk to your tutor and see whether it will be possible to make an approach and discuss a possible topic. **Do not approach an outside organisation before you have talked it through with a tutor.** The identification of a topic is, as you can see, a fairly involved operation. But there are many ways to arrive at one and you are best advised to explore as many routes as possible.

Your Supervisor

The choice of your supervisor is important. This is a matter for you to work out with a member of staff who you think might be suitable in the first instance. It may be that your Research Workshops tutor is suitable, or one of the other lecturers in the core subjects. Every year some students are supervised by members of staff from other schools (Computing and Information Systems, for example). If you have a problem identifying a suitable tutor, discuss your project requirements with your year tutor. The important thing is to outline your plans to a potential supervisor as soon as possible.

The responsibility for contacting your supervisor on a regular timetable is yours. You may expect your supervisor to indicate initial reading, advise on appropriate research methodology, and request and comment upon drafts of your work. You cannot expect your supervisor to think up ideas, do any technical work or rewrite your drafts. Usually, your supervisor will want to see you at regular intervals - many require a fortnightly tutorial with you. This contact will vary; if you are using the computer you may see them very regularly to sort out problems. All students will normally be seeing their supervisors very regularly in the second Semester before they complete their writing.

RESEARCH METHODOLOGY

This should involve a survey of existing literature and you will have to gather data from published sources, companies, government departments, trade publications and by conducting your own research using observation, questionnaire or possibly experiments.

Using the professional advice arranged by your supervisor is clearly sensible. There is also a librarian for each subject area who can assist with literature searches. Ask which librarian deals with your topic and arrange to talk to them about it so that they can draw your attention to sources you may have missed. When your dissertation comes to be assessed you will be under scrutiny for both **what** you say and **how** you assembled it.

WHAT MAKES A GOOD DISSERTATION

Dissertations must be **critical, analytical**, and draw on relevant theory and method. Do not simply **describe**. Note shortcomings in the evidence, alternative evidence, limits to the application of **theory** and **method**, possible developments of the work and the restrictions on any practical work that you do. A good dissertation **describes** and **evaluates**; There is plenty of “hype” in business and your job is to expose it, not to run with it.

TIME SCALE AND WRITING

You will initially formulate your dissertation in the Research Workshops module. In this you will identify a title and produce a dissertation outline on, developing your methodology and a timetable

for production. At the end of the module you will be required to submit a dissertation proposal. On completion of the taught phase of the Degree, on agreement with your supervisor you may then embark on the dissertation. In the Summer of Year 2 you will devote your time to writing your completed draft. This is due for submission in September¹. Based on past experience here are some tips:

- a) Do not leave your writing until the Summer vacation period - you will not have sufficient time to complete the dissertation
- b) The interpretation of the regulations by the Board of Studies is that the student agrees a draft of their dissertation with their supervisor by the beginning of June in Year 2 and submits the final version by the beginning of September.
- c) Do not expect it to be typed and bound as soon as you have finished writing it. Give yourself time for this to be completed satisfactorily. There are requirements for binding and presentation, and these must be adhered to. As a realistic timespan you must allow up to six weeks for typing, correcting, printing and binding to be carried out. The internal and external examiners must have this finished version to read. It is your job to see that they do.

AND FINALLY

Past postgraduate students generally agree that their dissertation was both hard work and extremely enjoyable. Staff generally enjoy supervising them too. Almost all the problems are avoidable and are usually due to such factors as delays, procrastination or forgetfulness. Most of the means of overcoming these are in your power, so it is a task that you can control. Based on past experience these might be the four ‘golden rules’ of a dissertation:

- (i) Choose an enjoyable, focused and sustainable topic; do not take on too much.
- (ii) Discuss it fully with your supervisor.
- (iii) Think carefully about your methodology.
- (iv) Give yourself time for each stage.

¹exceptionally this can be extended for a further 6 months.

Requirements

The dissertation should:

- (i) be typed in double spacing with reasonably generous margins.
- (ii) have page numbers and, if you have adhered to the guidelines on wordage, it will amount to 40-60 pages (exclusive of Appendices etc) of typescript.
- (iii) contain a Contents page which lists chapters/sections and the pages on which they begin.
- (iv) contain a list of References at the end. Put these in alphabetical order and list them fully with publication title underlined:

eg a book:

[1] Davids A (1992). **Practical Information Engineering**. Pitman.

a paper:

[2] Jones J (1993) (with Pearson E) '**An informal survey of initial teaching languages in UK university departments of computer science**' University Computing Vol 15, pp54-57.

- (v) Identify sources. Give author and date in brackets; quotations need a page number too, eg When attempting to do that above the views of Jones & Pearson (1993, p54) should be borne in mind:

"We present the results of an informal survey ... etc"

- (vi) Begin with a **Summary** and see that it contains an **Introduction** and **Conclusion**.
- (vii) Clearly mark any appendices which must be included in the contents. Ensure appropriate cross references are made.
- (viii) Clearly title and number any figures and tables.

You must submit no fewer than 2 copies of the dissertation. If you want a copy(ies) back eventually you must submit 3 (or more) for binding. It is your responsibility to have the dissertation bound. We arrange for special cards to be placed in the bound volume.