1. WELCOME AND INTRODUCTION

WELCOME!

A. A BRIEF INTRODUCTION TO ACT

2. LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF (

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BA, Physics, Berea college, Berea, KY, USA;
B.Sc. in Electrical Engineering, Washington University, St. Louis, MO, USA;
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Adjunct Instructor (Digital Photography)(Adj)
BSc., School of Agriculture, Aristotle University of Thessaloniki, Greece;
MA in Photography, Savanna College of Art and Design, U.S.A.

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BSc., Computer Processing, Illinois Central College, U.S.A.;
BFA, The School of the Art Institute of Chicago, U.S.A.;
MA, Digital Arts, University of Arts London at Camberwell, London, UK.

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BS.,MSC., Computer Engineering and Informatics, University of Patras, Greece;
MSc., Informatics and Management, Aristotle University of Thessaloniki, Greece;
Ph.D.,Semantic Web Technologies, Aristotle University of Thessaloniki, Greece.

ADMINISTRATIVE OFFICES

Office/Division	Name	Location	Phone No. (2310+No.)	e-mail (name@act.edu)
President	Dr. Panayiotis Vlachos	Stephens Hall, 1st Floor	398204	pvla
Executive Assistant to the President	Ms. Elena Charalambides	Stephens Hall, 1st Floor	398204	elenacha
Vice-President for Operations & Planning	Mr. Ioannis Tsorbatzoglou	Stephens Hall, 1st Floor	398326	yatso
Vice President for Institutional Advancement	Mr. Peter Chresanthakes	Stephens Hall, 1st Floor	398265	peter
Vice President for Finances & HR/CFO	Mr. Pavlos Floros	Stephens Hall, 1st Floor	398214	pfloros
	Ms. Eva Montiadou	Stephens Hall, Grounds		

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Head Registrar	Ms. Antigoni Vlachopoulou	Constantinidis Hall, 1st Floor	398207	actreg

5. INTRODUCTION TO THE PROGRAMME

Contemporary Information Technologies change rapidly in all levels of scope from hardware to conceptual. The ACT programme on Computer Science aims at offering its students a solid foundation that both addresses the fundamentals and provides adaptability in a lifelong career with continuous learning.

The ACT computer science graduate receives a solid and thorough education in fields of computing that interconnect as well as provide a deep and wide background in contemporary computer science. The programme is structured in threads, with some capstone modules unifying among them and a set of Mathematics modules providing necessary background knowledge for the contemporary computer scientist

The Programme aims to:

- Equip students with knowledge, skills and inspiration for a career at the forefront of innovation or further studies and research in computer science;
- Provide QAA standards level education in computer Science appropriate for either a career in industry or graduate studies. Such education shall cover a wide range of knowledge and understanding in all relevant areas of a rigorous curriculum and foster problem solving skills and information literacy
- Develop cognitive skills needed by the computer scientist: the ability to model systems, the power of abstraction, the ability to communicate technical arguments
- Provide the ability to critically evaluate computer systems, their performance and their specifications and demonstrate a high-level of professional competence across a range of technical, legal and ethical areas.
- Instill professional and entrepreneurial attitudes in students and develop a range of transferable skills that would enable them to advance and exploit the knowledge and technical expertise in pursuing their further career
- Demonstrate the applicability of knowledge and skills in various contexts in which computer systems are developed, either when working alone or effectively participating as members of international teams

ACT currently offers a BCs (Hons) in Business Computing which is both Validated from the OU and Accredited by NEASC (New England Association of Schools and Colleges).

Graduates of this degree are usually gainfully employed in the IT departments of businesses or IT companies, and many follow graduate study courses abroad.

A BSc in Computer Science was offered by ACT accredited NEASC and validated from Wales University, from 2004 till 2010. The Computer Science program was re-introduced and validated from the OU in 2015, and ever since both the Computer Science and Business Computing programs are offered. In order to receive the BSc degree, the student must have fulfilled all the GER and major requirements and have completed at least 121 US credit hours with an overall G.PA of 2.0 or better. All Computer Science students take a two-semester sequence Senior Thesis I and II course. According to NEASC Standards, students must complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the

institution awarding the degree. As a consequence, all candidates for an ACT degree must have been in residence at the College during the last two semesters of full time instruction, assuming availability and equivalency of transferable courses

Special Features

The programs do not concentrate only on the latest technologies, which at some point will become outdated, but provide students with excellent analytical skills and systematic thinking that will allow them to become lifelong learners and succeed in a wide variety of technical and managerial positions. Students are prepared for a successful career in the field of computing and its applications and/or additional study in computing or Business at the graduate level.

Computing and Teaching Facilities

The Division maintains the following facilities available to be used by its students:

- " Four teaching computer labs , annually upgraded in terms of Hardware infrastructure and Software packages (updated versions and licences).
    - o Lab 4: General purpose computer lab used for computing module instruction (25 st.9 (u)1tnt /0 Tw 2.1(/0 Tw 2.1(5))4.3 2(sru(s)10.4 5eutl /94 (mp)6.6 c

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods

3B. Cognitive skills

- x self-assessment questions and exercises, included in the teaching texts
- x programming tasks, computer-based investigations and open-ended project work

3D. Key/transferable skills

D2. Retrieve information from various sources (search engines, catalogues etc.)

D3. operate general Information Technology facilities

D4. practice on the effective goal setting and action planning

Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.

Tools to be used to achieve this will include some or all from the following:

- x printed and online teaching texts
- x directed readings from textbooks and papers
- x Specialised software tools.

Support of learning:

Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.

Tools to be used to achieve this will include some or all from the following:

- x self-assessment questions and exercises, included in the teaching texts
- x programming tasks, computer-based investigations and open-ended project work
- x feedback and guidance from an instructor; tutorials, revisions and in-class activities
- x

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

| | Tools to be used to achieve this will include some or all from the following:

x self-assessment questions and exercises, included in the teaching texts
x programming tasks, computer-based investigations and open-ended project work
x feedback and guidance from an instructor; tutorials, revisions and in-class activities
x e-mail and individual instructor-learner conferences
x Study and project guides.

Assessment of learning:

An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.

Tools to be used to achieve this will include some or all from the following:

x Instructor-Marked summative formal examinations
x Instructor-Marked summative projects
x Instructor-Marked summative presentations
x Instructor-Marked formative assignments/assessment
x Instructor-Marked formative projects |

3B. Cognitive skills

3B. Cognitive skills

B4. formulate and revise the criteria met by a computer system, as they are defined for its current use and future development

B5. explain and illustrate a set of rational and reasoned arguments, addressing a given problem or opportunity in a target audience.

B6. categorise a number of economic, professional, social,

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
On completion of this level you will be able to: C1. Construct and illustrate the architecture of reliable, secure and usable computer-based systems C2. analyse and examine the quality attributes and possible trade-offs a system in the context of a given problem C3. Inspect and test any risks or safety aspects during the deployment of a system or solution in the context of a given problem C4. Employ some of the essential tools per study area, used for the construction and documentation of an application. C5. Operate under specific project requirements to produce deliverables that take into consideration project/system requirements and budget. C6. Analyse and discover the process involved in the development and deployment of a system for solving real-life problems	Guided teaching environment (Lectures & labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work. Tools to be used to achieve this will include some or all from the following: x printed and online teaching texts x directed readings from textbooks and papers x Specialised software tools. Support of learning: Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor. Tools to be used to achieve this will include some or all from the following: x self-assessment questions and exercises, included in the teaching texts x programming tasks, computer-based investigations and open-ended project work x feedback and guidance from an instructor; tutorials, revisions and in-class activities x e-mail and individual instructor-learner conferences x Study and project guides. Assessment of learning: An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken. Tools to be used to achieve this will include some or all from the following: X Instructor-Marked summative formal examinations

3C. Practical and professional skills	
	X Instructor-Marked summative projects
	X Instructor-Marked summative presentations
	X Instructor-Marked formative assignments/assessment
	X Instructor-Marked formative projects

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

On completion of this level you will be able to:

D1. be enumerate and literate in

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
CSC 321- Operating Systems	15	CSC 219- Video Game Design	15
CSC 322- Computer Networks I	15	CSC 330- Introduction to Mobile Robotics	15
CSC 325- Distributed Applications	05	CSC 333- Computer Networks II	15
CSC 412-			

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding

Tools to be used to achieve this will include some or all from the following:

x   self-assessment questions and exercises, included in the teaching texts

x   programming tasks, computer-based investigations and open-ended project work

x

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
On completion of this level you will be able to: C1. Design and illustrate the architecture of reliable, secure and usable computer-based systems C2. Predict and justify the quality attributes and possible trade-offs a system in the context of a given problem C3. Estimate and evaluate any risks or safety aspects during the deployment of a system or solution in the context of a given problem C4. Develop some of the essential tools per study area, used for the construction and documentation of an application. C5. Operate under specific project requirements to produce deliverables that take into consideration project/system requirements and budget. C6. Assess and revise the process involved in the development and deployment of a system for solving real-life problems	Guided teaching environment (Lectures & labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion hing sc1 2 (in)-9.3oans oa1 (s)-7.7 (r)-

3C. Practical and professional skills
	X Instructor-Marked summative projects
	X Instructor-Marked summative presentations
	X Instructor-Marked formative assignments/assessment
	X Instructor-Marked formative projects

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
On completion of this level you will be able to: D1. be enumerate and literate in describing cases which involve both quantitative as well as qualitative dimensions D2. retrieve information from various sources (search engines, catalogues etc.) D3. operate general Information Technology facilities D4. practise on the effective goal setting and action planning D4. Identify problems that may arise and devise their solutions in the context of a computer science project D5. Outline and generate the best possible outcome while working along with a group of individuals	Guided teaching environment (Lectures & labs) is the principal method of delivery

3D. Key/transferable skills

Assessment of learning:

An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.

Tools to be used to achieve this will include some or all from the following:

- X Instructor-Marked summative formal examinations
- X Instructor-Marked summative projects
- X Instructor-Marked summative presentations
- X Instructor-Marked formative assignments/assessment

BSc (Hons) in Computer Science

Year 1						
Fall		Grade	Spring I		Grade	Spring II

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes.

		Programme outcomes
Level	Study module/unit	

1. Factual information			
Module title	COMPUTER SCIENCE 105: Structured Programming	Level	4
Module tutor	Dr. Alexander Astaras	Credit value	15
Module type	Taught: Lecture/guided discussion	Notional learning hours	150

2. Rationale of the module within   the degree scheme/Prerequisites/other entry requirements
This is an introduction to computing and computer programming using the Java language. It is one of the two options available for all students to satisfy the mandatory 1st year computing course requirement (the other option is CS101). It is the only option for those students interested in keeping their options open towards pursuing a major in Computer Science. This course is designed for students who have no prior experience in programming, just some basic exposure to computing devices as users.

3. Aims of the module
Students are introduced to the basic elements of computing hardware, information technology and computer programming. Programming is explained, demonstrated and practiced using the Java programming language. Ultimately the course aims to advance beyond basic computing skills towards software engineering, instructing students to develop autonomy as sophisticated computer users and programmers.

4. Pre-requisite modules or   specified entry requirements
None. It is expected that students have already had some exposure to a windows-based graphical user interface computing environment (Microsoft Windows, Apple OS, Linux/Unix or equivalent).

8. Indicative content.

Hardware and Software (approx. 2 weeks)
- General computer science topics.
- Analog and binary signals.
- Machine language and high level languages.

Theory of Programming (approx. 2 weeks)
- Compilers
- AlgorithmsGgil"6EMC /LBody63 Td(.48 348 14r)5.9 (s)9/TT3.5 (ms5(H)3.2 (ak8 (i)-n)TJE (p)6.7Tj/r1ref36 389.

1. Factual information			
Module title	COMPUTER SCIENCE 106 – Object Oriented Programming	Level	4
Module tutor	Mr. Pantelis Kaplanoglou	Credit value	15
Module type	Taught: Lecture/ guided discussion	Notional learning hours	150

2. Rationale for the module and its links with other modules

The course aims to refine the participants' fundamental programming skills. It builds upon CS105 (Introduction to Programming I) and serves as preparation for CS215 (Data Structures). It is based on the Java programming language.

3. Aims of the module

The module covers of Object Oriented Modeling and Applications. Topics include Object Models, Object Class Design, Inheritance and Polymorphism, Software Reuse with Classes, Application Modeling, Simulation with

8. Indicative content

- x Methods
- x Libraries and clients
- x Recursion

Object Oriented Programming Methodology

- x Data types
- x Creating data types
- x Inheritance
- x Variable access control
- x Polymorphism and Interfaces
- x Testing and debugging
- x Exception handling

Interface design

- x Event handling
- x Listeners
- x Layout classes
- x Inheritance

1. Factual information			
Module title	COMPUTER SCIENCE 107 – Digital Media Toolkit	Level	4
Module tutor	Orestis Kourakis	Credit value	15

Module tutor	Dr. Kyriaki Mengoudi	Credit value	15
Module type	Taught: Lecture/guided discussion	Notional learning hours	150

2. Rationale of the module within the degs0me f 369 755.16e8 f q 3f 369 755.16e8 f q 3f 369.5 (i69 7(

The module examines the ontology and organizational principles of business transactions and develops skills for data processing with spreadsheets and office database applications. Business transactions from the entire business life cycle are presented along with suitable processing techniques. Examples are drawn from sales, purchases, transportation, fixed

Explain System Analysis and interpersonal communication skills that the System Analyst must have
Explain Project Management and discuss tools that the system analyst must have
Explain the Methodologies that are used for Systems Analysis and Database Design
Explain the various tools that certain methodologies use
Provide students the opportunity to work on the most popular database (Oracle), in a project in order to implement the taught methodologies.

4. Pre-

HTML & CSS basics

- " HTML source document, tags
- " Lists, Tables, Links, Images,

- " Big-O notation
- " Sorting algorithms
- " Trees
- " Heaps
- " Search Trees
- " Hash Tables
- " Sorting
- " Graphs

1. Factual information			
Module title	COMPUTER SCIENCE 219 - Video Game Design with Unity and 3ds Max	Level	6
Module tutor	Brian C. Morris	Credit value	15
Module type	Taught: Lecture/guided discussion/Project	Notional learning hours	150

2. Rationale of the module within the degree   scheme/Prerequisites/other entry requirements

This module introduces the critical study of computer video games and the professional su oEMC Q1 g1 (cu g)-0.7 (r.6

Scripting in Unity
Player Camera Controllers
Terrains
Prefabs
Audio
Animation
Particles
AI and Enemies

Game Assets in Unity 3d
Working with 3d assets in Unity
Imported Assets and Packages
Material and Textures

1. Factual information

Module title	COMPUTER SCIENCE 230: Systems Programming	Level	4
Module tutor	Dr. Alexander Astaras	Credit value	15
Module type	Taught: Lecture/Laboratory	Notional learning hours	150

2. Rationale of the module within the degree scheme/Prerequisites/other entry requirements

The module continues along the structured programming training approach introduced in CS105, aiming to familiarize students with the C++ language, a variety of fundamental software engineering challenges, as well methodologies to analyze them and design coding solutions. The module methodically cultivates the development of algorithmic design skills with increased emphasis on systems programming. More elaborate data structures are manipulated, the role of libraries accessing operating system resources (I/O streams, file streams, etc.) is discussed, demonstrated and practiced. Students are finally introduced to the concept of pointers within the historic context of evolution of object-oriented programming languages. In this manner the module serves as a bridge between programming fundamentals and the Computing Systems programming thread.

3. Aims of the module

The module employs a high-level language (C++) and further investigates structured programming, following up on the introductory programming module (CS105). More elaborate structures are introduced and employed in order to provide solutions for a wide range of tasks. The intricacies of the C/C++ languages are investigated and related to computer architecture: pointers, variable addresses, memory allocation.

In addition to further development of algorithmic thinking skills, the module also serves as an introduction to the Computing Systems programming thread. Furthermore, the module investigates the relationship of high-level programming languages with underlying computing hardware, while system programming tasks involving I/O are related to a variety of external devices (user interface, storage devices, microcontrollers with reduced memory/CPU resources, etc).

4. Pre-requisite modules or specified entry requirements

CS105 or permission by the instructor.

8. Indicative content.

- " C++ primitive data types
- " Control flow and structured programming in C++
- " Arrays, structures, composite structures
- " Disk and system I/O programming
- " Exception handling
- " Pointers and variable addresses
- " Debugging and solution verification

1. Factual information			
Module title	COMPUTER SCIENCE 300 – Mobile Applications Programming	Level	5
Module tutor	Dr. Iosif Vitoratos	Credit value	15
Module type	Taught: Lecture/guided discussion	Notional learning hours	150

2. Rationale of the module within the degree

- o Publishing
- o Deployment
- o Mnance
- o Mement

1. Fcturl informrtion

Module title	COMPUTER SIENCE 06 – Advced Webpment		
Module tutor	Dr. Viktoratos Iosif	Lev	5
Module type	Tau	Crdit value	15
Mode of delivy	100% face-to-f online		

2. Rationale forhe module and itsinksh otrdules

COMP SCI 30 build un thki and knowledge abou creating and pulishng Web pages and sites taugh
in CS 20. I also introdues stuents to advuvdinhl1.6 (v)5.3 (n)4.m (o)92.1 (s)- to iidng tuentxg ans is t u-.480 58(o)63(0)11

” Memory and I/O systems

Module tutor

The purpose of CS 325 is to examine in detail the software and hardware technologies prevalent in the Internet and provide an introduction to the principles and methods for creating distributed on-line client/server applications that are the basis for electronic commerce as it is conducted over the Internet. Methods and tools such as HTML, the Common Gateway Interface, PHP, database connectivity tools and MySQL are presented. Coverage is also given to emerging standards for information exchange, encryption and validation.

3. Aims of the module

The aims of this module are to teach students the technological background as well as programming languages useful in developing and deploying internet-based applications with dynamic content. Students will learn the difference between server-side and client-side programming, the overall architectural framework of such application systems and the differences between emerging distributing technologies.

4. Pre-requisite modules or specified entry requirements

CS 105

8. Indicative content.

Distributed Systems:	Introduction to Distributed Systems, Resource sharing and the Web Architectural Models, Fundamental Models
Protocols	Networking and InterNetworking, Network Principles, Internet
	Network Cases (Ethernet, Mobile, ATM)
PHP:	Variables, Data types, Operators, Expressions
	Control flow statements, Functions
	Arrays, Objects
MySQL:	MySQL Data types
	Basic sql statements
	Transactions and Stored Procedures
	Integration with PHP

1. Factual information

Module title	COMPUTER SCIENCE 330: Introduction to Mobile Robotics	Level	4
Module tutor	Dr. Alexander Astaras	Credit value	15
Module type	Taught: Lecture/Laboratory	Notional learning hours	150

integrates all aforementioned knowledge and skills. This module b

Areas Network Design and Technologies, and provide the fundamentals of trending networking areas including, but not limited to, wireless and security.

4. Pre-requisite modules or specified entry requirements
CSC 322

8. Indicative content.

- ” Switching Fundamentals

Selected topics in Artificial Intelligence and Machine Learning (approx. 3 weeks)
   "   informed and uninformed search
   "   constraint satisfaction
   "   reinforcement learning
   "   probability
   "   Bayes networks
   "   artificial neural networks
   "   genetic algorithms

1. Factual information			
Module title	COMPUTER SCIENCE 412 – Object Oriented Design Patterns	Level	6
Module tutor	Kaplanoglou Pantelis	Credit value	15
Module type	Taught: Lecture/guided discussion	Notional learning hours	150

Modern software engineering considers all three pillars of Information Security in the design and development of OO applications. The module aims to familiarize the student with OO practices that increase the application security and overall quality. For Confidentiality, students must design proper encapsulation and member visibilities to prevent data leakage between objects. Organizing objects in tiered (layered) architectures, restricts unwanted object interactions, notably the objects that implement the interaction with the users cannot directly access data or other core objects. For Integrity, the module aims to focus on input validation and sanitization that prevents invalid data entry and maliciously crafted input that attempts unauthorized dat

4. Pre-requisite modules or specified entry requirements
CSC 321, CSC 322 or permission by the Department.

8. Indicative content

- " Securing data at rest and data in transit:
  - o Essential Encryption Algorithms
  - o Key management and credentials
  - o Steganography and watermarking
- " Human psychology
- " Physical layouts
- " Network security (network segmentation, VLAN, VPNs, jump servers, firewalls)
- " Network Monitoring (HIDS, NIDS, CMDB, application-level firewalls, honeypots)
- " Compliance (regional laws affecting audits & network design)
- " Virtualization and security
- " System Security Policies and Best Practices
- " Threat models
- " Software development
  - o Agile Development
  - o Coding practices
  - o Software release practices
  - o DevOps
- " Cloud Computing security considerations

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1. Factual information			
Module title	COMPUTER SCIENCE 402 Advanced DBMS	Level	6
Module tutor		Credit value	15
type	Taught: Lecture/guided discussion		

8. Indicative content.

The module deals with the definition and formal proposal phase of a major Computer Science and/or Business Computing IT project. It involves learning to brainstorm for project topic ideas, filter and prioritize them, develop a thesis statement, build a brief project proposal description, seek a faculty member to act as a supervisor for the capstone project, write a thesis proposal, design a poster and deliver a final slide presentation outlining the proposed project.

Advisors also

Career Workshops (resume writing, cover letter preparation, mock interviews) prepare students for claiming those opportunities.

10. OPPORTUNITIES AND SUPPORT FOR STUDY ABROAD

ACT housing is available on a first come, first served basis and priority is always given to freshmen. Apartments are all shared and have both single and double rooms, common area, kitchen and bathroom. All interested students must complete a Housing Application in order to be considered for on-campus housing.

The Student Services Coordinator will assist students in locating off-campus housing in local residential areas. A list of trusted real estate agencies and property owners who speak English will be made available for interested students. ACT does not have any official relationship with housing agencies and does not endorse any specific agency. With all off-campus housing, students are responsible for personally contracting with the landlord but ACT will provide guidance and assistance. Regular announcements about available flats around the city are made on the ACT housing Facebook group. Students can also refer to this Facebook group in order to find roommates or shared housing.

13. DETERMINATION OF RESULTS (LINK TO OU REGULATIONS)

MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.
The minimum aggregate pass marks for The Open University validated awards are:
- " 40% for undergraduate programmes
- " 50% for postgraduate programmes

These minima apply to assessments, modules, stages and qualifications.

DETERMINING MODULE OUTCOMES

The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.
A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.
In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.
Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.
Honours degrees are classified as:

- " First class   Aggregate mark of 70% or above
- " Upper Second class   Aggregate mark between 60% and 69%
- " Lower Second class   Aggregate mark between 50% and 59%
- " Third class   Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

All awards recommended by ACT's Examination Boards are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Results will not be issued to students until they have been ratified by MRAQCP, and formal notice has been received that they can be released.

14. ASSESSMENT AND PROGRESSION REGULATIONS (Link to OU Regulations)

SUBMISSION OF ASSESSED WORK

Work submitted for a summative assessment component cannot be amended after submission, or re submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

ASSESSMENT SCORES

All undergraduate assessment will be marked on a percentage scale of 0-100.

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

ACADEMIC MISCONDUCT

Academic misconduct is defined as any improper activity or behavior by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional approval or review.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- x Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorized use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

  Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

- x Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorized another to use their work, in part or whole, and to submit it as their own.

  Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

- x Misconduct in examinations (including in-class tests).

ACADEMIC OFFENCES

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating impersonation, use of inadmissible material and disruptive behavior. Responsibility for reviewing breaches of academic integrity is held by the college's Academic Standards and Performance Committee (AS & PC).

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the AS&PC. If a member of the Committee originates the charge, then that member will be excluded from the decision-making process, and any other process related to the case.

On receipt of the allegation of a breach of academic integrity, the Chair of the AS&PC must inform the Chair of the Board of Examiners that is responsandtoel2.9 (nef)5 (o)3 (r)6 ( )he als ss emn of the aomrc s()4 (A

Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its d

any factors or circumstances which may affect the assessment of his or her learning and responsibility for the consideration of these factors and circumstances will lie with the AS&PC.

Students whose circumstances may affect (or may have affected) their ability to meet a program's assessment requirements must submit a completed Mitigating Circumstances Extension Form together with verifiable documentation to the Registrar's Office. This form can be completed electronically or in person and may, if necessary, be signed retrospectively.

In the case of factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline:

" the AS&PC will consider the evidence submitted by the student;

" if the mitigating circumstances are accepted by the Committee it will determine the extension to be granted to the student or, in the case of examinations, the date on which the student shall be assessed; in such cases the grades will not be capped at 40%.

" the Chair of the Board of Examiners, the Registrar and the appropriate department head/area coordinator will be informed of the Committee's decision.

" The student will have the right to apply for a further extension, or for a rescheduling of an examination, if the mitigating circumstances persist.

In the case of factors or circumstances having prevented a student from attending for examination or meeting a deadline for the submission of work but which may have affected his or her performance:

" the AS&PC will review the evidence submitted by the student and make a recoTd01941T5Tsfected hon

” note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.

academic skills, communication, after-college preparation for graduate studies or work, and off campus study and life behaviors.

x Information-theoretic incompleteness /; Chaitin, Gregory J.; 1998; Eleftheriades Library (511.3 CHA)
x The limits of mathematics : a course on information theory and the limits of formal reasoning /; Chaitin, Gregory J.; 2003; Eleftheriades Library (511.3 CHA)
x Artificial intelligence and intelligent systems /; Padhy, N. P.; 2005; Bissell Library, General Stacks (006.33 PAD)
x Affective, interactive and cognitive methods for e-learning design : creating an optimal education experience /; 2010; Eleftheriades Library, General Stacks (371.334 AFF)
x Engineering problem solving with C++ /; Etter, Delores M.; 2012; Bissell Library, Reference Desk (620.00285 ETT)
x Head first Java /; Sierra, Kathy; 2005; Bissell Library, New Books Area (005.133 SIE)
x Introduction to programming in Java : an interdisciplinary approach /; Sedgewick, Robert; 2014;

- x The Blackwell guide to the philosophy of computing and information /; 2004; Bissell Library,
- x General Stacks (004.01 BLA)
- x Getting started with MATLAB : a quick introduction for scientists and engineers /; Pratap, Rudra,; 2010; Bissell Library, General Stacks Upper Level (620.001 PRA)
- x

- x Data analysis using SQL and Excel /; Linoff, Gordon; 2008; Bissell Library, General Stacks (005.75 LIN)
- x JavaScript & jQuery : interactive front-end web development /; Duckett, Jon; 2014; Bissell Library, Reference Desk (005.133 DUC)
- x Neuromancer /; Gibson, William,; 1984; Bissell Library, Fiction Stacks (FIC GIBSON)
- x Thing explainer : complicated stuff in simple words /; Munroe, Randall; 2015; Eleftheriades Library, General Stacks (500 MUN)
- x Beginning PHP 5.3 /; Doyle, Matt,; 2010; Bissell Library, Reference Desk (006.76 DOY)
- x Android UI design : plan, design, and build engaging user interfaces for your Android applications; Thornsby, Jessica; 2016; Bissell Library, Reference Desk (005.437 THO)
- x Design patterns : elements of reusable object-oriented software /; Gamma, Erich; 2016; Bissell Library, New Books Area (005.117 GAM)
- x Adobe Photoshop CC for photographers : version 2015.5 : a professional image editor's guide to the creative use of Photoshop for the Macintosh and PC /; Evening, Martin; 2017; Bissell Library, General Stacks (006.696 EVE)
- x Cisco CCENT/CCNA ICND1 100-101 official Cert guide /; Odom, Wendell; 2013; Bissell Library, General Stacks (004.6076 ODO)
- x The hidden power of blend modes in Adobe Photoshop /; Valentine, Scott; 2013; Bissell Library, General Stacks (006.686 VAL)
- x The cybercultures reader /; 2007; Bissell Library, General Stacks (303.4833 CYB)
- x Doing a successful research project : using qualitative or quantitative methods /; Davies, Martin,; 2014; Bissell Library, Reference Desk (001.42 DAV)
- x Applications of discrete mathematics /; 1991; Bissell Library, General Stacks (511.1 APP)
- x The singularity is near : when humans transcend biology /; Kurzweil, Ray; 2005; Bissell Library, General Stacks (153.9 KUR)
- x - R M G V B \ = A G = H O G R c K J = E D J = R G H c K â ‹ — á ä ä â t r r t â Ž : LIU)
- x Quantitative methods for business decisions : with cases /; Lapin, Lawrence L.; 1994; Bissell Library, General Stacks Upper Level (658.4033 LAP)
- x Ideas that changed the world; Ingpen, Robert R.; 1996; Eleftheriades Library (CD 609 ING)
- x Fade to Blue : a novel /; Beaudoin, Sean; 2009; Eleftheriades Library, Fiction Stacks (YA BEAUDOIN)
- x Blogs, wikis, podcasts, and other powerful Web tools for classrooms /; Richardson, Will; 2010; Eleftheriades Library, General Stacks (025.04 RIC)
- x Calculus : early transcendentals /; Stewart, James,; 2012; Bissell Library, General Stacks (515 STE) Bissell Library, General Stacks (515 STE)
- x Mona Lisa overdrive /; Gibson, William,; 1988; Bissell Library, Fiction Stacks (FIC GIBSON)
- x Internet research skills /; Ó; 2012; Bissell Library, Reference Desk (025.04 ODO)
- x Fundamentals of database systems /; Elmasri, Ramez; 2016; Bissell Library, Reference Desk (005.74 ELM)
- x Bebop to the boolean boogie : an unconventional guide to electronics /; Maxfield, Clive,; 2009;
- x Bissell Library, Reference Desk (621.3815 MAX)
- x Adobe Audition CC /; Anderton, Craig; 2013; Bissell Library, Reference Desk (621.3893 AND)
- x Adobe Premiere Pro CC 2015 release /; Jago, Maxim; 2016; Bissell Library, General Stacks (006.686 JAG)
- x Digital media : concepts and applications /; Crews, Tena B.; 2017; Bissell Library, Reference Desk (006.7 CRE)
- x 100 diagrams that changed the world : from the earliest cave paintings to the innovation of the iPod /; Christianson, Scott; 2012; Eleftheriades Library, General Stacks (608 CHR)
- x Introduction to research methods : a practical guide for anyone undertaking a research project /; Dawson, Catherine; 2009; Bissell Library, Reference Desk (001.42 DAW)

Electronic resources (databases) added to our collections:

- x ACM Digital Library which includes access to 45 journal titles for Computer Science among other resources
- x Business Source Complete expanding the subscription of Business Source Elite to provide 2,725 m titles to support the Business Division

19. ACT Organisation Flowchart

ACT Organizational Chart