PROGRAMME HANDBOOK

2024-25

Programme title	BSc (Hons) Computer Science
Level	UG
Award	BSc
Mode of study	Full-time
Location of delivery	Niels Brock Copenhagen Business College
Programme leader	Name: Steffen Herskind Office location: H-019, Sankt Petris Passage 1, 1165 København K Email address: ste@nielsbrock.dk Phone number: (+45) 2565 9418

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1. How to use this handbook

This handbook provides you with an introduction to your programme and explains how the programme is managed and the regulations and policies that apply to it. It will also provide details of key staff contacts, including the programme teaching team and professional services staff. The handbook contains details of arrangements for your programme of study as well as more general information about being a De Montfort University student.

An online version of the Programme Handbook can be found on the VLE, which will contain the most up to date information.

The handbook should be read in conjunction with:

General Regulations and Procedures Affecting Students

Academic Regulations for Undergraduate and Taught Postgraduate Students

2. Welcome and Introduction

Thank you for choosing to study on a De Montfort University validated programme. I would like to take this opportunity to welcome you and tell you something about what we hope to offer you during your time with us.

De Montfort University works with a range of partners to offer students an alternative route through Higher Education. We are very proud of our relationship with our partners and consider each individual student to be integral to the partner and the broader DMU community.

Our aim is to offer all students studying at a partner an equivalent experience as a student studying at DMU on our campus. If you choose to visit De Montfort University, you are entitled to have access to our renowned Queen Elizabeth II Diamond Jubilee Leisure Centre and the Kimberlin Library (you will need to bring your student ID card).

I wish you every success and happiness during your studies and welcome you as part of our vibrant, distinctive, international community!

With best wishes

Professor Katie Normington, Vice Chancellor, DMU

Welcome to Niels Brock Copenhagen Business College, which is the first and largest business college in Denmark.

Our college is named after one of the greatest Danish merchants of all time. Niels Brock (1731-1802) created a very successful business through trading and exporting clothing fabrics and processed foods to countries such as Norway, Sweden, Poland and Russia. He also decided to set aside funds for establishing a future school of commerce to provide education for young businesspeople.

Niels Brock's business college was established in 1881 and quickly became a well-respected institution of higher education. Our modern institution has a lot more in common with the old merchant than one might think. What drove Niels Brock was strong values and a passion for trade. He understood the significance of education both for the individual, and for society as a whole, and he had a strong international mindset. Educating skilled and honest businesspeople – at home and abroad - remains the paramount objective of our institution.

Today Niels Brock is one of the largest educational institutions in Denmark with four specialist departments offering 20 educational programmes ranging from basic vocational education to bachelor degrees, more than 15,000 full-time and part-time students in Denmark and 500 members of staff. Because of our great history, strong traditional values and our ability to continue developing our educational methods, we are able to attract the best and the most competent members of staff, which helps ensure the personal and professional growth of our students.

3. About the Programme

3.1. Key Information

With the digital era continuing to develop rapidly, the role of computing and its impact on our lives is more important than ever. New and innovative computer technologies are constantly being unveiled, with software engineers, systems developers, programmers and analysts playing a vital role in their creation and development.

This Computer Science programme focuses on modern approaches to software systems development, allowing you to explore both the theoretical and practical skills needed to understand programming language concepts, software design methods, secure web systems, computer architecture and computer networks.

The mixture of theory and practice is covered with an emphasis on "why" as well as "what" and Students are encouraged to develop critical thinking and problem-solving skills. The practical element gives students the experience needed to develop software systems using modern languages and environments.

In today's rapidly evolving world "buzz-words" like automation, artificial intelligence (AI), GDPR, and internet security are heavily used even though few actually know what they mean and what technologies they cover. Through your studies in this programme, you will not only become able to understand these words; you will also become able to work with the underlying technologies and thereby become able to contribute to future digital development.

The programme's basic structure is a block model for delivering the majority of the teaching modules, known as Education 2030. This means a more simplified timetable where you will study one module at a time instead of several at once. You will have more time to engage with your learning and get to know the teaching team and course mates. You will receive faster feedback through more regular assessment and have a better study-life balance to enjoy other important aspects of university life.

A study-year is arranged in 2 semesters (Fall and Spring) and each semester consists of 2 blocks. This means that you will study 2 modules each semester (4 in a study-year) and therefore 12 modules in total during the programme. The first 5 semesters all students follow the same modules and in the 6th semester students do their Bachelor Project and follow an elective. Since each module covers 30 credit points the complete programme consists of 360 credit points with 300 credit points coming from core modules, 30 credit points coming from an elective, and 30 credit points coming from the Bachelor Project.

3.1.1. Programme aim

The overriding aim of this programme is to prepare and develop graduates for a wide variety of career opportunities, from programming and developer roles to software engineering, with computer technology closely linked with an extensive range of industries such as medicine, education, entertainment, security and architecture.

Upon completion of the undergraduate degree, students should be able to:

- Apply the theoretical knowledge and practical experience they have learnt to each phase of the software lifecycle.
- Be able to describe the role of computer technology within business organisations.

- Evaluate and recommend appropriate computer systems.
- Recommend an appropriate implementation strategy.
- Demonstrate knowledge and understanding of areas in computing at the forefront of the discipline.
- Appreciate the relative merits and limitations of different computing environments, paradigms and methodologies.

The subject specific aims are listed in the following module descriptions.

In addition, participants will also gain a number of cognitive skills. These include:

- Capacity for appreciation of the complexity of Computer Science
- Critical evaluation and reflection of theoretical and practical issues
- Professional considerations related to both developing systems and implementing these in businesses
- Capacity for independent and self-managed learning
- Ability to draw reasoned conclusions
- Communication skills, be they in writing, as oral presentations etc.

As a graduate of the BSc (Hons) in Computer Science you would be qualified for jobs such as:

- System developer
- Database manager
- Programmer
- IT consultant
- Project manager

within industries such as medicine, education, entertainment, and security.

If you would like to take a Master's degree on top of this BSc (Hons) Computer Science degree bear in mind that admission to a Master's degree is at the sole discretion of the admitting institution.

Niels Brock Copenhagen Business College has a 1+2 and 2+1 progression agreement with De Montfort University. This means that students are provided the opportunity to study their first year or first and second years in Copenhagen, then progress to De Montfort University in Leicester to complete their studies.

3.1.2. Teaching and learning methodologies

At Niels Brock Copenhagen Business College, it is our belief that a smaller group opens for more diverse teaching methods. Classes are composed of maximum 30 students to facilitate ongoing discussion. A very varied teaching practice is applied mixing lectures, discussion, practical work, peer learning session and also group work – the module "Agile Development Team Project" is group based.

3.2. Computer

This is a Computer Science programme with practical elements, and you are therefore required to bring a laptop to classes. To be sure all students have access to a suitable laptop

the programme tuition includes a new laptop. This means that when the student starts at the programme a laptop will be given to the student.

The laptop will be pre-installed with essential software to be used during the programme – but students will also be asked to install software as the programme evolves.

It is important to notice that when the laptop is given to the student it will be the students property. Niels Brock will take out a 3-year all-risk insurance covering the computer – but that insurance does not cover theft or loss of the computer in any other way. It is therefore the sole responsibility of the student to take out an insurance covering theft of the computer or be prepared to on his/her own expense to buy another laptop that can be used in class. In no circumstances it will be Niels Brock Copenhagen Business Colleges responsibility to give a student a replacement computer if the students original computer has been stolen or lost in any other way.

When the student finishes his/her study, the laptop does not have to be returned.

3.3. Programme Structure

3.3.1. Level 4 (Study Year 1)
Core modules:

Module code	Module Title	Credit Value
CTEC1701N	Database Design and Implementation	30
CTEC1702N	Fundamental Concepts of Computer Science	30
CTEC1703N	Computer Programming	30
CTEC1704N	Operating Systems and Networks	30

Supplementary (but still mandatory) module:

Module code	Module Title	Credit Value
NB001	Mandatory Academic Workshop	0

3.3.2. Level 5 (Study Year 2)
Core modules:

Module code	Module Title	Credit Value
CTEC2710N	Object Oriented Design and Development	30
CTEC2711N	Data Structures and Algorithms	30
CTEC2712N	Web Application Development	30
CTEC2713N	Agile Development Team Project	30

3.3.3. Level 6 (Study Year 3)
Core modules:

Module code	Module Title	Credit Value
CTEC3701N	Software Development: Methods and Standards	30
CTEC3702N	Big Data and Machine Learning	30
CTEC3451N	Development Project	30

Supplementary (but still mandatory) module:

Module code	Module Title	Credit Value
NB002	Philosophy of Science	0

Please note that the modules CTEC3701N and CTEC3702N must be passed before you hand in the development project (CTEC3451N)

Plus select one of the following:

Module code	Module Title	Credit Value
CTEC3704N	Functional Programming	30
CTEC3705N	Advanced Web Development	30
IMAT3722N	Fuzzy Logic and Inference Systems	30
IMAT3711N	Privacy and Data Protection	30

3.4. Module Information

3.5. Level 4 (Study Year 1) Module Descriptions

3.5.1. NB001: Mandatory Academic Workshop

The Academic Workshop is a non-credit but highly rewarding module. The Academic Workshop module is an opportunity for the student to acquire and develop academic knowledge skills that will support your entire study.

The primary objective of the Academic Workshop module is to reinforce students' practical assignment writing and presentation skills. Therefore, there will be an emphasis on the different assessment methods students will meet during the study, especially Case Study and Portfolio, since there are specific requirements for these but also Essay where students will have to choose a question and build scientific writing (including proper referencing) around that.

In so doing the module enables learners to think about their academic writing and presentation style at an early stage of the process. The generic support provided by the module is additional to the assignment specific instructions students will get from their module tutors.

3.5.2. CTEC1701N: Database Design and Implementation

Structured data, held in relational databases, accessed via SQL, supports the information storage requirements of many companies, organisations, and on-line businesses. In this module the student will learn the fundamentals of how to design the structure of data within a relational database, how to interact with data within the database, and how to protect the data within the database. Topics include: The relational model, top-down modelling of business requirements, ER model, keys, relationships, traps, normalisation, SQL mapping schema to implementation via DDL, querying data using DML, integrity, transactions, access control and security, introduction to big data, semi-structured and unstructured data. Relevant elements of the Data Protection Act 2018 (DPA 2018) and the General Data Protection Regulations 2016 (GDPR) will be introduced, developing knowledge and understanding of the various 'rights and freedoms' that they provide. This will build to develop knowledge of a Data Protection Impact Assessment (DPIA), which is now a legal

requirement whenever a proposed data processing need is perceived as 'risky' such as, inter alia, mass surveillance, use of sensitive data and automated decision making.

3.5.3. CTEC1702N: Fundamental Concepts of Computer Science

This module introduces students to fundamental concepts in computer science in relevant areas of mathematics (including propositional logic, set notation, etc); software modelling; the software lifecycle; requirements capture; user interface design; and the foundations of ethical thinking. These topics can then be applied and further developed as students progress throughout the course. The module starts by introducing mathematical structures that provide a basis for computer science including logic, set theory, probability, and statistics. More specifically, logic sets, tuples, relations, functions, probability, hypothesis generation and testing, and matrices are covered. After this, students are taught about fundamental principles in areas of the software life cycle, including requirements capture and user interface design. Developing an understanding of requirements analysis will include how to formulate functional requirements, the various kinds of non-functional requirements, and usability requirements, as well as how to carry out interviews and questionnaires and formulate appropriate questions. Discussions of the software lifecycle include the range of different activities involved in a software development project and some different ways in which these activities can be sequenced, as well as the central importance of designing around user needs and capabilities and integrating user consultation and user testing into the development process. Students then move onto developing their understanding in topics surrounding the foundations of ethical thinking. There is an introduction to ethical theories and concepts related to information systems, information security, software engineering, computer science and digital forensics. This includes examining the key issues affecting the development of future ICTs (privacy, security, etc). The material is complemented by understanding the responsibilities of the computer professional, including professional codes of conduct and codes of ethics (e.g., IEEE, ACM, BCS).

3.5.4. CTEC1703N: Computer Programming

Computer programming requires the analysis of a problem, the production of requirements, and their translation into a design that can be executed on a computer. The design phase in particular requires the identification and combination of appropriate programming abstractions. This module introduces the skills required to develop a computer program to solve a given problem and does so from the perspective of designing trustworthy software with an emphasis on sound coding principles and unit testing. Outline content: - Practical program design using the control and data abstractions in a contemporary programming language. - Highlighting techniques and approaches from different computer programming paradigms. - The importance of good programming practice and the relevance of coding standards. - The role of problem analysis and program specification across different computer programming paradigms. - The use of functions in computer programming design and the production of unit tests. - The role of testing in the software development process. During the module students should be made aware of important principles of developing trusted software including, e.g., naming conventions, initialisation of structures and variables, variable scope and lifetime, validation of input. Students should also be made aware of the consequences of poor programming style and technique (i.e., poor maintainability, poor security and vulnerability to attack). Later in the module students will be exposed to the importance and benefit of using functions within their program design and will then utilise a

key principle of trustworthy software by using an industry standard unit testing framework. Students will also consider different approaches to identifying and solving a problem in the context of a contemporary programming language.

3.5.5. CTEC1704N: Operating Systems and Networks

This module is designed to provide a foundation in computer architecture, operating systems, and computer networks. Outline content:

1. Theoretical foundations:
   a. Number systems, integer and real number representation
   b. Finite state automata; Introduction to data encryption
2. Computer hardware: CPU components and operation, instruction sets, Computer architectures, Memory
3. Systems software: Operating system fundamentals, processes, file systems, memory management, Shell scripting, Authentication and authorisation.
4. Computer networks: a. Network architectures, data communication system fundamentals, Transmission schemes and technologies, error detection and management, Network components, LAN protocols, Internet protocols.
5. Security issues: a. Information security: confidentiality, integrity and availability (CIA), Network vulnerability and security, threats and attacks b. Operating system vulnerability and security, threats and attacks, Architectural vulnerability and security

3.6. Level 5 (Study Year 2) Module Descriptions

3.6.1. CTEC2710N: Object Oriented Design and Development

This module focuses on Object-Oriented (OO) library and application development. Library development will enable students to design, implement, and test medium scale software systems using an object- oriented approach. Meanwhile, application development will use extensive library packages provided by the Java SDK so that students are comfortable in navigating and making use of a variety of domains such as Collections, Input/Output and Graphical User Interfaces. The design notation used is the Unified Modelling Language (UML) and the implementation language is Java. It is essentially a programming module, with the emphasis on implementing OO designs and producing reusable libraries. Students enrolling on this module will have a foundation in programming gained from the study of a level 4 programming module. This module introduces UML and the Java language. Fundamental OO concepts and design issues are discussed. Emphasis is placed on the design and structure of software, and the OO development process. UML is used to document designs, and the concept of software design patterns are introduced. Contemporary areas of the API will be used to showcase how OO applications can benefit from more recent functional additions such as lambda expressions and stream pipelines. Students will be required to build graphical user interfaces and consider associated features such as layout policies, observable data models, and binding events to properties. The use of advanced areas of the API also allows a variety of design patterns such as composite, strategy and decorator to be discussed and deployed. Software quality, reliability, and maintainability are integral to the development of software, and are integrated into the delivery by considering different approaches to solving common problems in application design. In particular, encapsulation, decomposition, and

decoupling are viewed within the context of the model-view-controller (MVC) architecture. These design issues will commonly link to advised techniques of delivery as outlined in the PAS 754:2014 software trustworthiness specification. By the end of the module students should have become more independent learners with the ability to adapt their existing knowledge and learn additional software libraries and features.

3.6.2. CTEC2711N: Data Structures and Algorithms

This module introduces a variety of data structures and algorithms for both sequential and parallel execution. Classical data structures will be introduced (including stacks, queues, lists, trees, and hash tables) and algorithms for searching and sorting. The performance characteristics of these data structures and algorithms will be explained. Specific coding issues will also be considered such as modularity, genericity, quality, assignment, mutable and immutable objects. Later in the module students will be introduced to concurrent program design in the context of multi-core architectures and distributed applications where appropriate formal notation will be used for specification.

3.6.3. CTEC2712N: Web Application Development

This module provides a thorough grounding in the rapidly evolving area of web technologies. With equal focus on user interface design on the 'client-side' or 'front-end' and on security and persistence in 'server- side' or 'back-end' scripting. The module covers crucial design principles, information architecture and usability factors as well as standards compliance, accessibility, authentication/authorisation and security. This exciting field has been driven by advances in web standards, in particular HTML5 (introduced in 2008 and accepted as a 'living standard' in May 2019), modular CSS (~2012) and the ECMAScript standard (ECMAScript2015 in particular) which together define the modern web platform. The web standards process enables the platform to evolve extremely quickly, and new features are released with increasing regularity. Modern web applications typically make heavy use of server-side scripting using development languages such as PHP. This pragmatic language is used to great effect by some web developers and with catastrophic naivety by others. Web application solutions are typically implemented by teams of developers. The various roles typically undertaken will be discussed with students.

3.6.4. CTEC2713N: Agile Development Team Project

This module is an opportunity for students to engage in a constrained work-place simulation based on agile software development. Students working in teams of 3 to 5 will initially identify a system of sufficient size to be distributed equally among all members. Work allocation will be monitored under the guidance of their tutor/supervisor. For example, each team member might take individual ownership of the development of 2-3 classes from initial inception to completion providing CRUD functionality. In the case of a large system this may mean that some aspects of the system are never built to completion. By the end of the module each team will be expected to develop an integrated software component based on their individual work. This would typically be an administrative dashboard allowing for maintenance of system data. No specific language is named for the module; however, it would be wise within a single team to select a family of languages/development environments aligned with the prior experience of members based on their taught programme, ideally this should also align with the team's tutor/supervisor. Projects will need to be carefully sourced to match this

range of skills. In house projects will also be available. The assessment will be designed to encourage collaboration, peer learning, and formative feed-forward assessment. The module will include supporting materials introducing concepts and practice relating to agile development however beyond that there is no formal taught content as this module aims to consolidate learning and skills from prior and concurrent study. It is expected that students will use an appropriate set of tools for collaboration for example git- hub. The ethical component will focus on software design and development and risk factors associated with the management of these projects e.g., the pitfalls and problems; why do software development projects fail? There will also be a focus on examining ethical approaches for software development (co-creation, collaboration, stakeholder engagement, etc). Additionally, data collection technologies and approaches, processing and re-use, storage, security, and data minimisation will be considered in the context of why protection of personal and business data is an ethical issue.

3.7. Level 6 (Study Year 3) Module Descriptions

3.7.1. CTEC3701N: Software Development: Methods and Standards

This module immerses the students in the methodological, regulation environment in which software systems are developed. This is achieved by exploring for types of application development: module, AI, robotic process automation and games systems. This application classes provide the basis for exploring methodological approaches, with a particular emphasis on current agile approaches, in particular Scrum and DevOps. The different needs and emphasis of different applicant classes are considered. Within this context the methodological evolution required in scaling, in embedding in security by design and in integration are considered. The module incorporates the context of standards with particular reference to standards in security (ISO27001) and risk management (ISO27005). Practical exercises include an engagement with current agile project management tools (e.g., Jira and Clickup). Students develop an understanding of a range of agile and traditional methodologies and consider the debates, ambiguity and uncertainty in their application. The module considers legal and ethical aspects of software development. The ethical approach addresses responsible development and embedding sustainability through a considering of green IT issues. Ethics studies include intellectual property (who owns your data?), copyright, patents and trademarks, and the ethics of ownership (NFTs etc). The digital divide is covered (e.g., economic, social, political, cultural, etc) understanding the issues and solutions (including SDG's). Plus, topics surrounding responsible research and innovation (RRI) and how it can begin to address the ethical issues of technological development. The law component of the module focusses on three key areas – computer misuse, professional negligence, and intellectual property law. Relevant elements of the Computer Misuse Act 1990 (CMA 1990), the civil tort of negligence (and how it applies to professionals) and both the criminal law and civil law aspects of Intellectual Property will be introduced, developing knowledge and understanding of the various obligations.

3.7.2. CTEC3702N: Big Data and Machine Learning

The module will focus on machine learning and its application to Big Data in a "taster-like" fashion. That is, ML will be applied to solve analytics problems using appropriate tools e.g.,

Apache Spark that avail ML libraries. As this is done ML algorithms will be introduced and then applied. The focus is therefore not so much on the technical details of the algorithms - rather, the ability to implement them and use them within analytics. The module covers supervised and unsupervised learning techniques with a specific application to data mining. Selected classification, regression, and clustering approaches will be examined. Algorithm evaluation and evaluation metrics will be explored, and machine learning frameworks and tools introduced. The module also covers Big Data, Big Data analytics, Machine learning frameworks e.g., Apache Spark, machine learning libraries e.g., Spark Machine Learning Library (MLlib), and Hadoop Distributed File System. Additionally, the module considers ethics in relation to AI, big data, and surveillance.

3.7.3. CTEC3451N: Development Project

The project provides students with the opportunity to carry out a significant piece of work that reflects the aims and outcomes of their specific programme. It provides students with the opportunity to demonstrate practical and analytical skills present in their programme of study; to work innovatively and creatively; to synthesise information, ideas, and practices to provide a quality solution, together with an evaluation of that solution. The project should meet some real need in a wider context.

Students will demonstrate an ability to self-manage a significant piece of work, and will undertake a self-evaluation of the process. Students will be expected to demonstrate appropriate and proactive project management and written/verbal presentation skills throughout the period of the project. As well as analysing, designing, delivering and appraising a product of suitable quality, they will be expected to undertake research, analysis, design, implementation, verification, evaluation and reporting pertinent to the project.

Indicative Content: The range of projects will be wide. Projects are obtained from a variety of sources including: internal academic proposals, external organisation suggestions, and a number from students themselves. The deliverables will include:

1. A main report which will include:

- elucidation of the problem and the objectives of the project
- an in-depth investigation of the context and literature, and where appropriate, other similar products
- where appropriate, a clear description of the stages of the life cycle undertaken
- where appropriate, a description of how verification and validation were applied at these stages
- where appropriate, a description of the use of tools to support the development process
- a critical appraisal of the project, indicating the rationale for any design / implementation decisions, lessons learnt during the course of the project, and evaluation (with hindsight) of the project outcome and the process of its production (including a review of the plan and any deviations from it)
- a description of any research hypothesis
- references

2. A set of appendices that are referred to within the main report, and which
contain the substantive work on the project, including product deliverables, such as

requirements and design specifications and other project documents (project contract, inform consent, ethics review form etc.).
3. A product demonstration shortly after the submission of the main report.

3.7.4. CTEC3704N: Functional Programming

Functional Programming (FP) is a mature software development paradigm that is for teaching, research, and industrial software development. Throughout the 2010s, and subsequently, the use of FP has grown significantly in industry, and most mainstream programming languages have adapted to include support for fundamental FP concepts. One reason for the growth of FP is that the paradigm makes it easier to develop code for concurrent execution on multiple-core machines. The removal of shared mutable state reduces the dependence on traditional locks and improves scalability; and the replacement of strict, sequential processing by computations that can be distributed automatically across multiple processes, allows for greater levels of optimisation. (Pure) functional programming is based upon firm mathematical foundations. The use of referentially transparent functions and immutable data makes it possible for techniques such as equational reasoning to be applied to program fragments that facilitate their translation, automatically, into more efficient formulations. A familiarity with the foundations, and some of the techniques that can be used to reason formally about functional programming constructs, will help the programmer to apply these constructs effectively. Programming without the use of mutable state can present a challenge to a programmer who is already familiar with traditional, non-functional programming techniques. However, the benefits that accrue from this style of software development are worthy of serious investigation by any contemporary software engineer. This module provides you with the fundamental concepts of FP and looks at how these have been provided within a modern programming language. You will gain practical experience, using a modern programming language to solve a practical problem using FP techniques. The core principles are transferrable between functional programming languages.

3.7.5. CTEC3705N: Advanced Web Development

The module builds on the outcomes of the level 5 module – Web Application Development Many modern computer services are now accessed via the ubiquitous web- browser, and users have come to expect instant and secure access to information on a wide range of platforms. Underpinning these web systems is usually a web application, providing a channel to data stored in databases. However, increasingly the website has also become a point of entry for unauthorized access to stored data. This is often the result of poor web application design and/or implementation. The module considers how a web application may be designed and implemented in such a way as to reduce the likelihood of unauthorised access to information. This also requires an understanding of the more common forms of browser-based attacks and the coding techniques that can be used to defend against these. The module aims to further develop key concepts and techniques for designing, evaluating and implementing interactive web applications. Designing user interfaces that users can understand immediately and learn easily, enabling them to carry out tasks smoothly and efficiently without excessive effort or stress, is a crucial part of software development. Failures of design can cause technically successful systems to fail in practical use. User interface development frequently eats a large chunk of the development budget, and large projects employ many user interface design and user experience specialists - and systems analysts and technical developers need to be able to talk to them - while many non-specialist

software developers find themselves needing to tackle interface design problems. Designing successful interactive systems involves understanding and applying the key principles of designing usable systems, but also understanding the characteristics of the user populations, the nature of their tasks and environments, and which of the many different aspects of usability are important for this system and this task, and considering trade-offs between different aspects of usability. But successful interactive system design goes beyond usability: it involves considering the user experience as a whole including how graphic design and system behaviour influences user emotions, and how the interactive system itself is integrated into the user/customer/client's experience of the entire organization. Design is only one half of the coin - testing and evaluating prototypes of interactive systems is a critical part of building systems without major usability problems and achieving a good user experience. The module therefore provides a thorough grounding in the rapidly evolving area of full-stack web development, incorporating front-end web technologies, back-end server-side scripting, and data persistence techniques. The module also considers how information can be accessed and presented from remote sources via web-service protocols.

3.7.6. IMAT3722N: Fuzzy Logic and Inference Systems

Fuzzy logic is a mathematical model for handling uncertainty, it is able to provide a means in order to successfully inference from abstract and subjective notions. Fuzzy logic adopts the perspective that the world and humanistic understanding are inherently vague and not precise. Concepts like that of; hot; cold; near; far; and other forms of expressive language where precise values are not given, are extremely difficult to model when universal understanding of such concepts are non-existent. What is beautiful to some, may not be beautiful to others; concepts can have different meanings to different people. Fuzzy logic and fuzzy theory provide the tools in order to fuzzify abstract notions so that they can be modelled and inferenced in a humanist manner, such that they can be understood by a larger population. The utilisation of fuzzy components ultimately allows for the creation of a fuzzy inference system, a system based on the thought and decision-making processes adopted by human cognition. The use of fuzzy sets; a fuzzy inference engine; and knowledge base, creates for an incredibly powerful tool. Fuzzy inference systems are extremely versatile and can be deployed on many different domains and have been utilised by industry in many different sectors. This module will present the core and fundamental concepts of fuzzy logic, from theory to application. The understanding developed will allow for a fuzzy perspective to be adopted, understood and appreciated. The ability to create specialised fuzzy inference systems will be achieved and so too will the ability to articulate on thought processes needed to create such systems. A comprehensive understanding of fuzzy logic, theory and application will also be covered. The module will also investigate the literature on fuzzy and its areas of application to further instill the applicability of a fuzzy approach and the ethical implications of modelling subjective perception-based uncertainty.

3.7.7. IMAT3711N: Privacy and Data Protection

It is envisaged that this module will be of interest to students taking a significant number of business, computing or engineering modules. Students that have a background appreciation of philosophy, politics and or sociology would be expected to be able to contribute to and benefit from the module. There continues to be a growth of databases holding personal and other sensitive information in multiple formats including text, pictures and sound. The scale of data collected, its type and the scale and speed of data exchange have all changed with the

advent of ICT. Whilst the potential to breach privacy continues to increase organisations are subjected to a considerable amount of legislation governing privacy and data protection. This module examines the balance between maintaining business effectiveness, legal compliance and professional practice in the field of IT/IS. The module will- 1. address the legal, social and technological aspects of privacy and data protection, 2. consider privacy enabling technologies and privacy invasive technologies 3. identify and evaluate the role of the computer professional in providing privacy and data protection. Care will be taken in ensuring perspectives from different cultures and countries are highlighted and considered in the light of global information systems.

For additional information kindly refer to the updated programme handbook available to you in MitNielsBrock and the Curriculum description at the homepage (https://copenhagenbusinesscollege.com/media/6239/bsc-computer-science-curriculum-2023-2024.pdf) where detailed information of each module can be found.

3.8. Settling into your Programme

As you embark on your exciting journey studying at Niels Brock Copenhagen Business College, you will be able to find support from a variety of sources as you progress. Your first week of study you will partake in an intensive Induction programme where you will learn about the programme, our methods of teaching and learning as well as become acquainted with both your faculty and fellow students. One month prior to study start, you will have access to our VLE MitNielsBrock where you will find substantial information concerning the programme, life in Copenhagen as well as contacts to the various support functions at NBCBC.

The Niels Brock International student support functions are also available to our DMU students in Copenhagen. We suggest you start by checking the information for international students at www.brock.dk, www.studyindenmark.dk, www.ihcph.dk. For further advice, contact the DMU Programme Office at international@brock.dk.

4. Communication

The programme is located several places in Copenhagen with main address:

De Montfort University programmes at

Niels Brock, Sankt Petris Passage 1, DK-1165 Copenhagen K, Denmark

4.1. Programme Management, Copenhagen

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Steffen Herskind oversees the daily running of your programme.

Charlotte Forsberg, Deputy Vice-Chancellor
Phone: (+45) 2321 4554
Email: cfo@nielsbrock.dk
Office: S-017

Charlotte Forsberg is overall responsible for all international education at Niels Brock Copenhagen Business College.

4.2. Key Staff Contacts

Academic Student support	Student well-being	Programme Administration	Library
Raquel López	**Charlotte Märcher Bernard**	**Christina Hansen**	**Urania Sobrinho Meyer E:** ube@nielsbrock.dk
Academic Student Affairs Counsellor	Student Affairs Coordinator	Head of administration	
E: rlo@nielsbrock.dk	T: (+45) 23214606	**E:** chh@nielsbrock.dk	
Eva Bilancio Schønning	E: cmb@nielsbrock.dk		
Academic Student Affairs Counsellor		**Emails should be sent to** international@brock.dk	
E: evb@nielsbrock.dk			

The DMU Link Tutor, Youcef Gheraibia, can be reached by email at youcef.gheraibia@dmu.ac.uk.

The best way to contact members of staff is via email. If you wish to have a meeting with a member of the team, you can make use of their advice and feedback tutorial times (also sometimes called 'office hours').

4.3. Personal Tutoring

All students are provided with a personal tutor who can be contacted regarding any general academic matter or personal concerns.

You will have the opportunity to meet with your personal tutor during the first weeks of study, either individually or within a group, and begin to develop a positive relationship with them.

http://www.dmu.ac.uk/study/undergraduate-study/student-support/academic-support/personal-tutor-scheme.aspx

5. University Regulations and Policies

5.1. Niels Brock Copenhagen Business College Regulations

At Niels Brock, specific regulations are in place which are available on your programme information tab at mitnielsbrock.dk.

5.2. DMU Regulations

As you are undertaking a DMU award, DMU's regulations will also apply to your study. When you register as a student you agree to follow these regulations. These regulations are divided into two areas; 'General Regulations' and 'Academic Regulations':

General Regulations explain how decisions are made in areas such as:
- Academic appeals
- Academic Offences and Bad Academic Practice
- Student disciplinary issues
- Attendance and Absence policies

Academic Regulations set out the rules on assessment, progression, and award standards. These regulations enable DMU to ensure its academic standards are appropriate and that all students are treated consistently and equitably.

If you have any questions about these regulations, you should speak to your tutor in the first instance.

5.3. Attendance

You are expected to attend all timetabled sessions. Please note that you will be recorded as absent if your attendance is not recorded at your timetabled activities.

If you are ill for a maximum of three consecutive days, you do not need to contact anyone. However, in cases of illness beyond three consecutive days, please report the illness to the Student Support Unit, ssu@brock.dk.

Acceptable evidence is required (Certificate from your Danish GP).

Please note that the Course Calendar offers study breaks according to UK/Danish academic traditions. Students seeking extended periods absence must obtain prior approval from the Student Support Unit, ssu@brock.dk, and approval will be granted only in extenuating circumstances.

Extenuating circumstances are situations that significantly hinder a student's ability to manage their academic responsibilities. These include disabilities or chronic health conditions, severe mental health issues affecting academic performance, legal obligations like court appearances, serious illnesses or injuries necessitating hospitalization or medical treatment, and family emergencies such as sudden illness or death of a close family member. Please note that evidence is required for each of these cases, and it must be provided by qualified professionals such as doctors or specialists.

Non-extenuating circumstances are typically considered part of a student's personal life and are not generally valid reasons for requesting special accommodations or extensions. Examples include attending social events like weddings, birthday parties or concerts, taking

vacations or traveling for leisure purposes, participating in extracurricular activities such as sports tournaments or club events, volunteering for community service or charity events, personal commitments like family gatherings or reunions, part-time employment, attending cultural or religious events, and participating in recreational hobbies or leisure activities. Please note that leave will not be granted for any of the cases mentioned above.

Poor attendance may result in low marks or even fails, as attendance and performance in assessments are closely linked.

Also see the DMU General Regulations affecting students. Further details are included within Chapter One: DMU General Regulations: Chapter 1

5.4. Complaints

Your first port of call for advice and support should be your local programme/module leader or senior member of the management team. It is our intention to deal with your concerns and queries as quickly and as efficiently as possible.

If you are unhappy about the advice, you have received or have encountered any difficulties in obtaining advice and guidance, you should put these in writing and forward this explanation to the relevant member of staff.

The relevant member of staff will consult with appropriate colleagues and respond to you **in 2 working days during term time** (a longer response period may be required outside term time to account for staff holidays).

Any complaint will remain confidential, unless it is felt that there is an issue of health and safety.

5.5. Academic appeals

You have the right to appeal, on specified grounds only, for reconsideration of the decision of any assessment board.

More information can be found here:

https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/academic-appeals.aspx

General Regulations and Procedures Affecting Students – Chapter 8 'Rights of Appeal':

DMU General Regulations: Chapter 8

5.6. Student Charter

De Montfort University has developed a Student Charter setting out commitments from the University to students, from students to the University, and from the Students' Union to students.

The charter will be updated on a yearly basis, and is a guide to your responsibilities at DMU, and will help explain what the university should do for you.

http://www.dmu.ac.uk/dmu-students/student-resources/student-charter/student-charter.aspx

5.7. Higher Education Achievement Report (HEAR)

When you graduate, as well as being issued with a degree certificate, you will be given access to your HEAR. This online document details your module results, alongside any extra achievements such as internships, volunteering or student representative roles. This essential document is a great resource to support you in any future job applications.

Visit the DMU web page for more information on the HEAR:

http://www.dmu.ac.uk/dmu-students/your-dmu-experience/hear/higher-education-achievement-report-(hear).aspx

6. Management of the Programme

As a student, you will largely only see your programme from *your* perspective, but what follows is a very brief introduction to what goes into the management of your studies.

6.1. Programme Management Boards

Your programme is managed by a Board which is comprised of members of the academic staff team (mainly the programme/subject and module leaders for a particular subject area), staff from DMU, and External Examiners (usually experienced academics from other Universities).

Programme boards meet in two modes:

- **Programme Assessment Boards (PAB)** meet to approve your marks, agree whether or not you can proceed into your next year and agree the final classification of your degree. Once the PAB has met, results are deemed to have been **ratified** (approved) by the University.
- **Programme Management Boards (PMB)** meet to review the management of your programme, and consider issues raised by Student Representatives.

6.2. External Examiners

Each programme has at least one External Examiner who is not part of DMU teaching staff but from another Higher Education institution. Their role is to assure academic standards on the programme and to ensure that students are receiving the best possible learning experience. The External Examiner acts as an independent and impartial adviser. They ensure that awards granted by the university are comparable in standard to those of other higher education institutions, that national subject threshold standards are complied with, and that the treatment of students is equitable and fair.

The External Examiner for this Programme is:

Name: To be announced Substantive employer (if appropriate):

Note: The details provided relating to External Examiners are for information only. You must not contact External Examiners directly, nor with respect to your individual performance in assessments.

7. IT Resources

7.1. Niels Brock email

All students get a Niels Brock email account. Your Niels Brock email is in the format "username"@niels.brock.dk. **Note that all email from the Niels Brock administration and lecturers will be sent to your @niels.brock.dk account**. It is expected that you check your Niels Brock email account daily for urgent issues. We are not able to use personal email accounts.

Please note that your Niels Brock email account will be active only 3 months after the end of the programme.

7.2. DMU email

DMU provides an email account to all students throughout their time at university. It is a free service that employs a web interface so it can be used from any computer or mobile device with a web browser and internet connection.

Your student email is in the format: **Pnumber@my365.dmu.ac.uk**
e.g. P1234567@my365.dmu.ac.uk

This email service is the official electronic communication system between the university and students. Therefore, students should regularly sign in to their accounts to check for messages.

Note that **all emails from DMU will always be sent to your DMU student email address** (not your personal/private email address). It is your responsibility to check your email regularly and respond to emails from the University. Further information about the email system and the protocols for the appropriate use of email can be found on the DMU website.

7.3. MyDMU

MyDMU is your personalised student information portal and mobile app designed to support you while you study. It provides you with the latest university information and access to your online course materials.

Access MyDMU using your web browser: https://my.dmu.ac.uk

Login using your DMU username and password

7.4. Virtual Learning Environment (VLE) - MitNielsBrock

MitNielsBrock will provide you with access to the local Virtual Learning Environment. It is used to support learning and teaching activities and provides access to your programme online learning materials.

Each module has its own shell and through these you will be able to access module learning content for your programme and participate in discussion forums relating to your module. You will also be able to access your module resource list (or reading list) which highlights key reading materials and resources. You will also be able to view your assignments and find guidance for submitting assignments online using Turnitin, a software which checks your work for originality.

Your lecturers will upload all relevant material concerning the module to this platform and you will have access to **MitNielsBrock** through the internet. All relevant information from the Copenhagen administration will also be uploaded to MitNielsBrock.

To find MitNielsBrock go to: https://www.mitnielsbrock.dk/login/index.php

7.5. DMU VLE

LearningZone is DMU's new Virtual Learning Environment (VLE) that is being rolled out from September 2023. It is used to support learning and teaching activities and provides access to your programme online learning materials.

Each module has its own shell and through these you will be able to access module learning content for your programme, including lecture recordings using DMU Replay, and participate in discussion forums relating to your module. You will also be able to access your module resource list (or reading list) which highlights key reading materials and resources. You will also be able to view your assignments and find guidance for submitting assignments online using Turnitin, a software which checks your work for originality.

There are online guides available in LearningZone under the 'Student Support' tab.

7.6. LearningZone access and login

Go to http://learningzone.dmu.ac.uk or select the LearningZone tile in MyDMU

Login using your DMU username and password

8. Library Services

8.1. Introduction to the Library Services at Niels Brock

The CBC Library is an academic library open to the students, faculty, and staff at Niels Brock Copenhagen Business College. It is located at Sankt Petri Passage 1, ground floor, and is open Monday through Friday from 07:00 to 19:00.

The library's collection supports the subjects taught at Copenhagen Business College, and includes books, periodicals and digital resources related to those subjects. Students can borrow up to 10 books at a time for a period of one month.

All mandatory titles are available in the library. Most recommended readings are available in the library, or digitally through the De Montfort University Library. They can also be obtained through the Danish public library system.

Access to all resources, including additional databases and helpful information on referencing and academic writing can be found on CBC-DMU library on Moodle page. Besides CBC Library, students and academic staff also have access to De Montfort University Library, which gives access to a wealth of digital resources.

The librarian Urania Sobrinho Beyer (library@nielsbrock.dk) can help students with searching information effectively, finding quality sources of information and referencing. The librarian is available Monday-Friday 9:00-15:00 or by booking a meeting, if outside these hours. Bookings can be made on CBC-DMU Library Moodle page.

8.2. Introduction to DMU Library and Learning Services

The DMU Directorate of Library and Learning Services (LLS) supports the learning, teaching and research activities of DMU providing high quality resources, learning spaces and learning and academic skills development.

See the dedicated library webpage for partner students that outlines how you can access online information and support: https://library.dmu.ac.uk/partnerportal

You can contact the DMU library via justask@dmu.ac.uk

8.3. Resources

Niels Brock Copenhagen Business College provides you with the key resources that you will need for your assignments, such as books, journal articles and other material. However, you will also have access to the physical library at DMU and online books and journals where our licences allow for access.

8.4. Accessing online material

Your **single sign-on** username and password allows access to library and university functions, including: DMU student email account; LearningZone VLE (if applicable); computing services; and e-books, e-journals and databases where our licences permit usage. Your username is your university ID card 'P' number. You will initially login with a default password. We recommend for security reasons that you change this password for future access.

Databases and ebook collections that DMU can provide can be accessed from the "Partner Students International" libguide:

https://library.dmu.ac.uk/partnerstudents_international/online

8.5. Learning and Academic Skills online guides

DMU provides a number of online guides and tutorials that can help you with academic skills, such as Critical Thinking, Academic Writing, Referencing, Maths and Statistics. These can be accessed from the "Support and Guidance tab of DMU's International Partner Students Webpage" https://library.dmu.ac.uk/partnerstudents_international. Here, you'll also find links to online workshops that you can join or watch a recording.

8.6. Library and University Regulations

Use of the library comes with some simple rules for everyone's benefit. Full library regulations are available at https://library.dmu.ac.uk/LLSRegs/home. Failure to comply with library or university regulations may result in disciplinary action.

9. Assessment

9.1. How to submit assessments

Coursework should be handed in in accordance with instruction given by your Niels Brock module lecturer/tutor.

Students are asked to note that the Niels Brock Copenhagen Campus deadline for submission of all coursework (Turnitin copy) is 12-noon on the designated day – unless otherwise stated.

Any work submitted after the deadline will be marked as late according to the current Academic regulations section 2.14 through 2.18. These state

- If an assessment is submitted later than the deadline without an approved extension or deferral the mark received will be capped.

- If an assessment is submitted up to 24 hours past the deadline for submission, the mark for the work will be capped at the pass mark of 40 per cent.

- If an assessment is submitted more than 24 hours late the work will receive a mark of zero per cent.

- The above applies to a student's first attempt at the assessment. If work submitted as a reassessment of a previously failed assessment task is submitted later than the deadline the work will immediately be given a mark of zero per cent.

- If an assessment which is marked as pass/fail rather than given a percentage mark is submitted later than the deadline, the work will immediately be marked as a fail

Students must submit an electronic copy of each piece of coursework to LearningZone (Turnitin) on the designated day. The electronic copy will be marked and checked for possible plagiarism.

Once a piece of work has been submitted, it will not be possible for students to ask for it to be handed back in order to make modifications.

9.1.1. Turnitin

Turnitin is a text-matching tool used for plagiarism detection to which you will be introduced during your academic study. It is a web-based plagiarism detection tool widely used in UK universities and schools/colleges. It searches the current and archived internet documents, papers submitted by other students, and identifies any similarities between texts. Refer to Chapter 4, Section 3 of the General Regulations and Procedures Affecting Students for more information on plagiarism. The aim of using this software is to deter plagiarism, rather than to detect it and punish you.

9.2. Assessment criteria and mark descriptors

When marking your work, your tutors use a set of assessment criteria against which each piece of work is assessed. Assessment criteria are usually stated with the assessment brief and are directly related to the learning outcomes for the module.

In assigning a mark to your work, tutors use mark descriptors which are the university's framework for assessment. The final mark awarded to a piece of work will be informed by how it corresponds to these mark descriptors.

Mark descriptors for both undergraduate and postgraduate study can be found in the DMU Assessment and Feedback Policy: [Assessment and Feedback Policy](#)

9.3. Assessment feedback

We are committed to ensuring that all students receive appropriate feedback on their assessed work. Feedback can help you improve your future performance. When you receive assignment feedback from your tutor, you will find a summary assessment of your work, which you should read together with the annotations made on the assignment itself.

These comments are intended to help you recognise your own strengths as well as identify any weaknesses. Please take these comments seriously and act upon any suggestions. You should also make an appointment to see the module tutor if you are unclear about written comments made on your work, or if you have any concerns about your progress on a module.

You can expect to receive your mark and feedback within **15 working days** of the submission deadline. Where possible, tutors will endeavour to return the work sooner.

You can view the University's full Assessment and Feedback Policy here: [DMU Assessment and Feedback Policy](#)

9.4. Deadline extensions, deferrals and leave of absence

Sometimes students are unable to meet assessment deadlines due to unforeseen circumstances or have significant personal or medical issues which mean that they would benefit from some time away from their studies.

An extension to an assessment deadline of no more than five university working days can be granted to a student on production of evidence supporting their need to have more time to complete the assessment. Please see chapter 5 of the [Student Regulations](#) for further explanations.

New students may also experience initial difficulties settling into university life. Niels Brock offers several options for students in such situations. Please contact the student counsellors at ssu@brock.dk to hear about the different options.

Decisions on students' options should be taken in discussion with the relevant academic staff and requests for deferrals or interruptions will require supporting evidence.

9.5. Failed modules and reassessment opportunities

If you fail a module, you may not meet the progression or award requirements for your level. If this is the case and you have sufficient reassessment opportunity, you may be required to retrieve the failure in order to progress or obtain an award. This is known as a **reassessment.**

Reassessment advice will be sent to you following the release of results. You should seek advice regarding failed modules and reassessment opportunities from Dean of Academic Affairs Steffen Herskind, ste@brock.dk.

For more information on reassessment, see Section 2 of the [Academic Regulations](#).

9.6. Bad Academic Practice / Plagiarism

Always be clear to distinguish between when you are writing about your own ideas and when you are drawing from those of other people. Failure to acknowledge the work of others is plagiarism (which is to present somebody else's ideas and written text as your own) and is a disciplinary offence.

If you are suspected of committing an academic offence you will be called to a meeting with an academic practice officer (APO). The role of the APO is to advise on how to prevent bad academic practice and academic offences and to deal with serious cases.

You have the right to be accompanied by your student representative, university staff or your family but not normally a solicitor or barrister acting in a professional capacity. If you prefer, you can make a written statement instead of attending the meeting.

At the meeting, the APO will discuss the alleged offence with you. The APO may also suggest further training or remedial work. If the APO considers you guilty, they will impose an appropriate penalty.

If your offence is a second offence or is otherwise deemed serious it will be referred to a panel.

For more information visit the following information on the DMU website:

Bad academic practice and the importance of referencing:

https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/bad-academic-practice.aspx

General Regulations and Procedures Affecting Students – Chapter 4: Student regulations and policies

9.7. Referencing

As you research and write your assignments, you will rely on information, ideas and facts of others to support, evidence and illustrate your work. In so doing you must acknowledge these sources by using a system of referencing within your work. Otherwise, you will face the risk of a charge of plagiarism (which is defined by the university as the significant use by a student of other people's work and the submission of it as though it were his or her own).

Referencing can seem complicated at first but, with practice and adherence to the designated referencing style, it is a good habit which can be achieved fairly quickly. There is support to help you to reference effectively.

This programme uses Harvard (Cite Them Right) as the referencing style.

Support and guidance about good academic practice can be found via the following links:

Referencing support: https://library.dmu.ac.uk/refguide.

- Some areas of this site may require you to login with your single sign-on username and password.

RefWorks Guide: https://library.dmu.ac.uk/refworksguide

- RefWorks is a tool that enables you to store your references in one place and to automatically create a reference list or bibliography at the end of your

document. We highly recommend you complete the online eLearning tutorial at
https://library.dmu.ac.uk/newref before you begin.

10. Learning Agreement

The main purpose of the Learning Agreement is to formalise the agreement between the course participant, the course tutors, and the Business College/Niels Brock – all of whom have an active involvement in the learning process.

You have been personally selected to take part in this programme because of your aptitude, qualifications and employment experience. We would like you to get as much out of the learning opportunities presented by this programme as possible. You may find the following points helpful to note at the outset of the programme.

Tutors

- Tutors undertake to present learning material and learning sessions in their specialist areas. They will, depending on the topic area, either relate directly to practical situations and/or invite you to apply relevant concepts and models to your everyday work experience or case study material. All tutors are highly experienced in their respective fields and will use a variety of learning methods.
- Tutors will assess assignments and return work with feedback comments by the dates agreed if it has been submitted on time.
  - Participants may contact any member of the course team via e-mail. It is part of the Learning Agreement that participants manage this contact appropriately.
  - Tutors will be contactable and will deal with e-mails from participants during normal office hours. They will "post" general messages on a participant network (e.g., LearningZone/Moodle)
  - Tutors will not respond to "high volume" e-mails – for example, draft reports, chapters of reports or final assignments delivered in electronic format.
  - Tutors will respond to, or acknowledge, messages within two working days. If they are going to be out of contact, they will place an out of office message on their e-mail and inform the Programme Administrator of their absence.
  - Tutors retain the right to terminate protracted and unproductive exchange of e-mails.
  - Participants should endeavour to contact the relevant member of the course team in the first instance. If they receive no reply within two working days, they should contact the Dean of Academic Affairs who will seek to arrange a firm consultation time with the tutor.

Participants

- Participants are expected to attend all learning sessions of the programme
- Participants are expected to complete preparatory work and be prepared to actively contribute to learning sessions.
- Participants undertake to submit assignments by the due dates unless there are extenuating circumstances. If there are exceptional and extenuating circumstances they should contact the Dean of Academic Affairs as soon as possible. N.B. Pressure of academic work will not normally be accepted as an extenuating circumstance.

DMU is strongly committed to this programme and will seek to offer participants maximum support and assistance. However, it must be stressed that at this level of education the emphasis is on self- managed learning. It is the participant's responsibility to adhere to the programme schedule of attendance, assignment submission dates and to accept responsibility for their own actions.

11.   The Student Voice

11.1. Student Representation

The student representation system aims to ensure that all students have the opportunity to provide feedback on their educational experience and is one of the many ways in which the university engages with its students. The role of student representatives is to gather feedback from peers and report this to academic staff through formal and informal meetings.

The student representation system in place is as follows:

Programme feedback meetings are held as formal monthly meetings between student representatives and programme staff at Niels Brock. Minutes of the meeting are placed on the Niels Brock Moodle electronic learning platform and appropriate steps taken to remedy/improve the situation reported.

The outcome/status is reported back to the student representatives at the next monthly meeting at the latest.

Feedback to students from staff on their progression is made in accordance with provision given in each particular Module Guide. Special feedback forms may be employed.

Student feedback about modules is obtained using De Montfort University module evaluation forms at the end of the course.

Informal feedback by students to any member of staff is always welcomed as a more immediate method of communicating about the modules or the entire programme of study.

Further information on student representation is available from De Montfort Students' Union at: https://www.demontfortsu.com/ or via the Department of Academic Quality at: http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/student-voice/student-representation.aspx

11.2. Student surveys

A variety of mechanisms are used to gather student feedback, including questionnaires and surveys. These are conducted both internally within De Montfort University (DMU), and externally across the higher education sector.

Surveys may include:
- Module and programme level feedback.
- Wellbeing survey – a survey reviewing your life as a student at Niels Brock is sent out twice annually.

12.   Student Support

12.1. Careers and employability support

The Careers & Employability team offers online Careers resources in the DMU Skills Hub – https://dmu.careercentre.me/Members Students should log on with their normal DMU username and password.

12.2. Education for Sustainable Development/Sustainable Development Goals

De Montfort University is committed to making a big difference to the Sustainable Development agenda, by using the United Nations' 17 Sustainable Development Goals (SDGs) as a focus for our teaching, research and other activities.

That means working to reduce poverty, promoting gender equality, caring for ecosystems, helping create economic prosperity for all, and much more. A major part of the work is embedding sustainability education across the university in taught courses for the benefit of students, staff and our wider community.

Our aim is to put sustainability at the heart of everything that DMU does, inspiring students to 'be the change', both at DMU and in their future careers. Find out more at: https://esdg.our.dmu.ac.uk/

At Niels Brock Charlie Mpengula (chmp@niels.brock.dk) is the Head of Sustainability tasked with integrating sustainability and the SDGs into all educations and curricula across programmes. The primary focus is building students' skills to work with sustainability and adding on to students' innovation and entrepreneurship capacity. You will therefore be invited to a number of events such as company presentations, workshops and may also choose to become part of the Niels Brock Copenhagen Business College Advisory Board on Sustainability.

13.   Frequently Asked Questions (FAQs)

What should I do if I am ill or absent from class?

If you are ill for a maximum of three consecutive days, you do not need to contact anyone. However, in cases of illness beyond three consecutive days, please report the illness to the Student Affairs Coordinator, Lisbeth Sivertsen (lsi@brock.dk).

Acceptable evidence is required (Certificate from your Danish GP).

Please note that the Course Calendar offers study breaks according to UK/Danish academic traditions, leaving little room for religious, political or festive traditions of other cultures.

Students from cultures where weddings, funerals, New Year celebrations, etc. require their attendance for considerable time must contact the Dean of Academic Affairs as soon as possible to make any arrangements required. Students are strongly encouraged to abstain from long absences during the academic year.

How do I notify Niels Brock Copenhagen Business College of any changes in my personal details (e.g. term-time address)?

Inform the Programme Administrators in writing of any change of home or company address, phone number or e-mail address. This is done by emailing international@brock.dk. It is also essential that you update your student data on ums.brock.dk.

What should I do if I can't log into MitNielsBrock, Niels Brock student email or other Niels Brock online systems?

Contact our helpdesk at helpdesk@brock.dk -remember to state your Niels Brock username or by phone at (+45) 33419666.

What should I do if I can't log into myDMU, student email or other University online systems?

If you have any problems accessing your DMU account, please contact IT support: itmsservicedesk@dmu.ac.uk

https://www.dmu.ac.uk/about-dmu/professional-services/information-technology-and-media-services/service-desk.aspx

What should I do if I need advice about personal issues?

Your first port of call if you are experiencing personal issues that are having an impact on your studies our Student Support Unit at ssu@brock.dk. They may point you in the direction of more specific support.

What should I do if I want to change programmes?

Should you wish to change your programme then you should discuss the matter with the Programme Leader(s), who will advise you of the possibilities.

You cannot change on to any new subject/programme without the appropriate written permission. All changes to subject/programme must be made as soon as possible after the start of the year of study, and within the first two weeks of the commencement of the year of study

What should I do if I am thinking of interrupting my studies?

If you are prevented from continuing your studies for ill-health or another legitimate cause, you must apply for a leave of absence. You will be expected to provide a written explanation of the circumstances, accompanied by evidence to support your request; leave of absence will not be considered without third-party evidence to support it. Requests must be received before the final submission deadline for work on your programme.

What should I do if I am thinking of withdrawing from my studies?

Sometimes students decide that they wish to leave their programme at the University completely. If you are considering withdrawing or transferring, please see your Programme Leader to discuss the matter. If you do decide to withdraw, you must inform the University in writing. You will be asked to state your last day of attendance; this date will be confirmed with your Programme/Module Leader. You should also seek advice on the financial implications of withdrawal from study.

It is most important that you do not leave without telling us and that you inform us of your last date of attendance. If you do leave without officially telling us, then your last day of attendance will be the end of the academic year and you will therefore be liable for the full University fees for the whole academic year.