1. **Title of the module**

COMP6390 (CO639) – Electronic Commerce

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1. **School or partner institution which will be responsible for management of the module**

School of Computing

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Pre-requisites: CO323 Databases and the Web

1. **The programmes of study to which the module contributes**

BSc Computer Science (and pathways)

BSc Computing and Business Administration

BSc Computing (and pathways)

BSc Business Information Technology

Computing Joint Honours programmes

“Year in Industry” equivalents

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Explain the relation of e-commerce to traditional commerce and the relative benefits of each [A10, B1, C2, C11];
   2. Understand the notions of client-side and server-side programming and be able to write server-side programs[A2, B4, C1, C3, C4];
   3. Understand the architectural features (client and server) required for supporting ecommerce [A2, A3];
   4. Describe the different frameworks for e-commerce currently in use and be able to evaluate how appropriate a given framework is for a specific purpose [B3, C9]
   5. Explain how the fundamental concepts of cryptography are used in e-commerce [B5, B7, D5];]
   6. Understand the security aspects of payment and micropayment methods [B5];
   7. Be aware of the legal background to e-commerce [B6, C10].
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Make effective use of general IT facilities [D3];
   2. Demonstrate comprehension of the trade-offs involved in design choices [B1];
   3. Communicate technical issues clearly to specialist audiences [B2, D2];
   4. Manage own learning and development, including time management and organisational skills [D5];
   5. Recognise and be guided by social, professional and ethical issues and guidelines [B6].
3. **A synopsis of the curriculum**

E-commerce is an increasingly important area for consumers, businesses and national economies. This module introduces what is meant by electronic commerce, and discusses its economic and social implications, its drivers and limitations. You will learn about the principal features of business-to-business and business-to-customer e-commerce and compare them with traditional forms of trading. The course also includes the chance to implement a simple end-to-end e-commerce system.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Norris, M., West, S., Gaughan, K. (2001). *eBusiness Essentials.* John Wiley

Schneider, Gary P and Perry, James T. *Electronic Commerce, Course Technology*. Thomson Learning

Turban, E. et al. (1999). *Electronic Commerce: A Managerial Perspective*. Prentice Hall

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150 hours

1. **Assessment methods**
   1. Main assessment methods

Assignment 1 (20 hours) (25%)

Assignment 2 (20 hours) (25%)

Unseen examination (2 hours) (50%)

13.2 Reassessment methods

Like for like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Lecture** | X | X | X | X | X | X | X |  |  |  |  | X |
| **Class** |  |  | X | X |  |  |  | X | X |  |  |  |
| **Private Study** | X | X | X | X | X | X | X |  |  |  | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *E-commerce Report* |  |  |  | X |  |  |  |  | X | X |  | X |
| *E-commerce code assignment* |  | X | X | X |  | X |  | X | X | X |  |  |
| *Examination* | X | X | X | X | X | X | X |  | X |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

Medway

1. **Internationalisation**

The topics addressed by this module relate to a field which is of international importance, given the global role of computers in today's technological innovation. The topics covered by this module are international in nature, being identical worldwide and independent of traditional spoken language.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018