

## **Bachelor Thesis in Information Systems**

Kandidatuppsats i informatik

15 credits

Single subject and programme course

725G36

Valid from: 2023 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Information Systems	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2011-09-21	First cycle	G2E
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
2013-03-18; 2022-01-14	Informatics/Computer and Systems Sciences	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2008		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för ekonomisk och industriell utveckling		

## Course offered for

- Bachelor's programme in Information Systems Analysis

## Entry requirements

General entry requirements for undergraduate studies  
and  
Social Studies corresponding to the level in Swedish upper secondary education  
(Samhällskunskap 1b or 1a1 and 1a2)  
and  
Mathematics corresponding to the level in Swedish upper secondary education  
(Matematik 2a/2b/2c or Matematik 3)  
and  
at least 95 ECTS credits from year 1 and 2 on the Bachelor's programme in  
Information Systems Analysis

## Intended learning outcomes

On completion of the course, the student should be able to:

- carry theoretically and methodically justified arguments
- critically reflect on the own perspective on theories, methods and phenomenon that are essential within informatics
- choose and in a basic way adapt and develop relevant theory and methodology
- plan a scientific investigation
- carry out the degree project work, so that the theoretical aspect or the methodological aspect or both aspects reach a higher, from a descriptive to a more discussing, level
- in a justified and constructive way discuss scientific work
- communicate scientifically in speech and writing.

## Course content

The main contents of the course is distributed to three parts:

- deepening orientation in qualitatively aimed studies
- planning of a social sciences study
- implementation of the social sciences study.

## Teaching and working methods

The teaching takes the form of lectures, seminars and supervision. Included in the work effort is preparing for lectures, seminars and supervision through studies of literature, writing of own text and, where appropriate, reviewing other course participants' reports.

## Examination

The examination is written, through mainly in pairs prepared

- planning reports
- essay manuscripts and oral, through
- presentation of the own essay, in seminar
- review of another essay

Each examination part is related to the expected learning outcomes included in the course.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

