STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Information			
Module Title	IT Practice: Consultancy Project		
Module Code	UFCFP6-30-3	Level	Level 6
For implementation from	2021-22		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Computer Science and Creative Technologies
Department	FET Dept of Computer Sci & Creative Tech		
Module Type:	Project		
Pre-requisites	IT Practice: Collaborative Project 2021-22		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
Educational Aims: In addition to the learning outcomes, the educational experience may explore, develop, and practise but not formally discretely assess a range of professional, risk management and interpersonal challenges typically faced by the information practitioner in working with technology and people. **Outline Syllabus:** Students are given the opportunity to tackle a complete information systems change project in a live client situation in consultancy teams. A wide range of project types is typically involved, including information analysis, requirements engineering, feasibility studies, web design, system development, digital media design, creative media, music technology, infrastructure development, strategic planning, information systems evaluation, user training and support and process redesign. Projects usually involve external organisations, and students are matched with project

opportunities in accordance with a range of factors including individual goals, preferences and disciplinary specialisms.

Consultancy teams are generally expected to:-

prepare their own team-working methodology and operate in a substantially self-managed fashion

carry out a rigorous initial socio-technical systems investigation and situation appraisal, taking into account previous interventions in their client organisation and demonstrating understanding of legacy systems and their evolution

negotiate, agree and document a project definition that reflects the business case for change, will address user requirements measurably, is related explicitly to context, scoped manageably but with sufficient depth and challenge, and demonstrates long-term thinking

undertake the agreed systems change project, and in so doing tackle some or all of the following:-

 in-depth requirements engineering

 user-centred design

 appropriate procurement and/or system development

 software configuration, user training, support and client documentation

 production of the agreed deliverables

 business process redesign

 systematic testing and evaluation to appropriate standards

 formulate recommendations for follow-on changes in information services, demonstrating a responsible approach to sustainability, continuity, the client's long-term strategic interests and ongoing systems evolution and management

use a systematic project management methodology to delegate tasks and roles to team members in accordance with individual specialisms, interests and needs, and manage individual contributions and quality effectively

utilise relevant literature, resources and expertise effectively, including previous experience and supervisor advice

make explicit choices of methods, tools, techniques and technologies from across a range, deploy them and evaluate their effectiveness in context

employ reflective practice to recognise and manage the skills, knowledge and methodological awareness already available to the team and those that need to be acquired for project success

demonstrate a professional, engaged approach to the client's business, managing expectations and risk and delivering sustainably

review and write up all aspects of their project critically and self-critically for an academic audience

Teaching and Learning Methods: Teaching and learning is focused on the dual expectations on students that they are on one hand client-focused and committed to addressing practical needs in a real organisation, whilst on the other hand demonstrating a capacity for theorisation, reflective practice, critique and academic integrity.

After an initial period of whole-cohort briefings including a project showcase event, students work

in small teams supported by a supervisor and occasional guest speakers.

Complementary support activities include occasional workshops, peer support and a module web site including facilitated online student resource discovery, self-help and mutual aid.

Student consultancy teams maintain regular contact with their client organisation, usually on their own premises. Complementary access to University resources including labs is provided according to need.

Students are expected to take on at least one individual specialist functional role within their team, linked where possible to their skill, personal, professional development aspirations. This will generally involve individual R and D in a well-defined area that complements other team members' roles and includes task-focused client-facing responsibilities for discrete elements within the team's overall package of deliverables.

Though student teams manage their own projects, an overall schedule is imposed via a module calendar to provide fair play and consistency, prescribing a number of mandatory milestones within an agile framework.

Throughout the module, the necessary flexibility is accompanied by a disciplined approach to design and implementation, to professional standards of communication and documentation, and to legal, social ethical and professional aspects of the intervention.

Part 3: Assessment

Each project team builds up an online portfolio through the whole of the module. This starts with an early contribution that builds engagement of students with their peers in project teams and highlights formatively the mission-critical requirements for success in the rest of the module.

Students maintain individual auditable contributions to the portfolio throughout. This enables individuals to demonstrate accountability to their team and supervisor, and employ formative feedback on a continuous basis. Assessment thereby takes into account the contributions made by individual students as well as team outputs and outcomes.

Following handover of client deliverables, student teams produce a final report for an academic audience as their last portfolio contribution, in which they are expected to review and reflect upon the client deliverables, including quality, impact on practice, future usage and methodology.

An end-of-year exhibition encourages students to articulate their reflective project learning outcomes using non-traditional forms of communication and compare them with other project teams. Clients are invited to contribute to assessment including participation in the exhibition.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A		90 %	Portfolio
Exhibition - Component A	✓	10 %	Exhibition
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Enhanced portfolio (individual)

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	**Reference**
	Analyse, model and communicate information practices in a client organisation including their business, social and technical aspects and the opportunities for improving business/technology alignment	MO1
	Define, plan, conduct, manage, review and document a complete consultancy project as part of a team, leading to sustainable improvement in information services in the client organisation	MO2
	Demonstrate enhanced capacity for information practice through a critically-aware approach to methodology, risk and uncertainty	MO3
	Apply reflective practice to professional, skill, knowledge development in a complex, changing socio-technical context, and communicate the outcomes effectively	MO4
	Appraise critically and self-critically consultancy interventions in real organisations, taking into account a range of implications, eg legal, economic, strategic, social, ethical and sustainability issues	MO5

Contact Hours	**Independent Study Hours:**	
	Independent study/self-guided study	228
	Total Independent Study Hours:	228
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	72
	Total Scheduled Learning and Teaching Hours:	72
	Hours to be allocated	300
	Allocated Hours	300

Reading List	*The reading list for this module can be accessed via the following link:* https://uwe.rl.talis.com/modules/ufcfp6-30-3.html

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Software Engineering for Business [Sep][FT][Frenchay][3yrs] BSc (Hons) 2019-20

Software Engineering for Business [Sep][SW][Frenchay][4yrs] BSc (Hons) 2018-19

Software Engineering for Business {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19