



Module Specification

Interdisciplinary Group Project [TSI]

Version: 2022-23, v2.0, 11 Jan 2024

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	5
Part 5: Contributes towards	8

Part 1: Information

Module title: Interdisciplinary Group Project [TSI]

Module code: UFCEC1-12-M

Level: Level 7

For implementation from: 2022-23

UWE credit rating: 12

ECTS credit rating: 6

College: Faculty of Environment & Technology

School: FET Dept of Computer Sci & Creative Tech

Partner institutions: Transport and Telecommunication Institute

Field: Computer Science and Creative Technologies

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module aims to encourage team working in mixed-specialism groups, highlighting the benefits of interdisciplinary working within computer science.

Features: Not applicable

Educational aims: In this module, students will work in mixed-specialism groups to identify, plan, prototype and develop a specialised technology product, service or systematic data analysis.

Outline syllabus: Module phases:

Learning sets and project identification:

In the first phase, student groups will act as learning sets to identify individual and team strengths, opportunities and knowledge gaps for research. This will be supplemented by taught specialist inputs, covering (but not limited to) topics such as:

Business opportunities and business models

Cutting-edge and emerging tools, platforms and system architecture

Data science/financial pipelines, datasets and data platforms

Design thinking and user experience methods

Scoping, problem definition and risk management

Agile project management in practice

Ethical issues and practice: privacy and bias

Project development and delivery:

By the start of phase 2, students will have identified a project for development. They will then work with a supervisor and with input from industry mentors to plan, prototype and test the project deliverable. Development will follow a series of iterative design sprints, with validation milestones.

Straddling both phases, there will be a number of facilitated learning workshops. The workshop topics will be established by a combination of the knowledge gaps in the student groups and the projects undertaken. Thus students will be supported through

a personalised journey of learning so they develop their knowledge and skills according to their aspirations.

Part 3: Teaching and learning methods

Teaching and learning methods: The module begins with a more structured phase in which specific instruction in project scoping and project management, team working and ethical practice will be introduced, together with cutting edge landscape reviews of the relevant disciplines of participating course cohorts. Early on, group work will be used for familiarisation and peer feedback on individual performance.

As teams are formed and project work progresses, teams will become more independent but will have continued supervision and input from module tutors, together with additional industrial and specialist mentoring where appropriate.

A key aim will be to foster self-direction within teams and to help them develop creativity and originality of approach in tackling problems, the ability to act autonomously and to exercise initiative.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Apply design thinking and service design for innovation, improved efficiency or research insight

MO2 Balance business objectives, user thinking, regulatory and ethical constraints in the analysis of new products or services.

MO3 Work productively, equitably and collaboratively in multidisciplinary teams using agile project management methods

MO4 Select, apply and critique contemporary tools, methods and technologies using real-world data and use cases.

Hours to be allocated: 120

Contact hours:

Independent study/self-guided study = 112 hours

Face-to-face learning = 48 hours

Total = 160

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/0FF37BE1-16FD-0763-6263-295E3805F429.html?lang=en-gb&login=1) via the following link <https://rl.talis.com/3/uwe/lists/0FF37BE1-16FD-0763-6263-295E3805F429.html?lang=en-gb&login=1>

Part 4: Assessment

Assessment strategy: Projects will be assessed according to the quality of both process and product. In addition to summative assessment, peer review will be used periodically to provide additional feedback and direction.

1. Initial reflective report and proposal:

This will be submitted at the end of phase 1 and will summarise the team's learning and initial design and planning, with a proposal for the deliverable going into phase 2.

2. Portfolio

This will consist of the teams' process and design documentation during phase 2, including outputs such as:

- a. Shared document libraries featuring annotated bibliography /literature review
- b. Team journals / blogs: documenting research and development and reflecting on progress and problems
- c. Project management and participation documentation (e.g. Trello boards)
- d. Prototypes and testing results
- e. Peer/tutor review feedback and reflection

3. Assessed presentation of project output and viva

At the end of the module, the team will present the results of the project to tutors / invited guests and will answer questions about the product and process

Group assessment

A collaborative process and code of conduct will be developed to ensure, document and assess individual participation. Individuals who demonstrably do not participate or contribute significantly to the team deliverable will not be allowed to pass the module. Assessment of individual contribution will be through: authorship and quality of contributions to reflective report and portfolio; documented participation in team meetings and activities; extent of tasks assigned and completed; and individual performance at the presentation.

Assessment weighting and mark allocation across all assessments will be approximately 30% team process; 30% team outcome; 40% individual contribution

Resit will be a rework of the original project to make necessary improvement as directed by module tutors. Where individuals are required to retake as a result of poor participation in the main sit they will be required to reflect on their performance and show that they are nevertheless capable of team working and can identify the future actions necessary to improve their performance.

Assessment tasks:

Presentation - Component A (First Sit)

Description: Team Presentation and Viva

Weighting: 50 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio - Component A (First Sit)

Description: Project Portfolio

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Report - Component A (First Sit)

Description: Team Reflective Report and Proposal (2000 words)

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation - Component A (Resit)

Description: Team Presentation and Viva

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio - Component A (Resit)

Description: Project Portfolio

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested:

Laboratory Report - Component A (Resit)

Description: Team Reflective Report and Proposal (2000 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Computer Science (Data Analytics and Artificial Intelligence) {Double Degree} [TSI]

MSc 2022-23