Module Specification

IT Practice: Collaborative Project

Version: 2026-27, v4.0, Approved

Contents

Part 1: Information

Module title: IT Practice: Collaborative Project

Module code: UFCFN6-30-2

Level: Level 5

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Computing and Creative Technologies

Partner institutions: None

Field: Computer Science and Creative Technologies

Module type: Module

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 takes an holistic, integrative approach to information in human activity systems to develop students' understanding of the information practitioner through exposure to a wide range of topics.

Features: Not applicable

Educational aims: Students will gain an understanding of software engineering processes (with particular focus on requirements engineering) as well as standard

project management methodologies. Students may practise software engineering techniques as required by their project. It provides an educational experience that explores the social dynamics and inter-personal, political and ethical challenges experienced by information practitioners.

Outline syllabus: Topics are likely to include but are not limited to:

Further understanding of the socio-technical nature of information practice - modelling and differentiating business, information and technical objectives and benefits

Understanding and interpreting information activities in workplaces from a user perspective – motivation, participation, user resistance

Understanding systems (and software) development lifecycle as well as IT service management practices

Contemporary patterns of IT usage from a management perspective – end-user vs corporate systems, technology and job design, foundations of IT and IS strategy

Familiarisation with structured project management environments, application of the underpinning philosophy and principles of agile in a project situation even in a non-agile environment, and communicating technical and agile concepts to non-technical people

Team-working, team roles, delegation, time management, reporting and accountability

Working and communicating with peers, users and business or technical specialists orally, electronically and in writing

Understanding and questioning assumptions, expectations and opportunities surrounding IT in the workplace from multi-stakeholder perspectives

Technology, its social context and the search for a good fit between the two

Introduction to sustainability and information practice

Development of the information practitioner - using, extending and evaluating methods, techniques, tools and technologies; reflective practice for personal and methodological development

Part 3: Teaching and learning methods

Teaching and learning methods: Workshops are focused on student collaborative learning in teams, with tutor support as project supervisors and facilitators. Lectures and/or project or case study briefing sessions and/or large group activities are facilitated by tutors or guest speakers, to complement the workshop programme. A student-centred workshop-based approach is used. Students work in small semi-autonomous teams with tutor supervision and support. A staged programme typically involves 1) Preparation and planning, 2) Situational investigation, 3) Project initiation and 4) Project execution, followed by 5) a review and write-up including reflective Lessons Learned.

Practical project opportunities are provided where possible through collaboration with hosts, who are treated as clients. Hosts may be administrative or academic units within the University, or external organisations. Projects are generally diverse in their nature: some involve feasibility studies or systems analysis; others involve web development or usability studies, evaluation, user training or support work.

Methodological development is supported through re-use of methods learnt previously, and enhanced with tutor and peer support.

Conceptual development is promoted in parallel with the project work by relating students' and others' practice to the theoretical content, and vice-versa. This is supported by case studies of information practice in domains that complement the project context.

The tutor's main role is to facilitate experiential learning through reflective practice. This is complemented by practitioner input. Formative advice and support is provided throughout, as well as summative feedback.

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

MO1 Utilise a phased approach to project management to plan and execute collaborative IT projects.

MO2 Apply systems analysis and design methods to design an IT system that addresses identified needs.

MO3 Review and evaluate IT projects using appropriate project management tools and techniques.

MO4 Identify, develop, apply and reflect upon best professional practice incorporating contemporary issues in IT practice.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/ufcfn6-30-2.html

Part 4: Assessment

Assessment strategy: Each assessment will assess the quality and quantity of individual project contributions/case studies and incorporate formative aspects.

The portfolio focuses primarily on the practical aspects of the module learning outcomes.

A team-based presentation, which also takes into account individual performance, requires students to review, reflect on and conceptualise their work in relation to the more theoretical aspects of the module learning outcomes. Interim review workshops during the year will offer formative support for this assessment.

The resit strategy is the same as first sit but opportunities for formative feedback may be limited.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio
Weighting: 75 %
Final assessment: No
Group work: Yes
Learning outcomes tested: MO1, MO2

Presentation (First Sit)
Description: Presentation
Weighting: 25 %
Final assessment: Yes
Group work: Yes
Learning outcomes tested: MO3, MO4

Portfolio (Resit)
Description: Portfolio
Weighting: 75 %
Final assessment: No
Group work: Yes
Learning outcomes tested: MO1, MO2

Presentation (Resit)
Description: Presentation recording
Weighting: 25 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Business Computing {Foundation} [Frenchay] - WITHDRAWN BSc (Hons) 2024-25

Business Computing {Foundation} [GCET] BSc (Hons) 2024-25

Software Engineering for Business {Foundation} [Frenchay] BSc (Hons) 2024-25

Business Computing {Foundation} [GCET] BSc (Hons) 2024-25

Business Computing {Foundation} [GCET] BSc (Hons) 2024-25

Business Computing {Foundation} [Frenchay] BSc (Hons) 2024-25

Software Engineering for Business {JEP} [Neusoft] BSc (Hons) 2024-25

Business Computing [Frenchay] BSc (Hons) 2025-26

Software Engineering for Business [Frenchay] BSc (Hons) 2025-26

Business Computing {Foundation} [GCET] BSc (Hons) 2024-25

Software Engineering for Business [Frenchay] BSc (Hons) 2025-26

Software Engineering for Business {Foundation} [Frenchay] BSc (Hons) 2024-25

Business Computing {Foundation} [GCET] DipHE 2024-25