Module Specification

IT Practice: Consultancy Project

Version: 2026-27, v4.0, 19 Jun 2024

Contents

Part 1: Information

Module title: IT Practice: Consultancy Project

Module code: UFCFP6-30-3

Level: Level 6

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: IT Practice: Collaborative Project 2026-27

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: In this module students take on consultancy projects, focused on effective use of information and communications technologies (ICT) in their business contexts. It provides students an opportunity to collaborate as a team of consultants working directly for a real client. The projects aim to provide for student a practical, real-world experience to complement their theoretical studies and to reflect on the relationship between theory and practice.

Features: Not applicable

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

Part 3: Teaching and learning methods

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.

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

MO1 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.

MO2 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.

MO3 Critically appraise consultancy interventions in real organisations, taking into account a range of implications, eg legal, economic, strategic, social, ethical and sustainability issues.

MO4 Apply reflective practice to professional skills and knowledge development in a complex, changing socio-technical context, and effectively communicate the outcomes.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 0

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/ufcfp6-30-3.html

Part 4: Assessment

Assessment strategy: 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-project poster preparation encourages students to articulate their reflective project learning outcomes.

The resit strategy is the same as for the first sit.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio and presentation with group and individual inputs. The assessment criteria for the group project portfolio submission, which encompasses a comprehensive report of the project, do not include a word limit. This is due to the nature of each group working on a distinct project with unique deliverables. Establishing a one-size-fits-all word limit is challenging given this diversity. Additionally, it's important to note that the word count does not impact the module's grading process. The portfolio report serves as a consolidated document showcasing

the project's objectives, methodologies, outcomes, group and individual members' reflections.

Weighting: 90 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

Poster (First Sit)

Description: Project Poster

Weighting: 10 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO4

Portfolio (Resit)

Description: Portfolio and presentation with group and individual inputs. The assessment criteria for the group project portfolio submission, which encompasses a comprehensive report of the project, do not include a word limit. This is due to the nature of each group working on a distinct project with unique deliverables. Establishing a one-size-fits-all word limit is challenging given this diversity. Additionally, it's important to note that the word count does not impact the module's grading process. The portfolio report serves as a consolidated document showcasing the project's objectives, methodologies, outcomes, group and individual members' reflections.

Weighting: 90 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

Poster (Resit)

Description: Project Poster

Weighting: 10 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Software Engineering for Business {Foundation} [Frenchay] BSc (Hons) 2023-24

Software Engineering for Business [Frenchay] BSc (Hons) 2023-24

Information Technology Management for Business [Frenchay] BSc (Hons) 2023-24

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

Information Technology Management for Business [Frenchay] - Withdrawn BSc (Hons) 2024-25

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

Business Computing {Foundation} [Frenchay] BSc (Hons) 2023-24

Software Engineering for Business {Foundation} [Frenchay] BSc (Hons) 2022-23