



MODULE SPECIFICATION

Part 1: Information			
Module Title	Comprehensive Creative Technologies Project		
Module Code	UFCFHQ-45-3	Level	Level 6
For implementation from	2019-20		
UWE Credit Rating	45	ECTS Credit Rating	22.5
Faculty	Faculty of Environment & Technology	Field	Computer Science and Creative Technologies
Department	FET Dept of Computer Sci & Creative Tech		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	Creative Technologies Project 2018-19		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: The Creative Technologies Project is an individually executed professional project that enables the student to select and investigate a topic of interest beyond or even outside the normal level of treatment in the taught modules.</p> <p>Educational Aims: The Project allows the student to demonstrate the ability to independently learn the skills and abilities required for a complex project and creatively demonstrate their problems solving ability within the chosen area; as well as the ability to present their ideas and achievements to a wider audience using professional formats. Moreover, students are expected to research, devise and review methodological choices and to work within an ethical and professional framework of best practice.</p> <p>Outline Syllabus: The project topic is agreed between the student, the supervisor and the module leader. Suitable topics may stem from staff or student research interests, interaction with UWE internal groups or outside organisations.</p> <p>It must involve an element of research followed by software, hardware or professional artefact development derived from it. Projects may be based on rigorous research in a practice-based creative area or on pure technology development; however, clear solutions or recommendations must be developed from the research undertaken in either case. The degree of creativity to be expected will depend upon the topic chosen.</p> <p>Students are briefed on project requirements towards the end of their previous year, so that they</p>

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will have time to define a suitable topic. These topics are refined in the first weeks of the module, prior to a proposal submission. Independent of the chosen topic, students are not only expected to reflect on all findings critically but also to demonstrate an in-depth understanding of relevant professional contexts, and to be able to apply research findings to their own professional practice.

Teaching and Learning Methods: At the start of the module each student will be assigned a supervisor who will meet them regularly as a group or individually to give guidance on planning and managing the work. Wherever possible, tutorial groups are formed based on similarity of projects and students will be assigned a supervisor with an interest in the chosen topic, however this cannot be guaranteed. Students are also expected to stay in contact with and make use of their group for peer support, guidance and review.

In the initial project stages, students and supervisors will negotiate objectives that must be achieved, the importance of various aspects of the project and the appropriate project scope. Since projects develop unpredictably, initial objectives and project planning documents are only intended as a guide to the level expected; it is understood that elements may change. Indeed, one learning objective is concerned with students creatively and proactively managing the scope of their project as the project unfolds.

It is the student's responsibility to research reading materials and explore practical techniques appropriate to the project brief, and take the initiative in communicating with their supervisors. They are asked to read up on ethical and professional practices, as well as appropriate research and practice methodologies. The responsibilities of the supervisor are primarily to provide guidance on the management of the project, the standard of work required, what can realistically be achieved within the available time and to give feedback on work in progress (including report writing).

An interim presentation (A2) is scheduled for the middle of the teaching year. This assesses the student's background research to date as applied to their practical developments, often in form of a prototype.

Throughout the rest of the year student and supervisor continue to meet for tutorials. Progress and integration of the emerging project within the wider cultural/professional contexts is discussed during these sessions. The final submission (A3) involves a report plus supporting materials in the form of software and documentation; hardware design and build; or other appropriate supporting documentation materials.

Part 3: Assessment

The assessment strategy for this module is devised to scaffold the students through their project, requiring them to deliver suitable project components at regular intervals throughout the year. The first assessed element at the beginning of the year is the project proposal (A1). This element allows the students to form their initial ideas. The second element (A2) allows students to present work in progress midway.

This will normally be in the January assessment period. The final artefact and report (A3) form the main body of the summative assessment, assessing the outcome of the project as a whole.

The resit submission is a rework of the project.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A		10 %	Outline proposal (1000 words)
Report - Component A	✓	80 %	Artefact and report (7000 words)

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Presentation - Component A		10 %	Work in progress presentation (exam period)
Resit Components	Final Assessment	Element weighting	Description
Report - Component A	✓	100 %	Artefact and report (7000 words)

Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Independently research a comprehensive body of knowledge in a chosen subject and apply that to a professional practice context</td> <td>MO1</td> </tr> <tr> <td>Demonstrate a professional understanding of ethical and professional best practice and apply this to the design of research and practice methodologies.</td> <td>MO2</td> </tr> <tr> <td>Demonstrate creative problem solving in a complex project, involving iterative design, prototyping and risk management</td> <td>MO3</td> </tr> <tr> <td>Proactively control the scope of a complex and evolving project</td> <td>MO4</td> </tr> <tr> <td>Effectively manage their own time to deliver suitably ambitious projects</td> <td>MO5</td> </tr> <tr> <td>Critically synthesise information and discipline-specific techniques</td> <td>MO6</td> </tr> <tr> <td>Write up and present their research, conclusions and results in form of professional outputs</td> <td>MO7</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Independently research a comprehensive body of knowledge in a chosen subject and apply that to a professional practice context	MO1	Demonstrate a professional understanding of ethical and professional best practice and apply this to the design of research and practice methodologies.	MO2	Demonstrate creative problem solving in a complex project, involving iterative design, prototyping and risk management	MO3	Proactively control the scope of a complex and evolving project	MO4	Effectively manage their own time to deliver suitably ambitious projects	MO5	Critically synthesise information and discipline-specific techniques	MO6	Write up and present their research, conclusions and results in form of professional outputs	MO7
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Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/index.html</p>																

Part 5: Contributes Towards
This module contributes towards the following programmes of study: