



## **Module Specification**

### Comprehensive Creative Technologies Project

Version: 2023-24, v2.0, 14 Jun 2023

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## Part 1: Information

**Module title:** Comprehensive Creative Technologies Project

**Module code:** UFCFHQ-45-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 45

**ECTS credit rating:** 22.5

**Faculty:** Faculty of Environment & Technology

**Department:** FET Dept of Computer Sci & Creative Tech

**Partner institutions:** None

**Field:** Computer Science and Creative Technologies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** Creative Technologies Project 2022-23

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**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.

**Features:** Not applicable

**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, device and review methodological choices and to work within an ethical and professional framework of best practice.

**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.

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.

Students are briefed on project requirements towards the end of their previous year, so that they 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.

### **Part 3: Teaching and learning methods**

**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 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 involves a report plus supporting materials in the form of software and documentation; hardware design and build; or other appropriate supporting documentation materials.

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

**MO1** Independently research a comprehensive body of knowledge in a chosen subject and apply that to a professional practice context

**MO2** Demonstrate a professional understanding of ethical and professional best practice and apply this to the design of research and practice methodologies.

**MO3** Demonstrate creative problem solving in a complex project, involving iterative design, prototyping and risk management

**MO4** Proactively control the scope of a complex and evolving project

**MO5** Effectively manage their own time to deliver suitably ambitious projects

**MO6** Critically synthesise information and discipline-specific techniques

**MO7** Write up and present their research, conclusions and results in form of professional outputs

**Hours to be allocated:** 450

**Contact hours:**

Independent study/self-guided study = 425 hours

Face-to-face learning = 25 hours

Total = 450

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ufcfhq-45-3.html) via the following link <https://uwe.rl.talis.com/modules/ufcfhq-45-3.html>

## Part 4: Assessment

**Assessment strategy:** 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. This element allows the students to form their initial ideas.

The second element allows students to present work in progress midway.

The final artefact and report form the main body of the summative assessment, assessing the outcome of the project as a whole.

**Assessment tasks:**

**Written Assignment (First Sit)**

Description: Outline proposal (1000 words)

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

**Report (First Sit)**

Description: Artefact and report (7000 words)

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Presentation (First Sit)**

Description: Work in progress presentation

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO7

**Written Assignment (Resit)**

Description: Reflection on outline proposal (1000 words)

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

**Report (Resit)**

Description: Artefact and report (7000 words)

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Presentation (Resit)**

Description: Project presentation

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO7

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Games Technology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Games Technology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Games Technology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Digital Media {Foundation}[Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Digital Media [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Games Technology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Digital Media {Foundation}[Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Digital Media [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Digital Media [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Digital Media {Foundation}[Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Digital Media [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Digital Media {Foundation}[Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20