

University of
South Wales
Prifysgol
De Cymru

Faculty of Computing and Engineering Assessment Brief

Module Title: Intelligent Systems

Module Code: CS3S668

Module Leader/Tutor: Christopher Tubb

Date assessment set: 15th September 2025

Assessment Type: Asynchronous Assessment Poster

Assessment Title: Poster <titles set individually>

Weighting: 50%

Word count/duration/equivalent: 2000

Submission Date: 10:00 Monday 12th January

Return Date: Noon Monday 6th February

Assessment Description

Context

Artificial Intelligence techniques find applications in a huge number of fields. Each of these various applications will require different techniques to be used. Even when using the same AI technologies there may be differences in approach across applications. To determine which technologies to apply, and how, requires an understanding of the techniques, their strengths and weaknesses and the nature of the problem to be solved.

Task

You will be allocated a title from the list below (Appendix one) by lot.

You are required to produce a poster which addresses the title you have been allocated. The target demographic for the poster is computer science, or related discipline, undergraduates and well-informed lay people.

The poster must include appropriate technical detail related to context. It should investigate the appropriate techniques and algorithms.

You should also prepare a supporting commentary¹. The poster and commentary will be made available to the group following submission via a discussion board. Students will be expected to participate in the discussion; this will help to build and demonstrate understanding of use of AI across contexts and applications.

¹ The commentary will support the poster by providing additional space to expand on these areas as necessary.

Engagement with the discussion boards (both in asking and answering questions and participating in ongoing discussion) will help demonstrate your understanding of the subject and context. This will be taken into consideration in the determination of grade. Further details are given in the grading criteria.

Please refer to both the grading scheme and the level descriptors to help direct your work.

Alternative Titles

It may be that you have a good idea for a poster of your own, or have an aversion to the title you have been allocated. If this is the case, you may suggest your own title. In order to do this, you **must**:

- Submit a request to the tutor prior to commencing work on the assessment.
- Provide the title you wish to use and describe how you feel you can address the learning outcomes by way of the grading criteria. This must be done in writing (via email) to the tutor.
- The request must be made at LEAST 20 working days (≈ 4 weeks) before the assessment's submission date. This is to allow sufficient time for successful completion.

If choosing this route you should note that:

- You cannot be assessed twice for the same work, so it would not be in your interest to submit material in the poster which you intend to submit later for another assessment¹.
- It can be hard to think of a suitable title. Choosing your own will mean significantly more work than simply working with the title allocated.

Commentary

The commentary should not repeat the content of the poster but provide additional detail and context which would not be possible in the poster format. This should include links to further reading and additional citations and references.

The commentary is intended to support the poster. The grading criteria will be applied across the poster and commentary. This is your opportunity to really demonstrate your understanding.

The commentary should be clear and thoughtfully laid out to aid communication but is not a formal report.

The commentary is NOT compulsory but has the potential to aid in your demonstration of having met the learning outcomes.

Discussion board

You are **required** to create a new thread within the discussion board and upload or link your poster to this. Students will be expected to use the threads to discuss the content of the poster. Your commentary should also be submitted here.

This is in addition to submission of the poster to the Blackboard submission link.

Individual working

This is not a group assessment. You are required to work on the task individually and submit your own work.

¹ Please see the Academic Misconduct Policy in relation to Recycling and Self-Plagiarism

Submission will be subject to automated plagiarism checks and may be assessed for AI generated content (decorative images excluded)

Notes and suggestions

Read the grading criteria carefully.

You should begin by checking all available literature as early as possible to provide you with a starting point on which you can build. You are strongly encouraged to make use of the library and suitable research papers. The requirements of this assessment may be a little different to others you have completed, so allow a little extra time to get to grips with the tools you wish to use.

Make careful use of images and tables. Equations should be numbered. All figures and charts should have a caption and be referenced from the text.

You must use references and citations. These should be in the Harvard style in line with University policy. There is limited space on the poster however and it is acceptable to provide the reference list via QR code or equivalent.

Please check your PDF before submission, the conversion process can very occasionally cause issues.

Posters aimed at the same target audience and of the correct level are displayed in the corridors on floor two of J Block. You may wish to consider these to guide your work. However, do not assume that the displayed posters represent high graded exemplars.

Guidance on Format of Assessment

Note: Students are reminded **not** to include this assessment brief with the assessment submission.

The **poster** must be **A2 size, portrait orientation** and submitted as **PDF**

The **commentary** must be submitted as an **MS Word** document or **PDF**.

The commentary should be presented in a clear and formal style but need not be a formal report.

Learning Outcomes Assessed

Learning outcomes are specified in the Module Definition Document on VERO. (<https://curriculum.southwales.ac.uk/>). VERO is the definitive published source. Always defer to VERO where ambiguity lies. Any item in this document which provides information available on VERO is here for convenience only and should not be considered to supersede the validated documents provided on VERO.

- 1 Demonstrate knowledge, comprehension, and discernment of AI paradigms in the context of common problems and of ethical, legal and commercial issues.
- 2 *Synthesize effective AI based solutions to specified problems*







Marking Criteria/Rubric

Note: All grades are provisional until they are ratified by the exam board

For clarity the rubric has been moved to Appendix 1.

Links to Graduate Attributes

As well as developing subject-specific knowledge and skills, this assessment also supports the development of key [graduate attributes](#) that prepare you for life beyond university. These attributes are designed to support you to be a resilient, ethical, culturally aware, and globally minded professional. The attributes supported by this assessment are indicated below:

| | | | | | |
|--|--|---|--|---|--|
|  YMWYSYDDIAETH FASNACHOL COMMERCIAL AWARENESS |  CYFATHREBU COMMUNICATION |  LLYTHRENNEDD DIGIDOL DIGITAL LITERACY |  ARLOESI & MENTER INNOVATION AND ENTERPRISE |  ARWEINYDDIAETH LEADERSHIP |  RHEOLI PROSIECT PROJECT MANAGEMENT |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Supporting your Success

Learner Development Services

The [Learner Development Service](#) offers a range of support to help you succeed, including self-help resources and 1:1 support tailored to your needs.

You can also access the [Academic Skills Hub](#) for practical guidance on academic writing, referencing, critical analysis, and more.

Use of Artificial Intelligence

This section will let you know if and how you can use AI in this assessment. You can also find our handy guides [here](#).

You may use AI to **Level 3**, but remember we are evaluating your ability to meet the learning outcomes. Not your chosen Ais ability to do so.

Please note that using AI incorrectly can be considered [academic misconduct](#).

To support your understanding of what constitutes good academic practice, we strongly recommend completing USW's [Epigeum](#) course. This online resource helps you build your knowledge and confidence around all aspects of academic integrity.

Referencing, Plagiarism and Good Academic Practice

It's important you learn to reference correctly, and that you adhere to the guidelines of [good academic practice](#).

Submission Details

Submit the poster to the link provided. This should be in PDF format.

And additional Link is provided to submit your commentary

Create a sub thread to the "Poster Submissions" discussion forum and post a copy of your poster as the first item in that thread. You may wish to also post your commentary if you have one.

Submissions to the discussion forum MUST be made before the end of term to allow time for discussion. (17th December)

You are expected to participate in the discussion, both asking questions of your peers, based on their work, and in answering questions about your work.

What happens next?

Your marked assessment should be available 20 working days after submission. However, please be advised that this may be subject to change in the event of Bank Holidays, University Closure or staff sickness. If there is something about the feedback you have been given that you are unclear about, please see your module tutor.

Feedback

Feedback will be provided in written form on the link to which the POSTER is submitted on BB.

In addition, general feedback may be provided. This will be given as an entry in the assessment section of BB. General feedback will be anonymous and may address common issues, ideas and approaches of particular value which have been identified and any other comments which may be useful across the class to help with future submissions or to support learning. No student will be identified in the general feedback.

Feedback will be released in line with course practice and University requirements: 12:00 on the first Monday following 20 working days from submission.

Late Submission

You are allowed a further five working days from the submission deadline in which to submit, however, your mark will be capped at the pass mark (usually 40%). If you are a student who has an [Individual Support Plan \(ISP\)](#), your mark will not be capped and your feedback will include acknowledgement of your ISP.

Extenuating Circumstances

If you are experiencing circumstances that are affecting your performance in assessments, you may be able to claim Extenuating Circumstances. You may need evidence of your circumstances to make a claim. Further information can be found on the UniLife [Extenuating Circumstances](#) pages. If you need support to make a claim, [Advice Zone Online](#) has a helpful FAQ about Extenuating Circumstances. You can 'ask a question' which will be sent to Advice Zone staff. You can also [Contact the Advice Zone](#) directly.

What happens if you don't submit?

If you do not submit your assessment or do not effectively claim Extenuating Circumstances, you will receive 0%. This may affect your chances of successfully passing the module. It may also be used as an indicator that you are not engaging on your course.

What happens if you don't pass the assessment?

Please remember that all grades are provisional until they are ratified by the exam board. If you have not passed the assessment here are some possible options for you:

In-Year Retrieval

This assessment is eligible for IYR

Possible Retrieval

Failures will be retrieved inline with standard policy. However, the discussion forum will NOT be employed. The value of the commentary to support your retrieval is thus increased.

Support is available - you can discuss your options with your course team, or contact the [Advice Zone](#)

Feeling overwhelmed?

USW's [Wellbeing Service](#) offer free advice and support to all USW students.

You will also find links to self-help and can access one of their specialist services:

- Mental Health Service
- Counselling
- Health Service
- Disability

For other help and support check the USW [support services](#) page.

Your Assessment Queries

Please use the discussion forum on BB to make any queries, alternatively we will address assessment queries in the practical sessions immediately before submission

Formative Assessment Opportunities

Practical Sessions for this module will encourage students to discuss their ideas. This will be directly applicable to the discussion forum element.

Students are encouraged to share drafts of their posters and discuss in practical sessions.

The poster will form a valuable development opportunity for communications skills, including those needed for module CS3D661

Student Checklist

- Have you checked the format of your poster?
- Have you uploads to both the submission link and to a new thread on the discussion forum?
- Did you create a commentary? Have you uploaded this to the provided link?
Have you checked your work against the grading criteria. Module learning outcomes and the level descriptors?

| Grade | 0 - 29 | 30 - 39 | 40 - 49 | 50 - 59 | 60 - 69 | 70 - 100 |
|------------------------------------|--|---|--|--|---|--|
| description | Significant Weakness | Fail | Satisfactory | Good | Very good | Excellent |
| Algorithms and Methods | Algorithms and/or methods that illustrate the topic not included | Algorithms and/or methods intended to illustrate the topic at hand included, but fail to do so satisfactorily | Algorithms and/or methods intended to illustrate the topic at hand included but are very limited in scope and may not be well integrated into the work | Algorithms and/or methods intended to illustrate the topic at hand included, but may be limited in scope or comprehension | Algorithms and/or methods intended to illustrate the topic at hand included. These provide context and develop a coherent narrative across the work | Algorithms and/or methods intended to illustrate the topic at hand are included and completely understood and placed within the wider context of the field |
| Critical Awareness of Topic | Very little or no evidence of critical awareness of the topic | Limited evidence of critical awareness of the topic. | Some evidence of critical awareness of the topic, which may, include some significant errors | Some evidence of topic critical awareness of the topic, but one that is let down by frequent minor errors, or a lesser number of significant errors. | Strong evidence of critical awareness of the topic, which may include some minor errors, but is general communicated well. | Excellent critical awareness of the topic that contains very few or no errors. Communicated well |

| | | | | | | |
|--------------------------|---|--|--|---|--|--|
| Quality of Poster | Very little or no content relevant to the subject and presentation is poor, for instance may have no or very few items of importance labelled, no captioned graphics and be distractingly messy or poorly designed and/or uninformative | Most content is relevant to the topic but presentation is poor, for instance may have few items of importance labelled, has captioned graphics that are poorly selected or cited where required and is poorly designed and/or marginally informative | All content is broadly relevant to the topic but may contain some inaccuracies. presentation is such that it has some items of importance labelled. The graphical elements and text support each other. Though this may not be fully realised. | All content is appropriate to the topic but may contain some inaccuracies. Most items of importance are labelled. Graphical and text elements support each other and produce a coherent whole. But various conceptual elements may not be fully related | All content is appropriate to the topic and accurate. Almost all items of importance are labelled. The poster forms a cohesive and coherent whole. | All content is appropriate and accurate and is exceptionally well selected. Exceptionally attractive and attention grabbing in terms of design, theme and colour use, layout and neatness, and very informative. Exploits the medium to draw in additional ideas and context |
| Use of Sources | Sources have been | Sources may have | Sources mainly | Sources may be | Sources may | Evidence of appropriate |

| | | | | | |
|---|--|--|---|---|--|
| used verbatim or inappropriat ely. Very few or no citations or bulk of submission comes from a single source. No sources cited correctly, e.g. most references do not have a correspon ding citation in the submission and/or elements of the work are unreferenc ed | been poorly paraphrase d. Few citations, which may be poorly selected and/or a single source is over utilised. Few sources correctly cited. Some references may not have a correspon ding citation in the submission | class notes. Several citations, which are mostly inappropriat e to the topic or poorly selected (e.g. originators of the work not cited). Main sources cited. A few references may not have a correspon ding citation in the submission | mainly web sites and class notes. Several citations, which may contain some that are inappropriat e or poorly selected. There may be a very few incorrectly cited sources. A few references may not have a correspon ding citation in the submission | include moderated web sites, class notes and books. Plenty of citations, but a very few may be poorly selected. Work correctly cited but a few references may not have a correspon ding citation in the submission | use of relevant academic journals and books. Plenty of citations, which are effectively selected. All work correctly cited |
|---|--|--|---|---|--|