 School of Computing and Creative Technologies

**Assessment Specification**

## Module Details

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| **Module Code** | UFCFB5-15-3 |
| **Module Title** | Ethical & Professional Issues in Computing & Digital Media |
| **Module Leader** | Virginia Power |
| **Module Tutors** | Virginia Power, Ramya Anandan, Charlotte Im |
| **Year** | 2024-2025 |
| **Task** | Reflective Report – 2000 words |
| **Total number of assessments for this module** | One |
| **Weighting** | 100% |

## Dates

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| --- | --- |
| **Date issued to students** | Friday 11th October 2024 |
| **Submission Date** | Thursday 5th December 2024 |
| **Submission Place** | Blackboard |
| **Submission Time** | 14.00 |
| **Submission Notes** | This assessment IS eligible for the 48-hour emergency extension period |
| **Date to be returned to students** | **Wednesday 8th January (20 working days)** |

## Feedback

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| --- | --- |
| **Feedback provision will be** | There will be formative feedback provided throughout the module study weeks as described in this specification.  You will also receive feedback via a feedback form supplied with your mark which will tell you what you did well, what you can improve upon and give you further support if needed. |

**Please note:**

**Use of generative AI to support the development of structure and grammar support is acceptable.** However, you are expected to develop your own original critical thinking and approach to this assessment, including evidence of wider reading.

# Contents

[Module Details 1](#_Toc170129521)

[Dates 1](#_Toc170129522)

[Feedback 1](#_Toc170129523)

[Contents 2](#_Toc170129524)

[Section 1: Overview of Assessment 3](#_Toc170129525)

[Section 2: Task Specification 3](#_Toc170129526)

[Section 3: Deliverables 3](#_Toc170129527)

[Section 4: Marking Criteria 3](#_Toc170129528)

[Marking Criteria Example#1 5](#_Toc170129529)

[Marking Criteria Example #2 6](#_Toc170129530)

[Section 5: Feedback mechanisms 8](#_Toc170129531)

[Section 6: Appendices 8](#_Toc170129532)

[Completing your assessment 8](#_Toc170129533)

[Assessment Content 8](#_Toc170129534)

[Assessment Offences 9](#_Toc170129535)

# Section 1: Overview of Assessment

This assessment assesses the following module learning outcomes:

* Show a detailed knowledge and understanding of the major ethical theories, the key issues raised by ICTs that give rise to ethical concerns, and critical factors relevant to professional practice in the 21st century.
* Demonstrate the ability to recognise the dilemmas inherent in professional practice, form balanced judgements on them, and recommend actions in conformance with good practice and within the appropriate legal requirements.
* Demonstrate key skills in the communication and dissemination of contestable ethical positions and awareness of professional literature.
* Show knowledge and understanding of technology innovation and the strategies and organizational formations enabled by digital technologies.

The assessment is worth **100%** of the overall mark for the module.

Broadly speaking, the assessment requires you to consider the ethical and professional issues associated with the development of a chatbot within a secondary school to provide student support services.

The assessment is described in more detail in section 2.

This is an **INDIVIDUAL** assessment.

Working on this assessment will help you to reflect upon the ethical and professional issues associated with the development of software to support activities in the workplace.

If you have questions about this assessment, please post them to the discussion board **Assessment FAQ** on Blackboard for this module.

# Section 2: Task Specification

**CASE STUDY – you will need this information for your report.**

You are a new staff member for a small, software organisation called TechSoft. The company began selling its services across many industry sectors but would like to develop software for education.

Ivan, TechSoft’s Chief Executive Officer, was pleased to win the contract from a local Sixth Form College in South-West England, South Star Academy, to create a chatbot for student support services. These services should include student safety and wellbeing, study skills advice, careers guidance, counselling, and the identification of students for extra learning support.

Ivan is excited that the chatbot contract could be worth a lot of money and help the company develop more products in the education sector. Ivan wants to make sure that all the ethical and professional issues with this new product are explored from the beginning, and he knows that you have been studying these important issues in the final year of your studies.

Priya and Tom, who are the software engineers, have been working closely with the South Star Academy’s Principal, Jane, to create ‘Alice’: a custom-made student-support chatbot. Jane has been reading about the ways in which chatbots can identify when students are struggling with things like attendance to anxiety. She has also seen that they can be useful in helping staff understand what students need, how to help them more quickly, and where to invest more resources to make support most effective. She wants these features added in the new chatbot.

**Assessment Focus:**

Your task is to write a professional report of 2000 words for Ivan and the team to provide advice and guidance on the **ETHICAL IMPLICATIONS** of the software design and development of this chatbot. Using the knowledge gained from your module studies, you need to identify the KEY issues that could arise and need to be addressed for successful implementation of the project. **This is NOT a technical report – your focus is on the ETHICAL/SOCIAL issues of implementation ONLY.**

*What ethical or social issues are important for this project?*

*What professional, legal or design standards might the organisation need to read and implement?*

*What can YOU suggest as KEY actions to take to ensure that this project is successful?*

# Section 3: Deliverables

You should provide your report in a Word or PDF format; any additional evidence should be provided as appendices.

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| **Item** | **Detail** | **Date & Submission Mechanism** |
| **ONE** | 2,000-word report – please follow the Assessment Content Limit policy (p.8)  Microsoft Word or Adobe PDF format  **Additional evidence should be provided as appendices** | Blackboard |

# Section 4: Marking Criteria

The marking criteria for this assessment are clearly set out in the table on the next page and is designed to help you to achieve the best mark that you can.

It has been constructed to relate to the module learning outcomes and will help you know what you need to do, and what will get you the best marks.

# Section 5: Feedback mechanisms

During the module duration, there will be an opportunity to consider potential dilemmas that might impact the project, and you are advised to seek feedback during the discussions to ensure that you are identifying and investigating appropriate issues. Feedback will also be provided during study weeks on the suitable presentation of your report. However, please be aware that, owing to the number of students taking this module it will not be possible to read report drafts before final submission.

Detailed feedback on your submission will be provided with your mark showing what you did well, what could have been improved and where you can find further support for other assessments.

# Marking Criteria

| **Percentage mark** | **86-100** | **70-85** | **60-69** | **50-59** | **40-49** | **30-39** | **0-30** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Overall Descriptor** | **Outstanding** | **Excellent** | **Very good** | **Good** | **Adequate** | **Poor/Inadequate** | **Very poor** |
| **Assessment criteria** |  |  |  |  |  |  |  |
| **Aims & scope**  **(10%)**  **How well have you set your report in context with aims and scope?**  **Relates to MO1** | **Challenging aims & objectives clearly stated & fully addressed.**  **Scope clear & appropriate** | **Challenging aims & objectives clearly stated & largely addressed; clear & appropriate scope** | **Aims & objectives clearly stated & largely addressed.**  **scope clear & appropriate** | **Aims stated but rather general or unambitious; some consideration of scope** | **Aims stated but too general or too narrow; bounding of topic unclear or inappropriate** | **Aims poorly specified; scope unclear** | **Aims barely specified; scope unclear** |
| **Academic content**  **(20%)**  **Have you used good quality academic content to provide context and support for your critical reflection?**  **Relates to MO2** | **Exceptional breadth & depth of academic content, understood & applied** | **Very good breadth and depth of academic content, understood & applied** | **Sound academic content, very good breadth or depth, understood & applied** | **Some sound academic content but unchallenging/ not fully understood** | **Limited, perhaps primarily reliant on material from taught modules or treatment muddled** | **Minimal, low level, perhaps entirely reliant on internet sources** | **Negligible** |
| **Analytical & evaluative content**  **(30%)**  **How well have you demonstrated your understanding and rationale for the key ethical and professional issues that you have identified?**  **Relates to MO2** | **Wide range of evidence, carefully analysed & critically evaluated; original insights revealed** | **Wide range of evidence analysed & evaluated from appropriate perspectives** | **Good range of evidence appropriately analysed & evaluated** | **Largely descriptive but with some attempt at analysis & evaluation of evidence** | **Content mainly descriptive; analysis confused or superficial** | **Content mainly descriptive; analysis weak; no real evaluative content** | **Little or no analysis or evaluation of content** |
| **Structure & quality of argument**  **(20%)**  **How well have you structured and articulated your recommendations for addressing the key ethical and professional issues?**  **Relates to MO3** | **Structure & flow excellent; strong argument; original recommendations justified** | **Structure & flow excellent; very clear argument(s); recommendations justified** | **Very good structure & flow; well-argued; recommendations justified** | **Good structure & flow; recommendations unsurprising or unconvincing** | **Some sense of development of ideas but not well organised** | **Structure superficial only; no clear argument** | **Structure poor; no real argument discernible** |
| **Presentation & exposition**  **(10%)**  **How well have you presented your work to a professional business audience?**  **Relates to MO4** | **Outstanding presentation of report with front cover with all information, table of contents, page numbers and clear headings used throughout; language used is professional and written for the intended audience.** | **Excellent presentation of report with front cover, table of contents and clear headings. Language is of a professional standard appropriate for the audience.** | **Very good overall presentation of report with front cover, table of contents and clear headings; language used largely appropriate for the intended audience.** | **Good standard of presentation for the report demonstrating some understanding of report design; language used is of an acceptable standard for the audience.** | **Reasonable standard of presentation of work but lacking consistency in headings and in formal tone appropriate to the audience.** | **Poor attempt at a report style lacking any formal structure and not written to a professional standard** | **Not presented as a report (more like an essay); font size and type not consistent** |
| **Citations & References**  **(10%)**  **Have you used correct attribution and references to UWE Harvard throughout your report?**  **Relates to MO4** | **All sources correctly cited with full details listed** | **All sources correctly cited & listed; errors in style or detail only** | **Sources largely cited & listed correctly; errors in style or detail only** | **Most sources cited & listed; some details missing/ incomplete** | **Some citation of sources but some source details missing/ incomplete** | **Limited citation of sources; some source details missing/ incomplete** | **No/few citations of source material; source details missing/ incomplete** |
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# Section 6: Appendices

## Completing your assessment

**Where should I start?**

It is very important that you read the assessment specification very carefully to be very sure that you understand what you are expected to use to write your report. It would also be good if you read the suggested articles BEFORE you start writing – these will also help you engage in class discussions (see **Additional Resources** section below).

**What do I need to do to pass?**

The marking criteria table gives you very clear guidance on what you need to do to achieve a pass, or better in this assessment. **The pass mark for this assessment is 40%**

**How do I achieve high marks in this assessment?**

The marking criteria table shows you what you need to do if you are working towards a 2:1 or a First in your final degree classification. To achieve these levels, you will need to demonstrate a high level of critical thinking and analysis, and your work will need to be presented to an excellent and professional standard.

**How does the learning and teaching relate to the assessment?**

The study weeks for this module are all focused upon providing you lots of guidance for this assessment, including some ‘dilemma discussions’ directly related to the case study that you have been given. We will also be discussing the structure and format of your reports. You should, therefore, find sessions helpful, informative and supportive.

**What additional resources may help me complete this assessment?**

You are encouraged to read the following articles BEFORE you start writing your assessment and consult other resources. Starting this early in the study of this module will enable you to engage quickly with your assessment requirements, to learn from the material in the module and to contribute to class discussions.

* Annus, N. (2023) Chatbots in Education – the impact of Artificial Intelligence based ChatGPT on Teachers and Students. *International Journal of Advanced Natural Sciences and Engineering Researches* 7(4):366-370. Available from: [(PDF) Chatbots in Education: The impact of Artificial Intelligence based ChatGPT on Teachers and Students (researchgate.net)](https://www.researchgate.net/publication/371012650_Chatbots_in_Education_The_impact_of_Artificial_Intelligence_based_ChatGPT_on_Teachers_and_Students). [Accessed 22 August 2024]. This article is also on your Module Reading List.
* Goyal, P. et. al., (2023) Chatbots and Virtual Assistants in Education: Enhancing Student Support and Education. In Saluja, A. and Minz, N. (2023) *Education Unleashed: The AI Era* (pp.89-107). Available from: [(PDF) Chatbots and Virtual Assistants in Education: Enhancing Student Support and Engagement (researchgate.net)](https://www.researchgate.net/publication/377188367_Chatbots_and_Virtual_Assistants_in_Education_Enhancing_Student_Support_and_Engagement). [Accessed 22 August 2024]. This article is also on your Module Reading List.
* Blackboard Module Reading List and the weekly topic studies.
* UWE Study Skills Support Pages - <https://www.uwe.ac.uk/study/study-support/study-skills>
* *The BBC*, *The Guardian* and *The Independent* online news pages have specific sections for ethics in computing and you will be directed to review these during the module.

**What do I do if I am concerned about completing this assessment?**

UWE Bristol offer a range of Assessment Support Options that you can explore through [this link](https://www.uwe.ac.uk/study/academic-information/personal-circumstances), and both [Academic Support](https://www.uwe.ac.uk/study/study-support/student-support-advisers) and [Wellbeing Support](https://www.uwe.ac.uk/life/health-and-wellbeing/get-wellbeing-support) are available.

For further information, please see the [Academic Survival Guide](https://www.uwe.ac.uk/study/academic-information/academic-survival-guide).

## Assessment Content

In line with UWE Bristol’s [Assessment Content Limit Policy](https://www.uwe.ac.uk/about/structure-and-governance/policies) (formerly the Word Count Policy), word count includes all text, including (but not limited to): the main body of text (including headings), all citations (both in and out of brackets), text boxes, tables and graphs, figures and diagrams, quotes, lists.

## Assessment Offences

**How do I avoid an Assessment Offence on this module? 2**

Use the support above if you feel unable to submit your own work for this module. It might be very tempting to use generative AI to complete this assessment; however, it won’t necessarily give you the depth or accuracy of knowledge that you need to show in your work and could be misleading! It is still an assessment offence if you use it to write your WHOLE assessment, but you can use it as instructed for this module.

Plagiarism or taking other people’s work (written or images) and not referencing/attributing that work, is an assessment offence and we do use Turnitin to check for this. If you are in any doubt at all about referencing other people’s work (or even your own) please ask your Module Leader for guidance or the UWE Library Team who will all be willing to help you.

UWE Bristol’s [UWE’s Assessment Offences Policy](https://www.uwe.ac.uk/study/academic-information/assessments/assessment-offences) requires that you submit work that is entirely your own and reflects your own learning, so it is important to:

* + Ensure you reference all sources used, using the [UWE Harvard](https://www.uwe.ac.uk/study/study-support/study-skills/referencing/uwe-bristol-harvard) system and the guidance available on [UWE’s Study Skills referencing pages](https://www.uwe.ac.uk/study/study-support/study-skills/referencing).
  + Avoid copying and pasting any work into this assessment, including your own previous assessments, work from other students or internet sources (this includes any Generative AI)
  + Develop your own style, arguments and wording, so avoid copying sources and changing individual words but keeping, essentially, the same sentences and/or structures from other sources
  + Never give your work to others who may copy it
  + If an individual assessment, develop your own work and preparation, and do not allow anyone to make amends on your work (including proof-readers, who may highlight issues but not edit the work)

**When submitting your work, you will be required to confirm that the work is your own,** and text-matching software and other methods are routinely used to check submissions against other submissions to the university and internet sources. Details of what constitutes plagiarism and how to avoid it can be found on UWE’s Study Skills [pages about avoiding plagiarism](https://www.uwe.ac.uk/study/study-support/study-skills/reading-and-writing/plagiarism).