UNIVERSITY OF PORTSMOUTH

Teach Well,
Consistently Well

Academic Innovation
in Practice

Annual Learning & Teaching Conference 2026 | Faculty of Technology

Teaching Well Together: Collaborative Module Design Across Two MSc Computing Programmes

Saminda (Sam) Wattuhewa
Senior Lecturer and Course Leader in MSc Information Systems & BSc Computer Science (Cyber Security)

Adewale (Wale) Odunsi
Senior Lecturer in Information Systems and Course Leader in Computer Science

The design challenge

Two programmes at once

Revised MSc Information Systems + new MSc Computer Science

Two cohorts, two identities

Different prior knowledge, aspirations and mindsets

The question

Serve both cohorts, without diluting either or doubling the work

Our approach: co-design within one framework

1. One shared design framework

Agree the framework first, then design modules into it

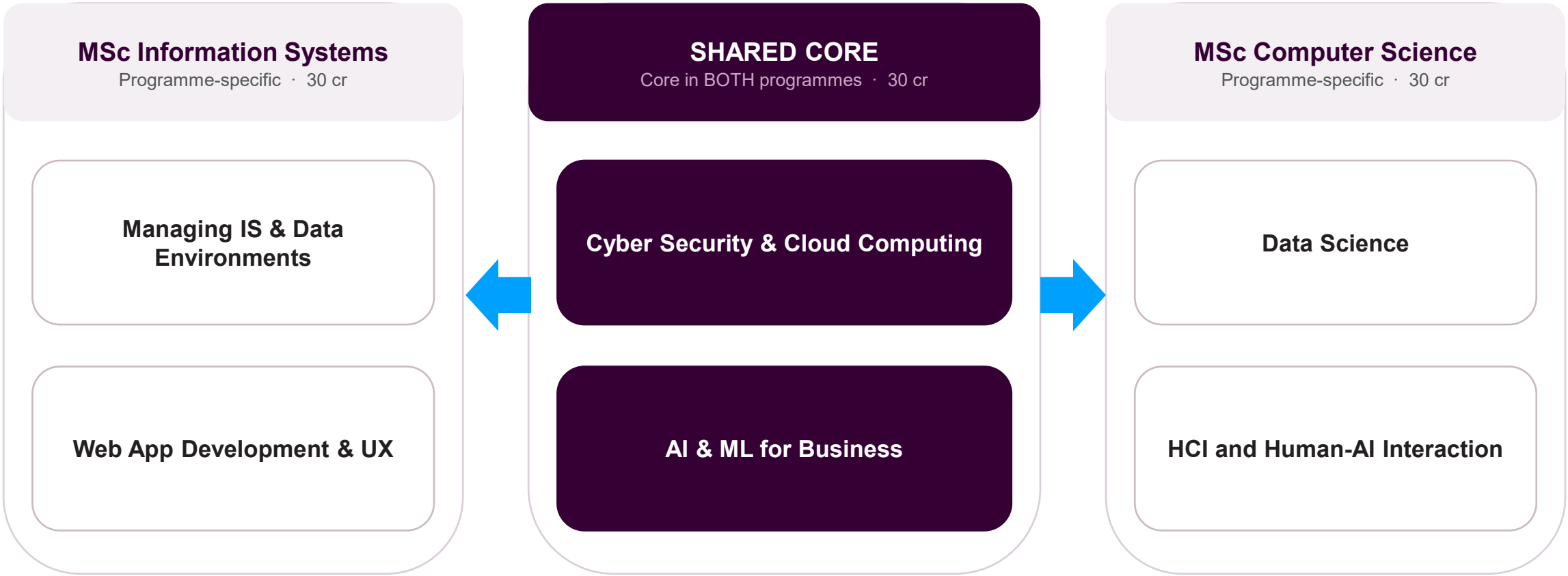
2. The Connected Curriculum Framework as the tool

A working design driver, not a compliance form

3. Cross-disciplinary team, common standards

IS and CS lecturers co-designing to QAA Level 7 and the Computing benchmark

What we built: two programmes, one shared core



Each programme keeps its distinct modules and shares a common core.

The practical decisions

Align learning outcomes

At course AND module level

Assessment and cognitive load

Tuned so a shared module overloads neither cohort

Meet the standards

QAA Level 7 and the Computing Subject Benchmark

What held it together: institutional scaffolding

- **Course specifications** kept each programme's promise explicit and comparable.
- **Consolidated mapping documents** made shared and distinct provision visible at a glance.
- **The Moodle templating initiative** gave students a consistent, navigable space across both programmes.

Early benefits (as the programmes go live): a consistent student experience, less duplicated design effort, and a clearer cross-programme journey.

Honest reflections: convergence and compromise

Where it genuinely converged

The shared modules became richer and more grounded than either discipline would have built alone.

Where we compromised

AI & ML for Business runs as one shared module with a single, business-framed set of outcomes. It fit the IS cohort; for CS we consciously traded some algorithmic depth, carried instead through Data Science and the project.

Not everything should be shared. Distinct modules stayed distinct on purpose.

Three takeaways

1. A replicable model for shared provision.

Two programmes can share core modules when built into one agreed framework, without breaking either student journey.

2. The Connected Curriculum Framework is a design tool.

It can drive outcome alignment, cognitive load and assessment, not just sit in a quality file.

3. Cross-disciplinary collaboration is achievable.

Different backgrounds co-design coherent provision when QAA Level 7 and the subject benchmark are the common reference.

OVER TO YOU questions and discussion

DISCUSSION
5 min

We will leave you with three takeaways:

- A replicable model: share core modules built into one agreed framework.
- The Connected Curriculum Framework works as a design tool, not just a quality file.
- Cross-disciplinary collaboration works with QAA Level 7 as common ground.

How: Open floor. Bring your questions, or your own experiences of cross-programme collaboration, to the chat or come off mute. Happy to share our mapping template.

Teaching well, together

Shared where it is genuinely shared. Distinct where the discipline demands it.

One framework, two coherent programmes, a consistent student experience.

Happy to share our consolidated mapping template, just ask in the chat.

Sam Wattuhewa Sam.wattuhewa@port.ac.uk

Wale Odunsi wale.odunsi@port.ac.uk