



Course Proposal Form

Please see Page 2 for instructions on which parts of this form to complete, whom to consult with to avoid unnecessary effort, and where to send the completed form.

Proposer(s): Valerio Restocchi

Date: 11/2019

Cover page: Basic permanent course information

Unless otherwise noted, items in this section are entered into EUCLID and **cannot** be changed without creating an entirely new course.

Course Name	Data-driven business and behavioural analytics
Course Acronym <i>(used by the School only, e.g., for the Sortable Course List)</i>	DBA
Course Level If the course is only available to MSc students, then it must be classed as Postgraduate. All other courses, regardless of level, are Undergraduate.	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Postgraduate
Normal Year Taken	<input type="checkbox"/> UG1 <input type="checkbox"/> UG2 <input type="checkbox"/> UG3 <input type="checkbox"/> UG4 <input type="checkbox"/> UG5 <input checked="" type="checkbox"/> MSc
Also available in years <i>[This can be changed later if need be.]</i>	<input type="checkbox"/> UG1 <input type="checkbox"/> UG2 <input type="checkbox"/> UG3 <input type="checkbox"/> UG4 <input type="checkbox"/> UG5 <input checked="" type="checkbox"/> MSc
SCQF Credit Level Level 8 should normally be used for pre-honours courses. Level 10 should normally be used for optional UG3 courses (so UG4 students may also take them) and for courses aimed mainly at UG4 students. Level 11 should be used for courses aimed mainly at MSc students, whether or not UG4 students can also take them.	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11
SCQF Credit Points	<input type="checkbox"/> 10 <input checked="" type="checkbox"/> 20 <input type="checkbox"/> 40 <input type="checkbox"/> 60 <input type="checkbox"/> 80 <input type="checkbox"/> Other:
Delivery Location	<input checked="" type="checkbox"/> Campus <input type="checkbox"/> On-line Distance Learning
Course Type	<input checked="" type="checkbox"/> Standard (default) <input type="checkbox"/> Dissertation <input type="checkbox"/> Online Distance Learning <input type="checkbox"/> Other (specify: Placement, Student Led Individually Created Course, Year Abroad)
Marking Scheme By default, courses use a numerical marking scheme. If you wish to use a grade-only marking scheme, your course proposal below should justify this.	<input checked="" type="checkbox"/> Standard (numerical) <input type="checkbox"/> Letter grade only

Guidance for remaining sections:

For an initial course proposal, please complete the **cover page and Section 1 (Case for Support)**, which asks you to describe the need for this course and to provide an overview of the course design, including the learning outcomes. **Please discuss your plans as early as possible with the head of Curriculum Review to avoid unnecessary effort.**

Send the form with these sections completed to the BoS Academic Secretary and head of Curriculum Review (listed on the BoS page) to obtain their comments before filling out the remainder of the form.

If a full proposal is invited, please complete the remaining sections and send to iss-bos@inf.ed.ac.uk.

2. Student-facing course description and additional feedback and assessment information.

This section provides most of the information students see in the DRPS entry for this course, as well as related details for BoS consideration.

3. Further information for BoS consideration: sample materials.

4. Additional Course Details required for DRPS. *[Administrative information such as delivery timing and prerequisites.]*

5. Placement in degree programme tables. *[Required for all level 9-11 courses; used to determine where the course will be added to existing degree programme tables.]*

6. Comments from colleagues. *[All course proposal should be sent to relevant colleagues in the area as well as to the appropriate year organizer and BoS Academic Secretary for comment in good time before the BoS meeting. Use this section to indicate what feedback has been solicited and received.]*

Colour coding and item-by-item guidance:

Guidance is provided in italics for each item. Please also refer to the guidance for new course proposals at <http://www.inf.ed.ac.uk/student-services/committees/board-of-studies/course-proposal-guidelines>. Examples of previous course proposal submissions are available on the past meetings page <http://web.inf.ed.ac.uk/infweb/admin/committees/bos/meetings-directory> but note that the proposal form was updated in Jan 2019.

Sections in gold are for student view and are required before a course can be entered into DRPS. You must complete these sections even if your course has already been approved based on other documentation.

Sections in orange are for School use but are still required for all courses (even those that have already been approved based on other documentation).

Section in gray are for consideration by the Board of Studies. They are normally required for all new course proposals but may be omitted in some circumstances (e.g., for invited course proposals) if you obtain permission in advance.

1. Case for support

This section is for consideration by the Board of Studies. The final two boxes (Learning Outcomes, Graduate Attributes) will also go into the student-facing course description.

Overall contribution to teaching portfolio and relation to existing curriculum

Please explain (a) what motivates the course proposal (e.g. a previous course having become outdated/inappropriate, an emergent or maturing research area or new research activity in the School, offerings of our competitors) and (b) how it relates to existing courses and degree programmes (including any prerequisite courses). Every new course should make an important contribution to the delivery of our [Degree Programmes](#).

This will be a core course for the MSc programmes in Advanced Financial Computing and Technology Management and Digital Future, both delivered by the School of Informatics jointly with the Business School.

This course will contribute to these programmes by providing students with an in-depth understanding of how to model people’s behaviour with the appropriate mathematical and computational tools. In the past decade, the informatisation of services and the introduction of, among the others, social media, has allowed the collection of data regarding a broad range of human activities. This has legitimated modern research areas such as computational social science, complexity, and network science, and strengthened others such as behavioural economics and finance, by providing researchers with the necessary tools to understand and model complex systems such as human behaviour and human interactions. However, the techniques developed by academics are rarely acquired by practitioners, who often do not know how to efficiently analyse the data their companies collect. The aim of this course is to fill this gap by teaching methods and techniques to analyse and predict human behaviour, with particular focus on finance and business. This course will give them a unique profile which is sought out in both industry and academia alike.

Also, this course will cover a highly cross-disciplinary topic which sits in between Informatics and Business, and will provide students with an interdisciplinary skill set that will be highly spendable in a number of business and research contexts other than behavioural analytics.

Target audience and expected demand

Describe the type of student the course would appeal to in terms of background, level of ability, and interests, and the expected class size for the course based on anticipated demand. A good justification would include some evidence, e.g. by referring to projects in an area, class sizes in similar courses, employer demand for the skills taught in the course, etc

This course will target MSc students on the MSc programmes in Advanced Financial Computing and Technology Management and Digital Future. Since one of the main goals of this course is to bring together Informatics and Business, there are two main types of students that this course is expected to be appealing to: Computer Science students who want to learn how to model human behaviour (and, more generally, model complex socio-economic systems) and Business students (e.g., Business, Management, Finance, Economics) who need to learn data analysis and data-driven methods to deal with real-world data sets. It is expected that a portion of students will have already work experience.

The demand is estimated to be of around 40-50 students initially (based on the demand for the two MSc programmes).

Anticipated Resource Requirements

Estimate how much lecturing, tutoring, exam preparation and marking effort will be needed in steady state, and any additional resources needed to set the course up initially. Provide estimates relative to class size where applicable and discuss how support staff will be recruited and supervised, if the class is likely to be very large. Please mention any scaling limits due to equipment or space. If equipment is required, say how it will be procured and maintained.]

- Lectures: 25
- Practical Laboratories: 50 (five 2-hour mandatory lab sessions that will require a tutor every 10 students approximately, to properly support and guide the students through their tasks.)
- Demonstrating: 0
- Course Marking: 24 (including oral presentations, considering approximately 12 groups)
- Exam Preparation: 10
- Exam Marking: 40 (considering approximately 40 students)
- Other Requirements: 0

Demonstrators for the practical laboratories will be recruited among AI and Data Science PhD students, who possess the essential data analysis and statistical skills to support students during the tutorials. They will require only a short training session pertaining the application of concepts they already know to behavioural data.

Quotas, special arrangements or unusual characteristics

Please specify if this course requires any special arrangements such as quotas or other registration arrangements; is a collaboration with another school or institution, or has other atypical characteristics that may affect finances or student registration. Further justification/information may be requested for such courses.

This course will not have any quotas or special arrangements other than those of the MSc programmes.

Narrative description of the course aims and structure

Please describe the main goals of the course and how the course design will allow students to achieve those goals. This section should be consistent with the student-facing information provided below, but should provide additional information to help colleagues at BoS understand the vision and structure of the course. This description may refer to the learning outcomes and graduate attributes (next two boxes) and should explain how activities such as tutorials, labs, or in-lecture activities will support them, and how the proposed assessments will assess them.

For courses that are important pre-requisites for other courses, this section may also provide content/syllabus information which is too detailed for the student-facing description, such as a lecture-by-lecture syllabus.

The recent exponential growth in the availability of data gathered by companies offering online services has enabled the analysis and prediction of human behaviour to reach an unprecedented level of accuracy. Behavioural analytics are now not only a subject for academics, but are the core business of some of the largest companies in the world (e.g., Google, Facebook, etc.), and are also being integrated in many other business sectors, from marketing to finance. Modern behavioural analytics must take advantage of this vast amount of data to make reliable and accurate models of how people behave. Hence, knowledge and intuitions from disciplines such as behavioural economics and sociology can no longer be considered enough to capture the full complexity of

human behaviour, and need to become just a part of the more quantitative set of mathematical and computational tools. This course aims at teaching such tools from mathematical modelling and data science, enabling students to analyse and predict human behaviour in a wide range of contexts and, by doing so, learning a broad set of interdisciplinary skills required for data driven modelling in a number of different business contexts.

To achieve this, the course will be comprised of a mix of lectures on the theoretical aspects of analytics (mathematical methods, modelling techniques, etc.), and a series of tutorials during which the students can apply what they have learned on real-world data sets (or, in case no such a data set is available, e.g. for privacy reasons, an equivalent one will be created by the lecturer), which serves the purpose to give students hands-on experience on practical analytics tasks before their assessed coursework projects.

Since the main goal of this course is to prepare students to deal with such data sets, and, more in general, the main challenge of behavioural analytics is to being able to identify the appropriate description of particular behaviours (among a vast set of possible ones), students will be assessed based on both an exam and a coursework that replicates the structure of the tutorials. Specifically, this will be a group project for which students will be provided with a data set containing information on human behaviour/decision making in a business-related context (e.g., finance, marketing, retail). Students will be asked to solve a specific problem a company may face (e.g., a trading firm asking to find which category of customers are more likely to lose money), typically including several sub-tasks, and will improve their analytical reasoning and problem-solving skills by deciding what pieces of data they may or may not need, what models are the most appropriate to address a problem, whether they need to retrieve additional data from the web, etc.

During the group project, students will develop different skills: students with different backgrounds will work together to improve their cross-disciplinary communication skills as well as their interdisciplinary knowledge. Also, by reflecting the interdisciplinarity of the subject, the group assignment prepares students to work on real-world behavioural analytics projects (either in industry or academia), which usually are carried out by teams composed by people with highly heterogeneous backgrounds, while also enhancing their team-working skills and allowing students to learn aspects of disciplines in which that they do not have experience. On top of this, the coursework will assess all the learning outcomes.

Summary of Intended Learning Outcomes (MAXIMUM OF 5)

*List the learning outcomes of the course. These must be assessable (i.e., observable), so must specify what the student should be able to do concretely, not simply what they should "understand". Use concrete verbs that indicate (a) what type of assessment would be appropriate, and (b) what level of knowledge/thinking is expected (from recall to analysis to novel creation). **Example verbs:** define, explain, implement, compare, justify. Assessments (described later) should be tied to the learning outcomes.*

Outcomes should typically focus more on the types of thinking/skills developed than on the detailed course content, and the level of thinking should be appropriate to the level of the course: outcomes for a Level 11 course should include more higher-level thinking skills than for a Level 8 course. Further guidance on writing learning outcomes can be found at <https://www.ncl.ac.uk/ltds/assets/documents/res-writinglearningoutcomes.pdf>

On completion of this course, the student will be able to:

1) Critically analyse and explain human behaviour based on empirical observations.

2) Apply a range of mathematical and computational modelling techniques to human-related data and decide which one is the most appropriate for a specific task.

3) Model and simulate realistic social systems with independent or interacting individuals.

4) Discuss the legal and ethical implications of working with human-related data.

5) Present (written/oral) highly interdisciplinary work in an understandable and comprehensive manner to people with different backgrounds.

Graduate Attributes, Personal & Professional Skills

List the personal attributes and generic transferrable skills this course will help develop. Examples include

Cognitive skills: *problem-solving, critical/analytical thinking, handling ambiguity*

Responsibility, autonomy, effectiveness: *independent learning, self-awareness and reflection, creativity, decision-making, leadership, organization and time management, flexibility and change management, ethical/social/professional awareness and responsibility, entrepreneurship*

Communication: *interpersonal/teamwork skills, verbal and/or written communication, cross-cultural or cross-disciplinary communication*

During this course, students will develop a number of personal attributes/generic transferrable skills, including, but not necessarily limited to:

- Problem solving
- Critical thinking
- Analytical thinking
- Information elicitation
- Information filtering
- Decision making
- Independent learning
- Teamwork
- Verbal and written communication
- Cross-disciplinary communication

2. Student-facing course description and additional feedback and assessment information

Except where noted, all fields are required and will go into the DRPS entry for the course (for use by students). **Important:** any text in DRPS is effectively a contract with students, so should not include details that are likely to change from year to year.

<p>Summary Description <i>Provide a brief official description of the course, around 100 words. This should be worded in a student-friendly way, it is the part of the descriptor a student is most likely to read. If this course replaces another course, please say so in this summary.</i></p>	<p>The course is an interdisciplinary introduction to the emerging field of quantitative behavioural analytics. Students will learn how to model human behaviour from data, by using a combination of mathematical and computational techniques. By combining theory and practice, this course will provide students with the necessary knowledge and skills to be able to independently draw insight from human-centred data in a broad range of contexts. Examples will be mainly drawn from finance and business, but could also include other areas such as healthcare and epidemiology.</p>
<p>Keywords <i>Give a list of searchable keywords.</i></p>	<p>Human behaviour; Social networks; Agent-based modelling; Data Science.</p>
<p>Course Description <i>A more detailed student-facing description of the course, which should normally include (a) a more in-depth academic description of the learning aims, nature and context of the course, (b) a rough outline of the content or syllabus, often as bullet points, and (c) a description of how the course will be taught, how students are expected to engage with their learning and how they will be expected to evidence and demonstrate their achievement of the intended learning outcomes.]</i></p>	<p>The course will be delivered through a combination of lectures, tutorials, and practical labs; students will be expected to complete both pencil-and-paper and programming-based exercises on their own time as well as during tutorials and labs. Students will complete a group project to assess their practical and writing skills, and also sit an exam.</p> <p>The topics in the course will be covered in three sections, with indicative topics listed below:</p> <ol style="list-style-type: none"> 1) Social Networks <ul style="list-style-type: none"> • Introduction to network science • Different types of social networks • Metrics and communities • Tools for network analysis 2) Agent-based modelling <ul style="list-style-type: none"> • Rational and biased agents • Modelling decision making with agents • Case studies in business, finance, and economics 3) Data wrangling for human behaviour

	<ul style="list-style-type: none"> • Sources of data • Preliminary analysis and identification of best modelling options • Twitter and social media <p>Students will develop their critical thinking and problem solving skills during tutorials, during which they will solve increasingly difficult problems (presented in a way similar to that of the exam) on network science, and mathematical modelling of human behaviour. During labs, students will work on a dataset of their choice and will be guided through the whole process of modelling human behaviour from a practical point of view, applying the notions learned during classes. The skills here acquired will be then assessed during a group coursework, which will be similar to what covered in the labs.</p>
<p>Assessment Weightings: <i>These should correspond approximately to the proportion of learning outcomes that each component assesses. More than 30% coursework requires specific justification.</i> <i>The expectation for a 10pt course is 20% coursework with the equivalent of one 15-20hr assessed assignment (but possibly split into smaller pieces). See 'components of assessment' below.</i></p>	<p>Written Exam <u> 70 </u>% Practical Exam <u> </u>% (for courses with programming exams) Coursework <u> 30 </u>%</p>
<p>Further Assessment Information <i>Provide any further information that should go on DRPS for students. E.g., if the assessment includes required group work or if students must pass some individual component of assessment as well as the course overall.</i></p>	<p>Assessment will include a written exam, accounting for 70% of the final marks, and one assignment. This will be a group project in which students will have to collect data on a topic/behaviour of their choice, perform a comprehensive network analysis, and discuss the results.</p>
<p>Components of assessment and time spent on assignments (for BoS only) <i>If not already included in the course narrative description, please describe the type of assessments (oral presentation, report, programming, etc) and how each component of assessment will assess the intended learning outcomes. Where coursework involves group work, it is important to remember that every student has to be assessed individually for their contribution to any jointly produced piece of work.</i></p> <p><i>Also estimate how many hours students will spend on assignments. Please see the School policy on Workload and Assessment, which states</i></p>	<p>The only assessed coursework will be a group project on behavioural modelling (worth 30%). The students will choose a "research question" from the ones provided, collect data on a topic of their choice from social media and perform a full network analysis. Consequently, they will critically answer the research question based on their results. Example questions could be "How do marketing hashtags propagate?" "What is the impact of social media sentiment on stock prices?". This will assess learning outcomes 1 to 5.</p>

<p><i>that students should not be expected to spend more than 6-7 hrs/wk per 10 credits, including contact hours.</i></p> <p><i>Note that it is often desirable to include formative assignments which are not formally assessed but submitted for feedback, often in combination with peer assessment.</i></p>	<p>It is anticipated that the assignment will take approximately 30 hours (students will be guided through a very similar project during the practical labs and given formative feedback on an early version of the report).</p>
<p>Feedback Information</p> <p><i>Provide a high-level description of how and what type of feedback will be provided to students, for inclusion in DRPS.</i></p>	<p>Students will receive feedback from lecturer/tutors during tutorials, during which they will be presented with both pen-and-paper and coding exercises which will be similar to the exam and the coursework, respectively.</p>
<p>Additional Feedback Information (for BoS use only)</p> <p><i>If not already included in the course narrative, provide further details on planned feedback arrangements. This includes how course feedback is solicited from the class and responded to, as well as what feedback students will get (either on work that contributes to their final mark, or not).</i></p> <p><i>The University is committed to a baseline of principles regarding feedback that we have to implement at every level, and the School encourages submission of at least one piece of written work for formative feedback.</i></p> <p><i>In general, formative feedback:</i></p> <ul style="list-style-type: none"> <i>• Should say how students can improve.</i> <i>• Need not be on individual work (e.g., consider a lecture or document summarizing common issues.)</i> <i>• Can include oral feedback during labs/tutorials</i> <i>• Can include feedback from peers</i> <i>• Clickers/TopHat/equivalents can provide in-class feedback for both students and lecturer.</i> <i>• Is returned in time for other forms of assessment to which it relates, to allow feedforward.</i> 	<p>Students will familiarise with the structure of the exam during tutorials. To assess their comprehension of the subject there will be one formative feedback assignment which will be similar to the final exam. This will consist of exercises on the first part of the course, and students will receive personal feedback on their solutions/approach. One tutorial session will be dedicated to going through the solutions.</p> <p>More generally, students will receive feedback during tutorials and labs while working on the assigned tasks, as well as feedback on an early version of the coursework report.</p>

<p>Breakdown of Learning and Teaching Activities</p> <p><i>State how many hours students spend on each part of the course. The total should be 10 x course credits, but please also see the School policy on Workload and Assessment, which states that students should not be expected to spend more than 6-7 hrs/wk per 10 credits, including contact hours.</i></p> <p><i>Assume 10 weeks of lectures slots and 10 weeks of tutorials, but these need not all be used. As a guideline, a 10-pt course typically has 18-20 lecture hours, but should have only around 15 lectures of examinable material; the rest should be used for guest lectures, revision sessions, introductions to assignments, etc.</i></p>	<p>Contact hours</p> <table border="1"> <thead> <tr> <th>Hours</th> <th>Type</th> </tr> </thead> <tbody> <tr> <td rowspan="3">25</td> <td>Lecture Hours</td> </tr> <tr> <td>Seminar/Tutorial Hours</td> </tr> <tr> <td>Dissertation Project Supervision Hours</td> </tr> <tr> <td rowspan="4">15</td> <td>Supervised practical/Workshop/Studio hours</td> </tr> <tr> <td>Feedback/Feedforward hours</td> </tr> <tr> <td>Summative assessment hours</td> </tr> <tr> <td>Revision Session Hours</td> </tr> </tbody> </table> <p>Non-contact hours</p> <table border="1"> <thead> <tr> <th>Hours</th> <th>Type</th> </tr> </thead> <tbody> <tr> <td>160</td> <td>Directed Learning & Independent Learning hours</td> </tr> </tbody> </table> <p>Total hours:</p>	Hours	Type	25	Lecture Hours	Seminar/Tutorial Hours	Dissertation Project Supervision Hours	15	Supervised practical/Workshop/Studio hours	Feedback/Feedforward hours	Summative assessment hours	Revision Session Hours	Hours	Type	160	Directed Learning & Independent Learning hours
Hours	Type															
25	Lecture Hours															
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	Summative assessment hours															
	Revision Session Hours															
Hours	Type															
160	Directed Learning & Independent Learning hours															
<p>Reading List/Learning Resources</p> <p><i>You are encouraged to create resource lists using LEGANTO</i></p>	<p>Barabasi “Network Science” 2016 – Cambridge University Press</p> <p>Newman “Networks: an introduction” 2ed 2018 – Oxford University Press</p> <p>Tesfatsion, Judd “Handbook of Computational Economics – Vol. 2: Agent Based Computational Economics” 2006 – North-Holland</p>															

3. Further information for BoS consideration: sample materials

A full proposal for a new course must include examples of exercises and assessment. Please provide these below, along with publicity information if the course is to be advertised outwith the School.

<p>Course information and publicity <i>The course web page (typically the Learn landing page) will be linked from the Sortable Course List, and information such as timetables and assignment deadlines must be made available prior to the start of the academic year. Please specify here if any additional info/publicity is needed for your course: typically only if it is aimed largely at non-Sol students.</i></p>	<p>Not necessary because this course will be a compulsory course for the “Advanced Technology for Financial Computing” degree.</p>
<p>Sample tutorial/lab sheet questions <i>Provide a list of tutorial questions and answers and/or samples of lab sheets. These need not be fully fleshed out but should indicate what sort of exercises will be provided to help students learn the material.</i></p>	
<p>Sample assessment materials <i>If the course is primarily assessed by exam, provide a sample exam question with model answers. Any non-standard exam format must be justified. The online list of past exam papers gives an idea of typical and alternative exam formats: http://www.inf.ed.ac.uk/teaching/exam_papers/.</i> <i>If the course is largely or primarily assessed by coursework, provide a sketch of a possible assignment with an estimate of effort against each sub-task and a description of marking criteria.</i></p>	
<p>Any other relevant materials <i>Include anything else that is relevant, possibly in the form of links. If you do not want to specify a set of concrete readings for the official course descriptor, please list examples here.</i></p>	

4. Additional Course Details for DRPS

Except where otherwise noted, these fields are required for entry into EUCLID and will be visible to students in the DRPS entry.

Planned Academic Year of Delivery <i>(The first year you anticipate the course running, e.g. AY 2019-20)</i>	2020/2021
Course Organiser <i>(By default, the course proposer)</i>	Valerio Restocchi
Intended Delivery Period	<input checked="" type="checkbox"/> Semester 1 <input type="checkbox"/> Semester 2 <input type="checkbox"/> Full Year <input type="checkbox"/> Summer <input type="checkbox"/> Other (please specify):
Timetable considerations/conflicts <i>For School use. Please specify any constraints to be considered (e.g. overlap of popular combinations, other specialism courses, external courses etc). Include whether the semester delivery is constrained or could be flexible.</i>	It will be ensured that this course will not overlap with IRR and the optional Business School courses on the “Advanced Technology for Financial Computing” MSc.
Is this course available to visiting students?	<input type="checkbox"/> Yes (default) <input checked="" type="checkbox"/> No If no, please provide a justification here: The course is intended only for students of the new “Advanced Technology for Financial Computing” MSc from the School of Informatics and Business School’s new MSc “Technology Management”
Required pre-requisite courses <i>Use sparingly: these are enforced in PATH and can only be waived by approval from the School's Curriculum Approval Officer. Note that cross-year required pre-requisites may prevent MSc students from registering; consider using recommended pre-requisites or “other requirements” instead.</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify full course name(s) and code(s)):
Recommended pre-requisite courses	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify full course name(s) and code(s)):

<p>Required co-requisite courses <i>Specify any courses that must be taken in parallel with the existing course. Note that this leads to a timetabling constraint that should be mentioned elsewhere in the proposal.</i></p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify full course name(s) and code(s)):</p>
<p>Prohibited Combinations <i>Specify any courses that may not be taken in combination with the proposed course].</i></p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please specify full course name(s) and code(s)):</p>
<p>Other Requirements/Additional Information <i>This information is often used by MSc students and students from other Schools to see if they have appropriate background without having done our School's courses. So please avoid course titles, instead list specific knowledge and skills (such as mathematical concepts, programming ability or specific languages, etc).</i></p> <p><i>Also list any other constraints on registration, for example: "Only available to 4th Year Informatics students including those on joint degrees." or "This course is open to all Informatics students including those on joint degrees, and to students in the School of Mathematics. Other external students whose DPT does not list this course should seek permission from the course organiser."</i></p>	<p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify): <u>Only available to Informatics MSc students on the Advanced Technology for Financial Computing degree.</u></p>
<p>Visiting Student Pre-requisites</p>	<p><input type="checkbox"/> Same as "other requirements" <input type="checkbox"/> Different than "other requirements" (please specify):</p>

5. Placement in degree programme tables: for level 9-11 courses only

This section is for consideration by the Board of Studies and will be used later by ITO to determine where the course will be added to existing degree programme tables.

<p>Is this course restricted to students on a specific degree? <i>E.g., some courses are only available to students on a specific CDT or MSc.</i></p>	<p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify and provide justification): The course is intended only for students of the new “Advanced Technology for Financial Computing” MSc from the School of Informatics and Business School’s new MSc “Technology Management”.</p>
<p>Is this course compulsory for students on any degree(s)?</p>	<p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please specify and provide justification): This course is the only exclusive and new course for the MSc “Advanced Technology for Financial Computing” and is specifically tailored to the program.</p>
<p>Any issues for part-time students? <i>Normally, part-time students have access to the same courses as full-time students on the equivalent degree. If you anticipate any problems with this, please specify here.</i></p>	<p>I do not anticipate any issue for part-time students.</p>

For optional courses:

If this course is available but non-compulsory for students on various degrees (most courses), please fill in this section. The choices here determine where the course appears in degree programme tables (DPTs) and the 2-3 character tags are displayed in the Informatics sortable course list.

<p>Should this course be tagged as ‘ML’ (machine learning foundations and methods)? <i>Courses with the ML tag are typically very high-demand and most degrees limit the number of ML credits. If your course might appeal to a similar audience but draw off students from these large courses, please select 'no' and choose one of the tags below.</i></p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>
<p>If you chose ‘no’, please choose at least one of the following tags... <i>Ideally, select exactly one, unless there is a good argument for more than one. These three are used in various combinations for many of our degrees.</i></p>	<p><input type="checkbox"/> FSS (CS foundations, systems, and software) <input type="checkbox"/> AIA (artificial intelligence applications and paradigms) <input type="checkbox"/> COG (cognitive science: including HCI and NLP courses, but not most other AI courses. Please restrict to courses most relevant to natural cognition.)</p>

<p>...and also tick if any of the following tags or categories apply.</p> <p><i>Do not tick any of these if you selected 'ML' already.</i></p>	<p><input type="checkbox"/> NS (natural systems: e.g., computation by or about biological or social systems. Many COG courses are also NS. This tag is mainly relevant for MSc in Informatics.)</p> <p><input type="checkbox"/> SE (software engineering: including courses that are highly relevant to SE degrees. All SE courses should also be FSS. This tag is mainly relevant for UG SE degrees.)</p> <p><input type="checkbox"/> Databases and data management systems (used for Data Science MSc and MSc(R))</p> <p><input type="checkbox"/> Unstructured data and applications (used for Data Science MSc and MSc(R))</p> <p><input type="checkbox"/> Level 11 Security courses (used for Security MSc)</p>
<p>If you are not sure which tags are most appropriate or have other questions about this section, please note any comments/issues here.</p>	

6. Comments from colleagues

All course proposal should be sent to relevant colleagues in the area as well as to the appropriate year organizer and BoS Academic Secretary for comment in good time before the BoS meeting. Please indicate here what feedback has been solicited and received.

<p>Additional Comments <i>Summarise any comments received from relevant individuals prior to proposing the course. If you have not discussed this proposal with others please note this.</i></p>	<p>This course has been developed in consultation with Stuart Anderson, Sharon Goldwater, and Tiejun Ma.</p>
<p>Year Organiser Comments <i>Year Organisers are responsible for maintaining the official Year Guides for every year of study, which, among other things, provide guidance on available course choices and specialist areas. The Year Organisers of all years for which the course will be offered should be consulted on the appropriateness and relevance on the course. Issues to consider here include balance of course offerings across semesters, subject areas, and credit levels, timetabling implications, fit into the administrative structures used in delivering that year.]</i></p>	
<p>BoS Academic Secretary Comments <i>Proposals must be checked by the Secretary of the Board of Studies prior to discussion at the actual Board meeting. This is a placeholder for their comments, mainly on the formal quality of the content provided above.</i></p>	