Module Descriptor

Title	Introduction to Web Development		
Session	2025/26	**Status**	Published
Code	COMP07009	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Frances McCormick		

Summary of Module

This introductory web module is aimed at students on BSc (Hons) Computing, Computer Networking, Web and Mobile Development and Business Technology programmes.

The aim of the module is to enable the student to understand how the world wide web evolved and has developed over the years as well as look at current technologies used in web development.

The module will use a mark-up language such as HTML5 for presenting content for a web page and CSS such as CSS3 to control the style and layout of web pages.

There will be discussion on design, navigation, accessibility, and security as well as the use of validators for mark-up and styling.

There will also be some discussion on client-server architecture, web servers and hosting sites and an introduction to other features such as search engine optimisation and JavaScript.

Undertaking this module will develop a range of graduate attributes such as being creative and digitally literate.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☒	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☒ Paisley		☒ Online / Distance Learning ☐ Other (specify) Online Delivery / Distance Learning applies to delivery in the BSc (Hons) Data, AI and Software Engineering programme only	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate awareness of the principles of web development
L2	Demonstrate a knowledge and understanding of contemporary techniques for web page creation
L3	Develop and upload a web site using a defined range of technologies and fulfilling specific criteria
L4	N/A
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** A broad knowledge of the client-server architecture of web site development. An awareness of the evolving nature of the world wide web and how web pages have developed and the patterns that have emerged – static, dynamic, database driven, and mobile devices. An understanding of the accessibility issues and the impact on individuals, and organisations
Practice: Applied Knowledge and Understanding	**SCQF 7** The ability to use an IDE to build and develop code for web pages. The skill to use an FTP client to upload a web site to a remote server. The capacity to use a validator for checking web pages against specific standards.
Generic Cognitive skills	**SCQF 7** Use a range of techniques to represent web development.

Communication, ICT and Numeracy Skills	**SCQF 7** Communicating effectively and appropriately in the development of an interactive web page to a given brief. Use a networked computer system and software applications to develop and upload a web site
Autonomy, Accountability and Working with Others	**SCQF 7** Enforced deadlines will create an ethos of personal responsibility through time management.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	30
Independent Study	152
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Course notes on University VLE Access to UWS web server for uploading assessments Appropriate software – IDE such as Notepad++ and FTP client such as FileZilla

http://www.w3schools.com – W3 Schools

http://validator.w3.org – W3C Markup Validation

http://www.w3.org/TR/WCAG20/ - Web Content Accessibility Guidelines

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Computing**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to**

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Business & Applied Computing
Moderator	Gerry Creechan
External Examiner	R Khusainov
Accreditation Details	This module is accredited by BCS as part of a number of specified programmes.
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2.10

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
There are two coursework assignments. The two assignments consist of the creation of a web site incorporating criteria to a specified brief.
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Practical Skills Assessment	☒	☒	☒	☐	☐	100	20

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	20 hours

Change Control

What	When	Who
Attendance and Engagement and Equality and Diversity Statements	17/1/25L Smith	