Module Descriptor

Title	Design for Interaction		
Session	2025/26	**Status**	Published
Code	COMP07013	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Costas Illioupolos		

Summary of Module

This module introduces themes integral to the study of interactive systems and the design issues which relate to themes. The lecture content begins by considering the nature of interactive systems and the various possible modes of interaction, before going on to explore a range of interaction design topics, including usability, physical design constraints, screen design, navigation and control, and multimodal interfaces.

In addition to the theory, there are strong practical and analytical themes in the module. Practical exercises develop the software and design skills necessary to build simple working interfaces. Also, a series of workshops allows students to develop the critical and analytical tools to identify good and bad aspects of interface design across a variety of contexts. The final part of the module gives students an opportunity to put these ideas into practice by planning and designing their own interactive application based upon a given specification.

Undertaking this module will develop a range of graduate attributes including: critical thinking; problem solving; effective communication and research skills.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[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

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 knowledge and understanding of the design and usability issues involved in delivering content to a variety of platforms.
L2	Evaluate interface designs for particular target platforms and applications
L3	Develop a functional interactive design for a specific purpose using appropriate technologies.
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** UnderstaUnderstanding the main issues and constraints affecting interaction design across a range of platforms. Awareness of the cognitive processes which affect human perception of multimedia content. nding the main issues and constraints affecting interaction design across a range of platforms.
Practice: Applied Knowledge and Understanding	**SCQF 7** Production and implementation of designs for simple interactive applications that embody appropriate design principles. Planning and design of a complex interactive interface according to a supplied brief.
Generic Cognitive skills	**SCQF 7** Critical assessment of examples of interaction design, identifying features characteristic of good and bad design. Development of a range of possible solutions for interaction design problems. Assessing the suitability of potential solutions to an interaction design problem.
Communication, ICT and Numeracy Skills	**SCQF 7** Production of clearly written and structured reports documenting work carried out. Use of information technology applications to research and present material in an effective manner.

Autonomy, Accountability and Working with Others	**SCQF 7** Exercise initiative and independence in carrying out a substantial design task according to a specified brief.

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	20
Laboratory / Practical Demonstration / Workshop	28
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: Students will require access to computing facilities and software suitable for the practical tasks (e.g. PowerPoint). Use of the Internet for research purposes will be an essential element of the coursework. Design for Interaction course materials, University of the West of Scotland.
(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 and Applied Computing
Moderator	Tony Gurney
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	2.12

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Coursework (100%)

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**
Report of practical/ field/ clinical work	☒	☒	☒	☐	☐	100	0

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%	0 hours

Change Control

What	**When**	**Who**
Attendance and Engagement and Equility and Diversity Statement updated	17/1/25	L Smith