Module Descriptor

Title	Study Project - Computing		
Session	2025/26	**Status**	Published
Code	COMP09049	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Rebecca Redden		

Summary of Module

Independent Study Projects are seen as making an important contribution towards the development of the student's graduate attributes. The project develops the student's intellectual powers, understanding and independent critical judgement, problem solving and communication skills. The chosen subject area will relate to the student's ongoing academic studies in a Computing/Information Technology topic.

In carrying out this project, students will be expected to conduct a literature search relating to their chosen subject area. This will be the basis for critical analysis and evaluation of original data collection.

Students undertaking a project will be assigned a supervisor from the teaching subject area of their project. Supervision arrangements will be agreed between student and supervisor This may involve contact at face to face meetings, email or phone. The frequency of meetings will be agreed with the Supervisor.

It may also be that the written project report be accompanied by a physical or software product that is an outcome of the student's enquiry.

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

[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

			☒ Paisley		☐ Other (specify)	
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	Plan, negotiate and complete a piece of independent work related to a computing topic.
L2	Review, select and integrate relevant theoretical perspectives in the context of the area studied.
L3	Collect, analyse, and interpret data (primary and secondary) within the professional context.
L4	Communicate and demonstrate ideas, evaluate an argument clearly and present conclusions in an appropriate medium.
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 9** Working with an agreed scope of knowledge and understanding of a subject area. Understanding that principal theories, principles, concepts, and terminology will form part of the project brief. Evaluating the effectiveness of chosen methodology to support the project topic.
Practice: Applied Knowledge and Understanding	**SCQF 9** Using already acquired skills and knowledge to pursue the aims and objectives of the project. Practicing routine methods of enquiry and research. Gathering primary and secondary information from a variety of sources including electronic sources
Generic Cognitive skills	**SCQF 9** Critical analysis, evaluation and/or synthesis of evidence gathered to support aims of project. Demonstrate range of approaches to evidence gathering and clearly explain the techniques used to evaluate and analyse same to support aims of project.
Communication, ICT and Numeracy Skills	**SCQF 9** Undertaking critical analysis, evaluation and/or synthesis of ideas, issues and information and data collected. Coming to reasoned opinions./conclusions based on research activity, drawing on a wide range of sources before stating opinions or making conclusions.
Autonomy, Accountability and Working with Others	**SCQF 9** Working autonomously, taking responsibility for own learning objectives agreed under supervision. Making effective use of supervision to overcome any learning or project related tasks. Taking advice relating to professional and ethical issues of pursuing stated aims of project with

	regard to data collection methodology. Working with others to achieve stated learning outcomes.

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	4
Tutorial / Synchronous Support Activity	10
Independent Study	186
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 Study Project (SP) will involve some element of original data collection. The amount of this will be agreed between the student and supervisor. Literature search and information retrieval will also be undertaken by the student to demonstrate capabilities in the summarising of published work. The subject and nature of some Study Projects may require the use of computer packages for data analysis. The initial meeting with supervisor should take place as soon as possible after the allocation of a supervisor has been confirmed. It is the responsibility of the student to arrange this meeting. Thereafter it is crucial that students maintain regular contact with their supervisors. This is important to achieve satisfactory supervision and development of the project. Students may be encouraged to produce a physical or software product to complement their written reports and will have the opportunity to describe the nature and applicability of their work.

The following materials form essential underpinning for the module content and ultimately for the learning outcomes: An Aula module site will be provided to support the student.
(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. Specialist assistive equipment, support provision and adjustment to assessment practice 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	D Turner
External Examiner	A Jindal

Accreditation Details	This module forms part of a number of programmes accredited by the BCS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A written report will be submitted presenting a critical view of the subject chosen by the student. It may also include material from current or previous work experience if relevant to the topic. A suggested project schedule is provided to assist the student with organising their time. A draft report can be submitted for feedback prior to the deadline. Material drawn from a variety of sources should be utilised and an appropriate bibliography presented. The student should also indicate how the project links to their overall learning in the subject area. A report of approximately 4500 words is required. If a software system is an outcome of the project, then the written report may be the basis for a presentation or demonstration of the use of the system. The supervising tutor will advise students about this. If a demonstration or presentation is an option, then the written report may be limited to 2500 words.
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**
Written report	☒	☒	☒	☒	☐	100	12

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%	hours

Change Control

What	When	Who
Attendance and EDI Regulations	21/01/2025	L Cunningham