Module Descriptor

Title	Professional Computing Practice		
Session	2025/26	**Status**	Published
Code	COMP09093	**SCQF Level**	9
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Tony Gurney		

Summary of Module

This module is concerned with studying the concept and attributes of professionalism in the computing industry and the legal, social and ethical issues involved for practitioners.

Students will be expected to review, record and reflect on the issues relating to those issues and their consequences for the practicing professional.

There will be a strong emphasis on enabling and supporting students to define and co-ordinate their own learning in preparation for independent professional practice.

The teaching and assessment contained in this module are specifically designed to encourage independent, critical thinking. In addition students are encouraged to work through problems indpendently. Tutorials are expressly structured to encourage the creation and dispersal of solutions using a critical approach to problem solving whilst bearing in mind best industry practice both legally and ethically.

- Introduce and reinforce essential non-technical aspects of working in the computing profession.
- Explore and understand multi-discipline and multi-national codes of professional practice.
- Explore and understand multi-discipline and multi-national statutes and their practical application.
- Explore and understand other multi-discipline and multi-national professional principles and their use in industry.
- Achieve an understanding of issues regarding professional practice and explore possible approaches to different situations taking into account professional and ethical standards.

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) NCL 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 knowledge of professional and ethical issues in computing.
L2	Research, analyse and evaluate professional and ethical issues in computing.
L3	N/A
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 9** Understand the concepts and practice of professionalism. Understand ethical and social consequences of professional practice. Gain knowledge of business operations and their implementation.

[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

Practice: Applied Knowledge and Understanding	**SCQF 9** Identify, examine, reflect upon and propose solutions to legal, social and ethical issues. Apply knowledge, skills and understanding in planning and executing individual approaches to problems.
Generic Cognitive skills	**SCQF 9** Research, analyse and evaluate issues on relevant topics. Undertake critical analysis, evaluation and synthesis of ideas, concepts and information.
Communication, ICT and Numeracy Skills	**SCQF 9** Formulate and articulate ideas on topics related to the students' discipline. Use a range of research skills to gather knowledge and present solutions. Use a range of ICT applications and devices to support and enhance work.
Autonomy, Accountability and Working with Others	**SCQF 9** Develop skills in independent study, independent research, effective time management and workload management. Exercise autonomy and initiative in defining, executing and presenting solutions to professional problems. Deal with legal, professional and ethical issues in accordance with current codes of practice.

Prerequisites	**Module Code**	**Module Title**
	Other While this module builds on previous professional modules that would be helpful as preparation, it has no pre-requisites.	
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. This module will be delivered via a series of lectures, tutorials and practical discussion sessions where the module concepts can be outlined and explored. It is expected that students will also have access to the necessary ICT facilities to continue their research to consolidate their knowledge on the topics covered and work on assignments outside of 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	12

Tutorial / Synchronous Support Activity	12
Independent Study	76
Please select	
Please select	
Please select	
TOTAL	100

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Access to library resources such as books, e-books and on-line academic resources.

ICT provision available for internet-based research.

BCS Code of Practice http://bcs.org/upload/pdf/cop.pdf

IEEE Code of Ethics http://www.ieee.org/about/corporate/governance/p7-8.html

ACM Code of Ethics and Professional Conduct https://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct

Duquenoy, Penny; Jones, Simon; Blundell, Barry G. (2008) Ethical, Legal and Professional Issues in Computing. London: Thomson Learning

Harkins, Malcolm (2013) Managing Risk and Information Security : Protect to Enable. New York : Apres

Brinkman, Bo (2013) Ethics in a computing culture. Boston, Mass.: Cengage Learning

Tavani, Herman T. (2011) Ethics and Technology : Controversies, Questions, and Strategies for Ethical Computing. Hoboken, N.J. : Wiley

(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	TBC
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	2.06

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Knowledge based online assessments worth 70% of the overall mark.
Assessment 2
Research, analysis and evaluation based online assessments worth 30% of the overall mark.
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
Class Test (written)	☒	☒	☐	☐	☐	60	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case Study	☐	☒	☐	☐	☐	40	

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 Engagement and Equality and Diversity Statements	20/01/25	R Moffat