Module Descriptor

Title	Computing Honours Project		
Session	2025/26	**Status**	Published
Code	COMP10034	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Dr Santiago Matalonga		

Summary of Module

The project provides an opportunity for the student to develop their skills in managing an individual investigative or development project within their chosen specialism. The first task for students taking this module is to produce a specification for their project which states the objectives of the work and which indicates some broad criteria against which the success of the project will be assessed. This specification, which is reviewed by the supervisor and the relevant honours project coordinator, serves as the basis for the subsequent work.

Towards the end of term 1, students write an interim report on their progress. This allows an opportunity for feedback to the student on the work. The student gives a presentation in the first half of term 2 on the project work which provides an opportunity to demonstrate skills in presenting technical information to an informed audience, and is a further opportunity for to provide feedback to the student. The final written report for the project is intended to be an evaluative and reflective account of the work done.

A range of graduate attributes will be developed through students undertaking in-depth ethically minded automomous research aimed at sourcing, reviewing and presenting current knowledge and concepts through developing critical thinking aimed at addressing through primary research a clearly recognised problem relating to the research area. The students will develop their skill in effective communication by means of communicating their work through a formal presentation and detailed Hons Project final report.

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	Produce and obtain agreement to a project specification describing the work that will be done in investigating a chosen topic relevant to their degree programme;
L2	Write a detailed and critical review of the literature relevant to the topic area and the approaches or technologies available to address the chosen problem and including any underlying theoretical or other assumptions and concepts;
L3	Demonstrate an ability to critically select and apply appropriate research and/or development techniques in producing a solution to a practical problem in the selected Computing subject area;
L4	Critically and reflectively plan and execute an computing project to develop an artefact that is fit for purpose in addressing the chosen problem;
L5	Demonstrate the ability to write a detailed, well argued and coherent report of a sustained independent work of high quality that fulfils an agreed specification, and to present the work orally to an informed audience.

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 10** Show comprehensive knowledge and familiarity with essential and advanced materials, techniques and tools in one or more computing specialisms including some at the forefront of the discipline
Practice: Applied Knowledge and Understanding	**SCQF 10** Execute a defined project involving research, development or investigation and identify and implement relevant outcomes of a professional nature
Generic Cognitive skills	**SCQF 10** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues

Communication, ICT and Numeracy Skills	**SCQF 10** Make a formal presentation about a specialised topic to an informed audience Produce a written report which accurately and reliably summarises the project work using the full range of principal concepts and approaches in the subject area that are relevant to the project.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in undertaking a significant piece of independent work

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	8
Independent Study	390
Personal Development Plan	2
Please select	
Please select	
Please select	
TOTAL	

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: Project Guidelines for the programme on which the student is enrolled.

Familiarity with an appropriate convention for the citation of literature, such as provided by: UWS Library - www.uws.ac.uk/Library and MyUWSLibrary on Moodle - http://moodle.uws.ac.uk

Pears, Richard & Shields, Graham (2008) Cite them right: The essential guide to referencing and plagiarism. Newcastle-upon-Tyne: Pear Tree Books.

Background reading will vary from one project and programme to another but the following are useful general texts:

McMIllan, K. and Weyers, J. (2011) How to Write Dissertations and Project Reports. Pearson

Cresswell, J.W. (2014) Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th Edition). Sage.

Bell, J.(2010) Doing Your Research Project. Open University Press.

Greetham, B. (2009) How to Write Your Undergraduate Dissertation. Palgrave Study Skills.

Oates, B. (2012) Researching Information Systems and Computing. Sage.

Machi, L. A. and McEvoy, B. T. (2009) The Literature Review: Six Steps to Success. Sage.

Computing resources required (like VirtualBox) will depend on the nature of the project work and the programme of study. These are documented in the relevant project handbook.

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. 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	Duncan Thomson
External Examiner	V Sharma
Accreditation Details	This module is accredited by BCS and Skillset as part of a number of specified programmes.
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Interim Assignments (30%)
Assessment 2
Final Assignment (70%)
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**
Dissertation/ Project report/ Thesis. Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log. Presentation	☒	☒	☒	☒	☒	30	9

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesis	☐	☒	☒	☒	☒	70	0

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 Procedure and Equality and Diversity	17/1/25	F.Valentine