

University of the West of Scotland

Module Descriptor

Session: 2023-24

Title of Module: IT Skills IFP			
Code: LNDN06004	SCQF Level: 6 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Attahir Abubakar		
Summary of Module			
<p>This module has been designed to introduce students to the IT skills required to undertake study within higher education.</p> <p>The module will cover areas such as basic word processing, the use of spreadsheets to analyse business data and presentation software to assist in business presentations</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☒
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<p>Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:</p>		
L1	Use word processing to communicate and present solutions to a specified business task.	
L2	Use spreadsheets to provide solutions to a specified business task	
L3	Use presentation software	
<p>Employability Skills and Personal Development Planning (PDP) Skills</p>		
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	<p>SCQF Level 6</p> <p>Understanding the basic IT skills required to undertake a higher education programme.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 6</p> <p>Apply learning in a range of coursework assessments, and demonstrate understanding through process of interaction in classroom-based tutorials.</p>	
Generic Cognitive skills	<p>SCQF Level 6</p> <p>Presenting and self-reflection</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 6</p> <p>Using a range of communication methods and information technology</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 6</p> <p>Group work and independent study; carrying out independent research and information gathering</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	40
Asynchronous Class Activity	20
Independent Study	140
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Wilson, K (2018). Essential Office 365 Third Edition: The Illustrated Guide to Using Microsoft Office. Elluminet Press.</p> <p>Microsoft on-line teaching materials.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	

(*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 purpose of this module, academic engagement equates to the following:

It is expected that students will attend all scheduled classes or participate with all delivered elements and submit all assessments as part of their engagement with their programme of study.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Selman Tetik
External Examiner	K Strong
Accreditation Details	NA
Changes/Version Number	1.1

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 - Word Processing Assignment 40%
Assessment 2 - Spreadsheet Assignment 40%
Assessment 3 - Powerpoint Presentation 20%
<p>(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.)</p>

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)			Weighting (%) of Assessment Element	Timetable Contact Hours
Case study	✓					40	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)			Weighting (%) of Assessment Element	Timetable Contact Hours
Case study		✓				40	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)			Weighting (%) of Assessment Element	Timetable Contact Hours
Case study			✓			20	
Combined Total for All Components						100%	hours

Change Control:

What	When	Who
Module Coordinator, Moderator, and External Examiner	13/02/2024	A Abubakar
Updated Student Attendance and Engagement Procedure	13/02/2024	A Abubakar
Updated UWS Equality, Diversity and Human Rights Code	13/02/2024	A Abubakar

Version Number: 1.1