



Module Descriptor

Title	Professional Computing Ethics		
Session	2025/26	Status	Published
Code	COMP11001	SCQF Level	11
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	Junkang Feng		
Summary of Module			
<p>This module aims to provide students with an awareness of the ethical issues associated with the design, development, distribution and application of software and information and communication technologies (ICT). It also aims to instil an awareness of the responsibilities that an ICT professional should have towards employers, clients, society, his/her professional colleagues, professional associations and the profession itself.</p> <p>This module should assist students in developing an awareness and understanding of the positive and negative influences that ICT has on various areas within modern day society and will afford them the opportunity to present informed opinion on the impacts of the Information Revolution.</p> <p>The module provides students the opportunity to identify, analyse and constructively criticise professional, ethical and legal issues in relation to the privacy of personal information and encourage them to suggest steps that can be taken to minimise the level of software and technology failure.</p> <p>The module will explore topical professional, legal and ethical issues in relation to the business and personal use of the Internet and consider the implications of such.</p> <p>The module will also discuss the current status of UK legislation that deals directly or indirectly with the use or abuse of ICT.</p> <p>Academic writing guidelines will be explained and discussed.</p> <p>This module will work to develop a number of the key 'I am UWS' Graduate Attributes to make those who complete this module:</p> <p>Universal</p> <p>Critical Thinker</p> <p>Ethically-minded</p> <p>Research-minded</p> <p>Work Ready</p> <p>Problem-Solver</p> <p>Effective Communicator</p> <p>Knowledgeable</p> <p>Successful</p>			

Autonomous
Resilient
Transformational

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes

L1	Demonstrate a critical awareness of current issues in a specialist area of professional, legal & ethical issues in IT and IS
L2	Research a professional, legal or ethical IT-based topic of interest and illustrate findings & conclusions in an appropriate manner
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 11 Understanding the principal theories and concepts relating to the study of technology related professional, legal and ethical issues

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

	Understanding the current UK legislation that relates directly or indirectly to the use or abuse of technology.
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Interpreting and explaining professional, legal and ethical concepts.</p> <p>Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Giving reasoned and informed opinions in arguments relating to professional, legal and ethical issues in IT.</p> <p>Bringing together information from a variety of sources, including academic research publications</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Communicating effectively and appropriately in both speech and writing</p> <p>Making effective use of information retrieval systems and use of information technology applications to both research and present information in an appropriate form</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Identifying and addressing personal learning needs</p> <p>Working effectively in a tutorial team, taking a leadership role where appropriate.</p> <p>Exercising initiative, self-management and professionalism in the completion of the module coursework</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
<p>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.</p> <p>This module is delivered by means of a mixture of interactive lectures, tutorials, case studies and on-line resources including Moodle and Yammer that discuss and debate many of the significant current ethical and legal issues that face professionals in IS. It explores the positive and negative impacts that IT has on various areas within organisations and modern day society. A number of other lectures and workshops are designed to explain the requirements of the coursework and give guidance. Guest lectures provide opportunities for further explanation of ideas and advice to improve academic essay writing.</p>

Issues include: Ethics, Cyberethics and the Information Age, informed opinion on the implications of the information revolution on communities, individuals, businesses and society as a whole. The need for

Professionalism and the meaning and importance of the term “professionalism” in relation to the development and application of software and other IT-based systems. Legal Issues for IT Practitioners including the legal and ethical issues that software developers should address in the course of their work. Threats and causes of

IT project failure and the steps that can be taken to minimise the level of failure. Green IT. The Privacy and Security of Information including the identification, analysis and constructive criticism of ethical issues in relation to the privacy of personal and corporate information.

Lecture topics:

1. Module Overview, Introduction and ethical / philosophical schools of thought.
2. Ethics & the Information Age
3. The Need for Professionalism
4. Cyberethics
5. The Privacy & Security of Information
6. Legal Issues for IT Practitioners

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

10

Independent Study

78

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:

The World Wide Web

Module resources on Moodle

Extension Resources:

Reynolds, George W., Ethics in Information Technology, (5th ed.) (International ed.), Course Technology, 2014

Kizza, Joseph Migga., Ethical and Social Issues in the Information Age, (5th ed.), Springer, 2013

Tavani, Herman, Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing, (4th ed.), John Wiley & Sons, 2014

Baase, Sara A., Gift of Fire : Social, Legal and Ethical issues for Computing and the Internet, (4th ed.) Pearson

Education, 2012

Lloyd, Ian, Information Technology Law, 2014, 7th Edition, Oxford University Press.

Bynum, T. W. & Rogerson, S. (eds) Computer Ethics and Professional Responsibility: Introductory Text and Readings, Wiley Desktop Edition, 2009

Spinello Richard A., CyberEthics: Morality and Law in Cyberspace, 5th Edition, 2014, Jones and Bartlett Learning.

Bently, Lionel and Sherman, Brad, Intellectual Property Law, 2014, 4th Edition, Oxford University Press.

Susskind, Richard and Daniel, The Future of Professions: how technology will transform the work of human experts, 2015, Oxford University Press.

Hill, Joshua and Marion, Nancy, Introduction to CyberCrime: computer crimes, laws and policing in the 21st century, 2016, Praeger Security International.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	TBC
External Examiner	R Menzies
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2.12

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

The module is assessed by 100% coursework

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
Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Update to External Examiner, Attendance & Engagement Procedure and EDI	03/03/2025	A Adamson