

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Introduction to Web Development</b>			
<b>Code: COMP07009</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Computing, Engineering and Physical Science		
<b>Module Co-ordinator:</b>	Frances McCormick		
<b>Summary of Module</b>			
<p>This introductory web module is aimed at students on BSc (Hons) Computing, Computer Networking, Web and Mobile Development and Business Technology programmes.</p> <p>The aim of the module is to enable the student to understand how the world wide web evolved and has developed over the years as well as look at current technologies used in web development.</p> <p>The module will use a mark-up language such as HTML5 for presenting content for a web page and CSS such as CSS3 to control the style and layout of web pages.</p> <p>There will be discussion on design, navigation, accessibility, and security as well as the use of validators for mark-up and styling.</p> <p>There will also be some discussion on client-server architecture, web servers and hosting sites and an introduction to other features such as search engine optimisation and JavaScript.</p> <p>Undertaking this module will develop a range of graduate attributes such as being creative and digitally literate.</p>			

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

*If this module is delivered within the BSc (Hons) IT Software Development Programme the 'Blended' module delivery method applies.*

Campus(es) for Module Delivery						
The module will <b>normally</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

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:	
L1	Demonstrate awareness of the principles of web development
L2	Demonstrate a knowledge and understanding of contemporary techniques for web page creation
L3	Develop and upload a web site using a defined range of technologies and fulfilling specific criteria

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level <b>7</b></p> <p>A broad knowledge of the client-server architecture of web site development.</p> <p>An awareness of the evolving nature of the world wide web and how web pages have developed and the patterns that have emerged – static, dynamic, database driven, and mobile devices.</p> <p>An understanding of the accessibility issues and the impact on individuals, and organisations</p>

Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 7</b></p> <p>The ability to use an IDE to build and develop code for web pages.</p> <p>The skill to use an FTP client to upload a web site to a remote server.</p> <p>The capacity to use a validator for checking web pages against specific standards.</p>	
Generic Cognitive skills	<p><b>SCQF Level 7</b></p> <p>Use a range of techniques to represent web development.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 7</b></p> <p>Communicating effectively and appropriately in the development of an interactive web page to a given brief.</p> <p>Use a networked computer system and software applications to develop and upload a web site</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 7</b></p> <p>Enforced deadlines will create an ethos of personal responsibility through time management.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	18
Laboratory/Practical Demonstration/Workshop	30
Independent Study	152
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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

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Course notes on University VLE

Access to UWS web server for uploading assessments

Appropriate software – IDE such as Notepad++ and FTP client such as FileZilla

<http://www.w3schools.com> – W3 Schools

<http://validator.w3.org> – W3C Markup Validation

<http://www.w3.org/TR/WCAG20/> - Web Content Accessibility Guidelines

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:

**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

<b>Divisional Programme Board</b>	Computing
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Business & Applied Computing
<b>Moderator</b>	Gerry Creechan
<b>External Examiner</b>	R Khusainov
<b>Accreditation Details</b>	This module is accredited by BCS as part of a number of specified programmes.
<b>Changes/Version Number</b>	2.09

### Assessment: (also refer to Assessment Outcomes Grids below)

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](#).

Assessment 1 There are two coursework assignments. The two assignments consist of the creation of a web site incorporating criteria to a specified brief.

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Practical Skills Assessment	✓	✓	✓			100	20

<b>Combined Total for All Components</b>	<b>100%</b>	<b>20 hours</b>
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**