

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Professional Development in Computing			
Code: COMP07067	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Aboua Ange Kevin N'DA		
Summary of Module			
<p>This is a core first year module in all the undergraduate degree programmes in computing in the University.</p> <p>The module will support the ways in which today's students learn, develop and present the skills acquired during study at the University. Students taking this module will develop skills in report writing, creating presentations, use e-learning, creating personal and professional development profiles and time management. Active learning, independent learning, reflective learning and reflexive practices will also be covered.</p> <p>This module also provides an introduction to personal and team project management in terms of their uses and advantages. The subject of computer programming is used as a practical example of how to develop skills within the computing profession.</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><u>Universal</u></p> <ul style="list-style-type: none"> • Critical Thinker • Ethically-minded • Research-minded <p><u>Work Ready</u></p> <ul style="list-style-type: none"> • Problem-Solver • Effective Communicator • Ambitious <p><u>Successful</u></p> <ul style="list-style-type: none"> • Autonomous • Resilient • Driven 			
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<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 presentation skills that will enable participants to succeed in their chosen course of study and enable them to communicate ideas both verbally and in writing.
L2	Construct a report demonstrating personal development and awareness of professionalism.
L3	Manage yourself and team effectively by design an application as a group activity
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 Level 7 Develop learning awareness and consider key aspects present in learning experiences as basis for critical evaluation of current approach to learning. Develop an active learning style to conduct deep level learning in the learning environment. Develop an understanding of personal and inter-personal skills development. Understanding of e-portfolio design

Practice: Applied Knowledge and Understanding	SCQF Level 7 Designing a learner log, report and presentation.	
Generic Cognitive skills	SCQF Level 7 Developing learning awareness of active deep learning approaches necessary for deep level skill development Develop inter-personal skills. Develop personal active learning strategies.	
Communication, ICT and Numeracy Skills	SCQF Level 7 Communicating knowledge effectively. Interpreting problems and stating solutions Making effective use of tools and information.	
Autonomy, Accountability and Working with others	SCQF Level 7 Work on own to gain concepts, identifying their own learning needs. Work on own to create on-line portfolio. Work as part of a group to discuss the learning environment and create a learning log	
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
<ol style="list-style-type: none"> 1. Lectures – Approaches to learning, teaching and assessment will be covered. Motivation, personal development and planning, time keeping, report writing and presentation skills will also be covered. Basic Programming skills will also be covered as an example of the skills needing developed within the computing profession. 2. Laboratory Sessions – During the lab sessions the students will apply ideas developed for the practical assessed work within their presentation and report. 3. Support materials – school student handbook, Moodle for gathering lecturer materials & current discussions. 4. Group learning – Group based learning will be a strong focus of the module allowing students to learn how to interact within small groups and developing the ability to critique each others work and personal and professional development.

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)
Lecture/Core Content Delivery	10
Laboratory/Practical Demonstration/Workshop	10
Independent Study	76
Asynchronous Class Activity	4
	Hours Total 100
**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>The learning resource area on the Student Intranet</p> <p>Up-to-date materials and relevant website addresses posted on the relevant Aula</p> <p>Use of internet sites for information gathering activities</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>	
<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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates of the following:</p> <ol style="list-style-type: none"> a. Students are required to attend scheduled sessions consistently. b. Active participation in class activities is expected. 	

- c. Students should make an effort to complete assessment tasks. In cases where exceptional circumstances prevent this, they must demonstrate communication with the teaching team as evidence of appropriate engagement.

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	Computing
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Business & Applied Computing
Moderator	Gavin Baxter
External Examiner	Anish Jindal
Accreditation Details	This module is accredited by BCS as part of a number of specified programmes.
Changes/Version Number	1.9

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 –Class test

Assessment 2 –Report of practical/filed/clinical work

Assessment 3 – Presentation

(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)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class Test	✓	✓	✓			30	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/filled/clinical work		✓	✓			60	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓		✓			10	2
Combined Total for All Components						100%	2 hours

Change Control:

What	When	Who

Version Number: MD Template 1 (2023-24)