**UNIVERSITY OF THE WEST of SCOTLAND**

**UWS**

## Module Descriptor

**Session: 2021/22**

Last modified: 14/08/2019 09:32:38

| Title of Module: WBL 2 - Group Project (20 point) |
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| Code: COMP08053 | SCQF Level: 8 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| --- | --- | --- | --- |
| **School:** | School of Computing, Engineering and Physical Sciences | | |
| **Module Co-ordinator:** | Stephen  Devine | | |

| Summary of Module |
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The Computing Project is seen as making an important contribution towards the development of the student's intellectual powers, understanding and independent critical judgement, problem solving and communication skills. The chosen subject area will relate to the student's ongoing academic studies in a Computing/Creative Technologies topic. This module aims to provide students with an opportunity to develop a valuable portfolio piece to show potential employers.

Undertaking this module will develop a range of graduate attributes, including research, critical thinking and analysis, collaborative working, problem solving and effective communication skills.

In working on their project in small groups, students will undertake a series of activities related to the planning, design, implementation, testing and critical evaluation of a piece of work related to their programme of study. Each group is allocated a supervisor with whom they maintain frequent and regular contact so that the necessary technical and organisational assistance can be obtained. It is expected that groups will develop their portfolio piece in a professional manner, and that the module will provide an insight into how teams in industry work. Groups will be introduced to appropriate professional version control systems to support their development work.

Students produce a written report of the project work, document the design and implementation, and critically evaluate the work done.

In carrying out this project, students will be expected to consolidate aspects of their study.

| Module Delivery Method | | |
| --- | --- | --- |
| **Face-To-Face** | **Blended** | **Fully Online** |
| ✓ | | |

**Face-To-Face**
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Fully Online**
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**Blended**
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended

modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

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## Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie. Virtual Campus): (Provided viable student numbers permit)

| Paisley: | Ayr: | Dumfries: | Hamilton: | D/L Virtual Campus: | Other: |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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## Learning Outcomes: (maximum of 5 statements)

At the end of this module the student will be able to:

L1. Plan, negotiate and complete a portfolio piece of work according to specified project brief.

L2. Demonstrate understanding and appreciation of investigative, planning, design and development techniques appropriate to the project brief.

L3. Communicate and demonstrate ideas and reflect on work undertaken individually and as part of a group.

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## 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 8. Working with an agreed scope of knowledge and understanding of a subject area. Understanding that principal theories, principles, concepts and terminology will form part of the project brief. Ability to make informed choices between available technologies. |
| Practice: Applied Knowledge and Understanding | SCQF Level 8. Using already acquired skills and knowledge to pursue the aims and objectives of the project. Using a number of design and development techniques to specify and implement the artefact |
| Generic Cognitive skills | SCQF Level 8. Assessing the strengths and weaknesses of the techniques used. |
| Communication, ICT and Numeracy Skills | SCQF Level 8. Communicating effectively with other team members and supervisory team  Interpreting problems and stating solutions  Using appropriate tools to maintain deliverables  Preparation of individual and group report |
| Autonomy, Accountability and Working with others | SCQF Level 8. Working autonomously, taking responsibility for own learning objectives agreed under supervision. |

Making effective use of supervision to overcome any learning or project related tasks.

Working within a group to a set deadline

| 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

The project work for this module is performed in small groups. Lectures will be used to give a brief overview of tools and techniques relevant to the project work. Tutorials will be used to establish the teams and provide support in setting project objectives, and to identify an appropriate supervisor and, where possible, mentor for the group. Groups will meet regularly with their supervisor, and when possible with their mentor, to review progress, discuss options and seek advice. Completing the module is likely to involve students engaging in independent study of specialist techniques and technologies, for example that are required to implement a design that the group have produced, or to develop tools to investigate a problem area they have identified.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Categories** | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|---|
| Lecture/Core Content Delivery | Scheduled | 10 |
| Tutorial/Synchronous Support Activity | Scheduled | 10 |
| Personal Development Plan | Scheduled | 2 |
| Independent Study | Independent | 70 |
| Asynchronous Class Activity | Independent | 108 |
| | | 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:

A Moodle module site will be provided to support the student with appropriate detailed materials and links to resources.

(**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 Requirements

## Course Reference Numbers (CRNs) (if known)

| Paisley: | Ayr: | Dumfries: | Hamilton: | D/L Virtual Campus: | Other: |
|---|---|---|---|---|---|
| | | | | | |

| True<br>9808<br>12996 | True<br>9894 | True<br>11562 | True<br>10004 | False | False |
| --- | --- | --- | --- | --- | --- |

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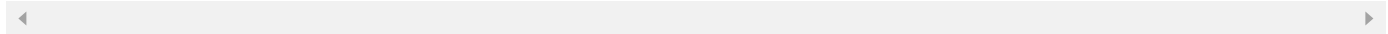
## Trimester(s) for Module Delivery

(Provided viable student numbers permit).

| Trimester 1 | ✓ | Trimester 2 | ✓ | Trimester 3 | |
| --- | --- | --- | --- | --- | --- |

**For Internal Use Only**

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| **Programme Board** | Computing |
| **Assessment Results (Pass/Fail)** | No |
| **Subject Panel** | Business &amp; Applied Computing |
| **Moderator** | Mark Stansfield |
| **External Examiner** | D Doolan |
| **Accreditation Details** | This module is accredited by BCS and Skillset as part of a number of specified programmes. |
| **Changes/Version Number** | 2.10<br><br>Additional Support Requirements, Graduate Attributes. |

## Assessment: (also refer to Assessment Outcomes Grids at end of document)

Project Report(100%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

## Assessment Outcome Grids (Footnote A.)

## Assessment Category 1

| Assessment Category | Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| --- | --- | --- | --- | --- | --- | --- |
| Assignment | Dissertation/ Project report/ Thesis | ✓ | ✓ | ✓ | 80 | 0 |
| Assignment | Report of practical/ field/ clinical work | ✓ | ✓ | ✓ | 10 | 0 |
| Assignment | Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log | ✓ | ✓ | ✓ | 10 | 0 |
| **Combined Total For All Assignment Categories** | | | | | 100% | 0 hours |

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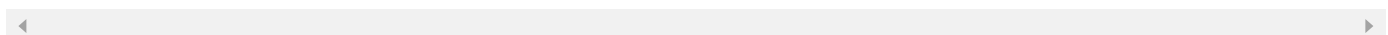
Footnotes
A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

Nothing in the module should present difficulties for students on the basis of their gender, ethnicity, or sexual orientation. In relation to students with additional support needs, when a student discloses a disability the individual module tutor, in consultation with an Enabling Support Co-ordinator, will agree any appropriate adjustments to be made. Students should note that the language of instruction is English and that they will need to have a reasonable grasp of the language in order to keep abreast of the teaching materials and in submitting assessed work.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)
UWS Equality and Diversity Policy

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