**Module Descriptor**

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| **Title** | WBL2 - Group Project | | |
| **Session** | 2025/26 | **Status** | Published |
| **Code** | COMP08053 | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Computing, Engineering and Physical Sciences** | | |
| **Module Co-ordinator** | Stephen Devine | | |

**Summary of Module**


The Group 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. 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.

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.

This module will work to develop a number of the key 'I am UWS' Graduate Attributes to make those who complete this module:

Universal

Critical Thinker

Ethically-minded

Research-minded

Work Ready

Problem-Solver

Effective Communicator

Ambitious

Successful

Autonomous

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| Resilient<br>Driven |

| **Module Delivery Method** | **On-Campus**[1] ☒ | **Hybrid**[2] ☐ | **Online**[3] ☐ | **Work -Based Learning**[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

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| **Terms for Module Delivery** | Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **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. |
| **L4** | N/A |
| **L5** | N/A |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8**<br>Working with an agreed scope of knowledge and understanding of a subject area.<br>Understanding that principal theories, principles, concepts and terminology will form part of the project brief. |

[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

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| | Ability to make informed choices between available technologies. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Using already acquired skills and knowledge to pursue the aims and objectives of the project.<br>Using a number of design and development techniques to specify and implement the artefact |
| **Generic Cognitive skills** | **SCQF 8**<br>Assessing the strengths and weaknesses of the techniques used. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Communicating effectively with other team members and supervisory team. Interpreting problems and stating solutions<br>Using appropriate tools to maintain deliverables<br>Preparation of individual and group report |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Working autonomously, taking responsibility for own learning objectives agreed under supervision. |

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

| **Learning and Teaching** | |
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| 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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 12 |
| Tutorial / Synchronous Support Activity | 12 |
| Laboratory / Practical Demonstration / Workshop | 24 |
| Independent Study | 152 |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>A VLE 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 and Engagement Requirements** |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>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** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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**

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| **Divisional Programme Board** | **Computing** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br><br>**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** | James Riordan |

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| **External Examiner** | A Jindal |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1.03 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| There are three coursework assignments:<br>Written Assignment: Produce a written project plan<br>Written & Practical Assignment: Produce a written project report and a practical prototype (where applicable)<br>Written Assignment: Produce written reflection on learning and skills |
| **Assessment 2** |
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| **Assessment 3** |
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| (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.<br>(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** |
| Written & Practical | ☒ | ☒ | ☒ | ☐ | ☐ | 100 | 0 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | 0 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | 0 |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| What | When | Who |
|---|---|---|
| Attendance and Engagement and Equality and Diversity statements updated. | | |
| Assessments consolidated into one | 4/3/25 | S. Devine |
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