

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Study Project - Computing			
Code: COMP09049	SCQF Level: 9 (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:	Rebecca Redden		
Summary of Module			
<p>Independent Study Projects are seen as making an important contribution towards the development of the student's graduate attributes. The project develops 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/Information Technology topic.</p> <p>In carrying out this project, students will be expected to conduct a literature search relating to their chosen subject area. This will be the basis for critical analysis and evaluation of original data collection.</p> <p>Students undertaking a project will be assigned a supervisor from the teaching subject area of their project. Supervision arrangements will be agreed between student and supervisor. This may involve contact at face to face meetings, email or phone. The frequency of meetings will be agreed with the Supervisor.</p> <p>It may also be that the written project report be accompanied by a physical or software product that is an outcome of the student's enquiry.</p>			

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"/>
<p>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.</p> <p>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.</p> <p>Blended</p>					

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

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 checked="" type="checkbox"/>	<input checked="" 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	Term 2	Term 3
<input checked="" type="checkbox"/>	<input checked="" 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	Plan, negotiate and complete a piece of independent work related to a computing topic.
L2	Review, select and integrate relevant theoretical perspectives in the context of the area studied.
L3	Collect, analyse, and interpret data (primary and secondary) within the professional context.
L4	Communicate and demonstrate ideas, evaluate an argument clearly and present conclusions in an appropriate medium.

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 9 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. Evaluating the effectiveness of chosen methodology to support the project topic.	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Using already acquired skills and knowledge to pursue the aims and objectives of the project. Practicing routine methods of enquiry and research. Gathering primary and secondary information from a variety of sources including electronic sources.</p>	
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Critical analysis, evaluation and/or synthesis of evidence gathered to support aims of project. Demonstrate range of approaches to evidence gathering and clearly explain the techniques used to evaluate and analyse same to support aims of project.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Undertaking critical analysis, evaluation and/or synthesis of ideas, issues and information and data collected. Coming to reasoned opinions./conclusions based on research activity, drawing on a wide range of sources before stating opinions or making conclusions.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Working autonomously, taking responsibility for own learning objectives agreed under supervision. Making effective use of supervision to overcome any learning or project related tasks. Taking advice relating to professional and ethical issues of pursuing stated aims of project with regard to data collection methodology. Working with others to achieve stated learning outcomes.</p>	
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

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 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	4
Tutorial/Synchronous Support Activity	10
Independent Study	186
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The Study Project (SP) will involve some element of original data collection. The amount of this will be agreed between the student and supervisor.</p> <p>Literature search and information retrieval will also be undertaken by the student to demonstrate capabilities in the summarising of published work. The subject and nature of some Study Projects may require the use of computer packages for data analysis.</p> <p>The initial meeting with supervisor should take place as soon as possible after the allocation of a supervisor has been confirmed. It is the responsibility of the student to arrange this meeting. Thereafter it is crucial that students maintain regular contact with their supervisors. This is important to achieve satisfactory supervision and development of the project.</p> <p>Students may be encouraged to produce a physical or software product to complement their written reports and will have the opportunity to describe the nature and applicability of their work.</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>An Aula module site will be provided to support the student.</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)	
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:

Attending Lectures & Tutorials, maintaining contact with Supervisor, providing evidence of progress throughout the module.

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	Applied Computing
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Business & Applied Computing
Moderator	Dr Derek Turner
External Examiner	Dr Anish Jindal
Accreditation Details	This module forms part of a number of programmes accredited by the BCS
Changes/Version Number	

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 - A written report will be submitted presenting a critical view of the subject chosen by the student. It may also include material from current or previous work experience if relevant to the topic.

A suggested project schedule is provided to assist the student with organising their time. A draft report can be submitted for feedback prior to the deadline.

Material drawn from a variety of sources should be utilised and an appropriate bibliography presented. The student should also indicate how the project links to their overall learning in the subject area. A report of approximately 4500 words is required. If a software system is an outcome of the project, then the written report may be the basis for a presentation or demonstration of the use of the system. The supervising tutor will advise students about this. If a demonstration or presentation is an option, then the written report may be limited to 2500 words.

(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
	✓	✓	✓	✓		100	
Combined Total for All Components						100%	12 hours

Change Control:

What	When	Who
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)