

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

|  |  |                              |  |
|--|--|------------------------------|--|
| <b>Title of Module: HCI &amp; User Experience Design (UXD)</b>   |  |                              |  |
| <b>Code: COMP10066</b>   | <b>SCQF Level: 10<br/>(Scottish Credit<br/>and<br/>Qualifications<br/>Framework)</b> | <b>Credit Points:<br/>20</b> | <b>ECTS:<br/>(European<br/>Credit Transfer<br/>Scheme)</b> |
| <b>School:</b>   | School of Computing, Engineering and Physical Sciences                               |                              |  |
| <b>Module Co-ordinator:</b>  | Costas Iliopoulos  |                              |  |
| <b>Summary of Module</b>   |  |                              |  |
| <p>This module focuses on essential Human Computer Interaction (HCI) concepts concerned with how people interact with computer systems. Developing effective modern interfaces for interactive systems should take into consideration the interaction with users of those systems. Usability needs to be considered, as well as functionality, when meeting the needs of users in a specific context, or environment.</p> <p>User Experience Design (UXD) encompasses traditional HCI design and extends it by addressing all aspects of a product, or service as perceived by users. UXD is seen as the process of enhancing user satisfaction by improving the usability, ease of use, and pleasure provided in the interaction between the user and the product. User experience (UX) designers use computer skills and creativity to create interactive interfaces that provide meaningful and relevant experiences to users.</p> <p>This module aims to provide students with a robust balance of theoretical and practical knowledge in designing, developing, and evaluating modern interactive interfaces. To achieve this, it covers areas such as HCI &amp; UXD principles, visual &amp; functional design, design of interactive interfaces, testing and evaluating interactive interfaces.</p> <p>This module aims to develop several 'I am UWS' Graduate Attributes to make those who complete this module <b>Universal</b>, <b>Work Ready</b> and <b>Successful</b>:</p> <ul style="list-style-type: none"> <li>• <b>Universal</b> (Critical Thinker, Ethically-Minded, Research-Minded, Collaborative)</li> <li>• <b>Work-Ready</b> (Knowledgeable, Problem solver, Effective Communicator)</li> <li>• <b>Successful</b> (Autonomous, Innovative, Creative, Resilient, Driven)</li> </ul> |  |                              |  |

**Module Delivery Method**

| Face-To-Face  | Blended                             | Fully Online             | HybridC                  | Hybrid 0                 | Work-Based Learning      |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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> <i>If this module is delivered within the BSc (Hons) IT Software Development Programme the 'Blended' module delivery method applies</i> |                                     |                          |                          |                          |                          |

| 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 checked="" 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                                    | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |

| Learning Outcomes: (maximum of 5 statements)<br>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.<br>At the end of this module the student will be able to: |   |
|--|---|
| L1   | Be able to explain essential HCI and UXD theories, concepts, and practices.   |
| L2   | Identify and use suitable methodologies and tools to design interactive interfaces.   |
| L3   | Evaluate interactive interfaces using established evaluation methods.   |
| 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)  | <p>SCQF Level <b>10</b><br/>Demonstrate and/or work with:</p> <p>Knowledge and understanding of the main HCI &amp; UXD terminology and definitions.</p> <p>Critical knowledge and understanding of the main HCI &amp; UXD principles and concepts associated with user-centred design of interactive systems.</p> |

|  |  |                      |
|--|--|----------------------|
|  | Knowledge and understanding of the significance of the latest innovations, techniques, technologies, and other advances likely to be influential in the future of HCI & UXD.   |                      |
| Practice: Applied Knowledge and Understanding    | <p>SCQF Level Choose an item.</p> <p>Use a wide range of techniques, materials and professional skills linked with contemporary HCI &amp; UXD.</p> <p>Plan and undertake practical design and evaluation of interactive products using appropriate tools and techniques.</p> |                      |
| Generic Cognitive skills                         | <p>SCQF Level Choose an item.</p> <p>Apply knowledge, skills, and judgement to analyse multifaceted problems and issues.</p> <p>Present insights, interpretations and solutions to multifaceted problems and issues.</p>   |                      |
| Communication, ICT and Numeracy Skills           | <p>SCQF Level Choose an item.</p> <p>Communicate through the creation of a written report suitable for peers, management and HCI &amp; UXD specialists.</p> <p>Provide justifications for arguments made in report.</p>  |                      |
| Autonomy, Accountability and Working with others | <p>SCQF Level Choose an item.</p> <p>Exercise autonomy and initiative in HCI &amp; UXD activities.</p> <p>Work with others and bring into successful conclusion allocated group activities.</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.

## Learning and Teaching

|   |  |
|---|--|
| <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>   |  |
| <b>Learning Activities</b><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:  | <b>Student Learning Hours</b><br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery   | 18   |
| Tutorial/Synchronous Support Activity   | 6  |
| Laboratory/Practical Demonstration/Workshop   | 24   |
| Independent Study   | 152  |
|   | 200 Hours Total  |
| <b>**Indicative Resources: (eg. Core text, journals, internet access)</b>   |  |
| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Grant, W (2018) 101 UX Principles: A Definitive Design Guide. Packt Publishing.</p> <p>Norman D (2013) The Design of Everyday Things. Revised and Expanded Edition. Basic Books.</p> <p>Rodgers Y, Sharp H, Preece J (2023) Interaction Design: Beyond Human-Computer Interaction. 6<sup>th</sup> edition. John Wiley &amp; Sons.</p> <p>Comprehensive module materials are placed on Aula.</p> <p>Wireframing and Interface Design/Prototyping tools.</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)  |  |
| <b>Attendance and Engagement Requirements</b>   |  |
| In line with the <a href="#">Student Attendance and Engagement Procedure</a> : 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:

Students are expected to attend the weekly teaching sessions and take part in module activities. A record of attendance is kept, and timely submission of assignments is expected.

### 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>        | Applied Computing   |
| <b>Moderator</b>                      | Gerry Creechan  |
| <b>External Examiner</b>              | T. Gaber  |
| <b>Accreditation Details</b>          | NA  |
| <b>Changes/Version Number</b>         | 1.14  |

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

Assessment 1 80% - Interface Design (Report of practical/ field/ clinical work)

Assessment 2 20% - Reflective Report (Workbook/ Laboratory notebook/ Diary/)

(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 |
| Report of practical/ field/ clinical work | ✓                    | ✓                    | ✓                    |                      |                      | 80                                  |                          |

| 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 |
| Workbook/ Laboratory notebook/ Diary/    | ✓                    |                      | ✓                    |                      |                      | 20                                  |                          |
| <b>Combined Total for All Components</b> |                      |                      |                      |                      |                      | <b>100%</b>                         |                          |

### 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)**