

Session: 2022/23

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Title of Module: Individual Research Project			
Code: COMP11083	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Mark Stansfield		
Summary of Module			
<p>The module provides the opportunity through an original investigation for extending the knowledge and understanding in a specialist technical area relating to information security. It serves, through its length, complexity and rigour, for students to demonstrate their ability to present sustained rational arguments and independent conclusions based on a body of personal research and extending, in the student, a range of personal, interpersonal and communication skills.</p> <p>In addition, by requiring the student to undertake a substantial individual piece of work it serves to develop and extend a range of high-level thinking skills, including analysing and synthesising skills and affords the opportunity for the student to demonstrate initiative, innovation and creativity in an independent original investigation or research project in an academic context. Students must reflect on professional and ethical issues related to their project, and reflect on their emerging professionalism and its wider impact on society.</p> <p>A range of graduate attributes will be developed through students undertaking in-depth ethically minded autonomous research aimed at sourcing, reviewing and presenting current knowledge and concepts through developing critical thinking aimed at addressing through primary research a clearly recognised problem relating to the research area. The students will develop their skill in effective communication by means of communicating their work through a formal presentation and detailed final report.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<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>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</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>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Apply a selection of advanced and current research methods and practices, demonstrating an appreciation and ability to evaluate current and emerging research in relevant areas appropriate to the level of study.</p> <p>L2. Adopt a critical and reflective attitude to problem solving and execute the skills necessary to devise, plan, manage, carry out and report a research project in an academic context.</p> <p>L3. Demonstrate self-direction and originality in selecting, applying and adapting problem-solving skills to unfamiliar, complex and open-ended situations innovatively.</p> <p>L4. Interpret complex technical information and communicate it in a variety of professional situations.</p> <p>L5. Analyse and critically evaluate the professional, moral and ethical issues that apply within the context of the project.</p>	
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 11. Research specification, literature reviews, research methodologies, data collection and analysis, reporting, in-depth knowledge of their chosen research area.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Conducting a literature search, identifying appropriate research methodologies and techniques, gathering and making sense of data; writing a research report, developing a technical artefact where relevant.
Generic Cognitive skills	SCQF Level 11. Research, analysis, reporting, critical evaluation and reflection.
Communication, ICT and Numeracy Skills	SCQF Level 11. Use of appropriate ICT in achieving the research objectives e.g. in developing artefacts or data collection/analysis; presenting the results of the project in an appropriate, academic format. Taking on responsibility for the selection of the research topic and ownership of the research process including integrity in the use of sources.
Autonomy, Accountability and Working with others	SCQF Level 11. Understanding the application of ethical principles in research; managing and respecting potential research collaborators. Able to

	conduct and report a piece of research following given ethical guidelines. Develop the independent learning ability required for continuing professional development.	
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	
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	2
Independent Study	598
	600 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:	
(**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)	
Engagement Requirements	
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure	

Supplemental Information

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Business & Applied Computing
Moderator	Sean Sturley

External Examiner	TBC
Accreditation Details	
Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)
Assignment: Project Proposal (20%) - Prior to undertaking the full project students will be required to produce a formal research proposal which will also be assessed.
Assignment: Project Report & Paper (70%) - The module offers two primary assessment outputs, the submission of a 'traditional' technical report, and a paper suitable for a peer reviewed journal publication, which demonstrate significant originality and clearly indicate a technical/scientific contribution to the wider community.
Presentation (10%) - The submission will be supported by a viva voce or oral poster 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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
Dissertation/ Project report/ Thesis	✓	✓	✓	✓		20	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
Dissertation/ Project report/ Thesis	✓	✓	✓	✓	✓	70	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
Demonstrations/ Poster presentations/ Exhibitions		✓	✓	✓	✓	10	0

Combined Total For All Components	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

This module is suitable for any student. The assessment regime will be applied flexibly so that a student who can attain the practical outcomes of the module will not be disadvantaged. When a student discloses a disability, or if a tutor is concerned about a student, the tutor in consultation with the School Enabling Support co-ordinator will agree the appropriate adjustments to be made.

[UWS Equality and Diversity Policy](#)

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