Undergraduate Programme Specification

Session	2025/26	**Last Modified**	
Named Award Title	BSc (Hons) Computing Science (2025) (Sandwich Available)		
Award Title for Each Award	BSc (Hons) Computing Science (Sandwich Available) BSc Computing Science (Sandwich Available) Dip HE Computing Science Cert HE Computing Science		
Date of Approval	30/05/2025		
Details of Cohort Applies to	All students entering or progressing on the programme from September 2025		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		British Computer Society	
Maximum Period of Registration		6 years full-time, 8 years part-time. Please note that part-time students wishing BCS Accreditation must complete the course within 6 years.	
Duration of Study			
Full-time	4 years	**Part-time**	8 years
Placement (compulsory)	No		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Computing, Engineering and Physical Sciences**		
Divisional Programme Board	**Computing**		
Programme Leader	Graham Parsonage		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Standard Entry Requirements: BCCC (90 UCAS Tariff points) including Higher Maths OR Computing Science OR equivalent.

Minimum Entry Requirements: CCCC (84 UCAS Tariff points) including Higher Maths OR Computing Science OR equivalent.

Or GCE
A Levels: BBC (112 UCAS Tariff points) including Maths OR Computing Science OR equivalent (112 UCAS Tariff points). Also Maths and English at least at GCSE.

Or SQA National Qualifications / Edexcel Foundation
An appropriate HNC/HND award.
Year 2 entry with a HNC with an 'B' in the Graded Unit.
Year 3 entry with at least a 'B' in the Graded Unit.
The level of entry and/or credit awarded being subject to the content of the HN programme.

Other Required Qualifications/Experience
Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

Further desirable skills pre-application
None Applicable

General Overview
Computer systems shape and transform our lives. Disruptive technologies such as cloud computing and artificial intelligence change how organisations conduct business and how individuals interact. Computer science is the discipline that studies how these systems work and are designed and developed. There is a growing demand for skilled personnel to maintain existing infrastructure and create new technologies.

The BSc (Hons) Computing Science programme will equip you with the knowledge, understanding and general computing skills to be successful in a wide variety of computing careers, including software development, web development, computer networking, computer security and artificial intelligence.

BSc (Hons) Computing Science is recognised by the British Computer Society (BCS) as fully meeting the educational requirements for Chartered IT Professional registration. There are opportunities for both gaining a sandwich degree through a full-time placement lasting for a full academic session and shorter part-time placements in the second and third years. Students who graduate with an Honours degree will be eligible to proceed to advanced Masters programmes in computing or to undertake research via MPhil/PhD

Typical Delivery Method
The approach adopted within the programme to teaching, learning and assessment incorporates a blended learning style promoting the objectives of the School's eLearning

strategy. Learning is supported by use of the Virtual Learning Environment. As well as allowing staff to provide resources online for students such as lecture notes, online quizzes etc., the VLE is used extensively to communicate with students: via email e.g. to provide individual feedback for both formative and summative assessment purposes; via discussion boards to supplement tutorials; and via an electronic notice board to convey module administration information. Staff also make use of the VLE to allow students to electronically submit assignments, thus allowing both staff and students to make use of software tools such as Turnitin to check for plagiarism. Formal contact with students is via lectures, tutorials and laboratory work.
Classes are divided into smaller groups for laboratory work and tutorials. Seminars and group work are used where appropriate. Throughout the programme these provide the opportunity to demonstrate the application of the theoretical concepts presented in the lectures, and for students to practice such application in given scenarios. At levels 9 and 10, in particular, these also provide the forum where assumptions and issues in the theory and its application are explored. The teaching of programming is largely based on practice, where students learn through problem solving, developing algorithms, and writing and testing code to produce working solutions to problems which become more challenging at each level of the programme.

Most modules have either one or two assessment categories. The development of analytical and problem solving skills and the application of theory to practice are essential features of the programme and so from the very beginning of the programme there is a high emphasis on in-course assessments. Modules in which artefacts are developed often ask for a sequence of assessed deliverables, rather than a single overall submission at the end of the module, to allow for formative feedback on earlier implementation phases before later phases are completed. Class tests are used to allow feedback on the students' grasp of concepts and principles in the modules during the term.
Students have the opportunity to take a 40 credit Placement Learning module at L9 and/or a Sandwich
Placement (minimum 36 weeks), with an approved employer, either between levels 8 and 9 or between levels 9 and 10. The latter option is available if the student commits to returning for the honours year after their placement.

Any additional costs
N/A

Graduate Attributes, Employability & Personal Development Planning
Graduates of the programme will be Universal, Work-ready and Successful across the three dimensions, academic, personal and professional which encapsulate the breadth of the learning experience at University level. The programme aims to develop the student's intellectual and imaginative capabilities, professional understanding and judgement, problem-solving and communications skills, and ability to work as an effective team member. The programme offers a thorough grounding in the principles of computer operation, including programming, artificial intelligence , and associated software engineering approaches and develops the lifelong learning skills that students will need to stay abreast of the rapidly evolving technologies in computing and its related disciplines.

The University's ASPIRE (Academic, Social and Professional skills for Innovation, Reflection and Endeavour) curriculum supports our students and offers them a tailored approach to their academic, professional and personal development.
Year Leaders are identified as personal tutors for each student and students are expected to meet their personal tutors on a regular basis, at least once per term, to discuss issues

relating to personal and professional development including academic progress, development goals and aspirations.

Sandwich Year (either after 2nd year or after 3rd year)
The employability skills and attributes which students will gain experience in developing, applying and reflecting upon during the sandwich placement will be those identified by The Council For Industry and Higher Education (CIHE) (2006) as the key competencies which employers value as defined below:

Cognitive skills (attention to detail, analysis and judgment)
• Demonstrate the use of their knowledge, understanding and skills, in both identifying and analysing problems and issues and formulating, evaluating and applying evidence-based solutions and arguments.
• Undertake critical analysis, evaluation and/or synthesis of ideas, concepts information and issues
• Identify and analyse routine professional problems and issues
• Draw on a range of sources in making judgments

Generic competencies (planning & organisation, influencing, written communication, questioning, listening, teamworking, interpersonal sensitivity, organisational sensitivity and lifelong learning and development)
• Well developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include the use of ICT as appropriate to the subject(s).
• Communication of the results of their own and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs and techniques of the subject(s);
• Identifying and addressing their own learning needs including being able to draw on a range of current research, development and professional materials;
• Interpreting, using and evaluating numerical and graphical data to achieve goals targets
• Making formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences
• Work under guidance with qualified practitioners
• Practice in ways which take account of own and others' roles and responsibilities
• Take some responsibility for the work or others and for a range of resources

Personal capabilities (creativity, decisiveness, initiative, adaptability/flexibility, achievement orientation, tolerance for stress and leadership)
• Application of their subject and transferable skills to contexts where criteria for decisions and the scope of the task may be well defined but where personal responsibility, initiative and decision-making is also required.
• Exercising autonomy and initiative in some activities at a professional level

Technical ability (knowledge of key trends in modern technology and experience of using modern technology)
• Use of a range of IT applications to support and enhance work

Practical and professional elements (professional expertise, process operation and image)
• Show familiarity and competence in the use of routine materials, practices and skills and of a few that are more specialised, advanced and complex.
• Practise in a range of professional level contexts which include a degree of unpredictability;
• Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate

Work Based Learning/Placement Details

The programme provides students with the opportunity to take a 40 credit Placement Learning module in year 3 or a 36 week Sandwich placement between years 2 and 3 or years 3 and 4.

Placement Learoing

The School has a policy of supporting short-term work related student placements in relevant computing companies. Consequently, a Placement Learning module is offered as an option within this programme at level 9 offering students the opportunity of a relevant work experience and application of learning and theory in practice. The module takes into account the University's Regulations on Work-based & Placement Learning and the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education Section 9: Work-based and Placement Learning 2007.

The student works in an environment that involves using computers in a way that is relevant to their programme of study in order to meet the module learning outcomes through applying their acquired, often theoretical, knowledge and skills, whilst learning new, often applied, knowledge and skills. Employment will normally be organised by the School but the student can arrange, in coordination with the lecturer responsible for delivering the module, a work placement of his/her own or, if the student is already working in an area related to their programme of study then, with the approval of the School and in agreement with their employer, they may be able to use that work experience in order to meet the learning outcomes.

Regardless of the method of identification of Placement Learning, the experience must be selected and/or approved based on the University's criteria for placement setting and will be governed by a tripartite agreement between the student, the employer and the University. This agreement will define the learning outcomes for the experience and confirm elements of support and commitment from all parties. The agreement will be signed by each party prior to the commencement of the experience.

The module reflects the School's commitment to both the Employability and PDP agendas and is directly related to professional practice skills and transferable skills.

Sandwich Placement

The sandwich placement is designed for students to gain and reflect on work experience attained during their time in the workplace. The experience may also contribute towards meeting the membership requirements of a Professional body. Students undertaking a sandwich placement are required to undertake PDP and maintain a portfolio from which they will be required to produce a comprehensive learning log report charting their development during placement. This is assessed on a pass /fail basis only with the majority of ongoing assessment being formative in nature. The student will be required, through reflection, to explore their own role within their placement organisation and to take account of the roles and responsibilities of themselves and others in the context of the structures in which they operate. On successful completion of the placement, the learner will be more employable as a result of having developed their ability to integrate essential generic skills and attributes with subject/discipline related knowledge.

The placement will be governed by a tripartite learning agreement between the student, placement provider and the University which defines the learning outcomes and confirms elements of support and commitment from all parties. The agreement will be signed by each party prior to the start of the placement and it is expected that Schools will continue to use their existing placement systems for the management of such agreements.

Attendance and Engagement

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 programme, academic engagement equates to the following:

Students are expected to attend their timetabled classes and engage fully with the learning activities of each module. An attendance level of 80% is generally expected across all modules.

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.

The BSc (Hons) Computing Science programme involves several modules which require the use of computing and infrastructure hardware and systems software which may not be fully accessible to all. Prospective students with physical disabilities that might limit their access to such systems should consult with the programme leader before enrolling in this programme and should liaise with academic staff as appropriate when studying a module using such systems.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate an understanding of computing science as an evolving discipline.
A2	Demonstrate knowledge and understanding of the principles of structured programming and the use of simple data types in a modern programming language.
A3	Demonstrate an understanding of the basic principles and techniques of web development.
A4	Demonstrate an understanding of relational database theory.
A5	Demonstrate an understanding of the internal structure and operation of computer systems.
Practice - Applied Knowledge and Understanding	
B1	Apply programming principles and techniques in the development of small computing applications.
B2	Use a modern program development environment and demonstrate familiarity with the tools it provides to compile, execute, debug and document the software.
B3	Develop and publish a web site using a range of technologies.
B4	Use the professional skills, techniques, practices and/or materials associated with computer science.
B5	
Communication, ICT and Numeracy Skills	
C1	Demonstrate the ability to communicate ideas both verbally and in writing.
C2	Present and evaluate arguments, information and ideas pertinent to computer science
C3	Use a range of approaches to addressing problems and issues in contexts relating to computer science.
C4	Produce a reflective account of their learning and personal development planning.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Use structured programming as an approach to solving routine computing problems.
D2	Use a range of routine skills associated with computing - for example: • convey complex ideas in well-structured and coherent form • use a range of forms of communication effectively • use standard applications to process and obtain a variety of information and data.
D3	
D4	
D5	

Autonomy, Accountability and Working with Others	
E1	Demonstrate in their work, and be able to give an account of, the responsibilities of computer professionals and their accountability to their clients, the community, and society at large.
E2	Manage limited resources within defined areas of computing work.
E3	Take account of own and others' roles and responsibilities in carrying out and evaluating computing tasks.
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	APPD07009	ASPIRE	20	☒	☐	☐	
7	COMP07009	Introduction to Web Development	20	☒	☐	☐	
7	COMP07086	Fundamentals of Computing Systems	10	☒	☐	☐	
7	COMP07027	Introduction to Programming	20	☒	☒	☐	1
7	COMP07088	Database Systems	20	☐	☒	☐	
7	MATH07005	Maths for Computing	10	☐	☒	☐	
Footnotes for Core Modules 1. COMP07027 runs as a 20 credit module spread over T1 and T2 long and thin.							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	COMP07075	Security Fundamentals	20	☐	☒	☐	
7	COMP07012	CCNA1: Introduction to Networks	20	☐	☒	☐	
7				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules Choose 1 module (20 credits) from the list or other modules in consultation with the Programme Leader							

Level 7

Criteria for Progression and Award *Please refer to UWS Regulatory Framework for related regulations*
Standard UWS progression regulations will apply. Students who achieve 120 credits at SCQF level 7 or above, including the core modules above, will be eligible for the exit award Certificate of Higher Education (Cert HE) Computing Science Students who achieve 120 credits at SCQF level 7 or above, but do not achieve all the core credits above for the programme, may be eligible for the Certificate of Higher Education (Cert HE) in Information Technology.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate an understanding of the power behind abstraction and the role this plays in computer science.
A2	Demonstrate an understanding of, and an appreciation for, the central role of algorithms and data structures in computer science applications
A3	Demonstrate understanding of the concepts and principles of the object-oriented paradigm in the development of computing applications.
A4	Demonstate a knowledge and understanding of Software Engineering techniques
A5	
Practice - Applied Knowledge and Understanding	
B1	Analyse the extent to which a proposed or existing computer-based application meets the criteria defined for its intended use.
B2	Use a range of routine and advanced skills, techniques, practices and/or materials associated with the development of computer systems and software
B3	Compile, execute, debug and document software using a current Integrated Development Environment (IDE).
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Present a reasoned and evidence-based case for a proposed computer-based solution to meet an identified need in a well-understood domain.
C2	Use both routine and specialised skills associated with the theme(s) of study, for example: i)use a range of standard applications to process and obtain data ii) use and evaluate numerical and graphical data to measure progress and achieve goals/targets.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Employ and evaluate algorithmic thinking in developing computing solutions to routine problems, including recursive and distributed possibilities.
D2	Use a range of approaches to formulate evidence-based solutions/ responses to defined and/or routine problems/issues associated with computer science.
D3	Critically evaluate evidence-based solutions/responses to defined and/or routine problems/ issues associated with computer science.
D4	
D5	
Autonomy, Accountability and Working with Others	

E1	Work as a member of a team, taking account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.
E2	Manage resources within defined areas of work.
E3	Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices in the discipline of computer science.
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	COMP08103	Intermediate Programming	20	☒	☐	☐	
8	COMP08034	Structures and Algorihms	20	☒	☐	☐	
8	COMP08033	Operating Systems	20	☒	☐	☐	
8	COMP08053	WBL2 - Group Project	20	☐	☒	☐	
8	COMP08068	Programming for Mobile Devices	20	☐	☒	☐	1
				☐	☐	☐	

Footnotes for Core Modules

COMP08106 Data Structures and Algorithms is delivered over two terms.

1 ASPIRE 2 to be offered in place of COMP08068 Programming for Mobile Devices from 2026 - 27 Academic Year

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	WRKB08002	WBL 2 - Work Placement	20	☐	☒	☐	
7	MATH07005	MATH07005	10	☐	☒	☐	Recommended for direct entry as additional credits
8	COMP08097	CCNA2		☒	☒	☐	Pre-requisite CCNA1 at L7 T1 Paisley, T2 Lanarkshire
7	COMP07012	CCNA1		☐	☒	☐	If not at L7
	COMP08068	Programming for Mobile Devices		☐	☒	☐	1
				☐	☐	☐	

Footnotes for Option Modules

Level 7 Applied Mathematics for Computing is recommended for direct entrants. This is additional credit/and is optional. (130 credits in L8 instead of 120).

1 COMP08069 to be offered as an option from the 2026 -27 Academic Year

Choose 1 module (20 credits) from the list or other modules in consultation with the Programme Leader

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Standard UWS progression rules will apply.

Students who achieve 240 credits of which a minimum of 90 credits are at SCQF L8 or above, including the core modules above, will be eligible for the exit award Diploma of Higher Education (DipHE) in Computing Science.

Students who achieve 240 credits of which a minimum of 90 credits are at SCQF L8 or above, but do not achieve all the core modules for the award may be eligible for the Diploma of Higher Education (DipHE) in Information Technology.

Award of Distinction

Distinction is awarded to students who meet the following criteria:

- A mean mark of 70% or above at their first attempt at the assessments comprising the SCQF award level (i.e. 120 credits), weighted according to credit value;
- All credits at the SCQF level at which Distinction is being awarded were gained at UWS;
- Pass/Fail grades in the final year stage (up to 40 credits) are excluded from the calculation.

Where students have a compensated pass in one or more modules, this is recorded on the transcript and a mark of 40% for those modules is used in the calculation of distinction.

Imported credit is not used to calculate distinction.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad and integrated knowledge and understanding of the scope, main areas and boundaries of computing science.
A2	Demonstrate a critical understanding of a selection of the principal theories, principles, concepts and terminology associated with computing science.
A3	Demonstrate a critical understanding of relevant data, AI and software engineering principles and practice.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Practise routine methods of enquiry and/or research associated with one or more branches of computer science.
B2	Use the principal skills, techniques, practices and/or materials associated with computer science.
B3	Practise routine methods of enquiry and/or research associated with computer science.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Use a range of software tools to support development techniques of data, AI and software solutions and project management.
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Understand and apply a range of computer science concepts, principles and practices, exercising judgement in the selection of tools and techniques.
D2	Draw on a range of sources in making judgements.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Recognise and deal with the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology, and be guided by the adoption of appropriate professional, ethical and legal practices.
E2	Work as a member of a development team recognising the different roles within the team.
E3	Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.

E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	COMP09118	Fundamentals of Data Science	20	☒	☐	☐	
9	COMP09093	Professional Computing Practice	10	☒	☐	☐	
9	COMP09092	Research Methods in Computing	10	☐	☒	☐	
9	COMP09119	DevOps	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
9	COMP09120	Cloud Services and Architectures	20	☒	☐	☐	
9	COMP09020	Internet Scripting	20	☐	☒	☐	
9 8	COMP09078 OR---------- COMP08068	Advanced Programming for Mobile Devices ---------- Programming for Mobile Devices	20	☐	☒	☐	Continuing Students ---------- Direct Entrants or students who ddn't select the module as an option at Level 8
9	COMP09075	Placement Learning	40	☐	☒	☐	
				☐	☐	☐	
Footnotes for Option Modules Students who intend taking COMP09075 Placement Learning should choose 1 T1 option module.							

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Either BSc Computing Science or BSc Computing Science with Sandwich

Standard UWS progression regulations will apply. In particular, students may not progress to the Honours level of the programme until they have met the requirements for BSc award.

Students who have completed 360 credits of which a minimum of 90 credits are at SCQF L9 or above, including the core modules above will be eligible for the award Bachelor of Science (BSc) in Computing Science.

Students who achieve 360 credits of which a minimum of 90 credits are at SCQF L9 or above, but do not achieve all the core credits for the programme may be eligible for the Bachelor of Science (BSc) in Information Technology.

To be eligible for the award of a sandwich degree, a candidate must have satisfied the requirements for the award of the BSc Computing Science or BSc Information Technolgy and have accumulated 36 weeks of appropriate industrial placement experience via the COMP00001 module.

Award of Distinction

Distinction is awarded to students who meet the following criteria:

- A mean mark of 70% or above at their first attempt at the assessments comprising the SCQF award level (i.e. 120 credits), weighted according to credit value;
- All credits at the SCQF level at which Distinction is being awarded were gained at UWS;
- Pass/Fail grades in the final year stage (up to 40 credits) are excluded from the calculation.

Where students have a compensated pass in one or more modules, this is recorded on the transcript and a mark of 40% for those modules is used in the calculation of distinction.

Imported credit is not used to calculate distinction.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate and work with a knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions within the selected theme(s) of study.
A2	Demonstrate a critical understanding of the principal theories, concepts and principles conventions within the selected theme(s) of study, some of which are informed by or at the forefront of the selected theme(s) of study.

A3	Demonstrate knowledge and understanding of the ways in which computer science as a broad discipline is developed, including a range of established techniques of enquiry or research methodologies.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Execute a defined project of research, development or investigation within computer science and identify and implement relevant outcomes.
B2	Critically review and assess contributions to the research literature of computer science.
B3	Use a range of the principal skills, practices and/or materials associated within the selected theme(s) of study.
B4	Use skills, practices and/or materials which are specialised, advanced, or at the forefront of the selected theme(s) of study.
B5	
Communication, ICT and Numeracy Skills	
C1	Deliver a coherent and reflective presentation of an extended piece of project work to an informed audience.
C2	Produce a critical and evaluative written report of a development project.
C3	Use a wide range of routine and specialised skills in support of established practices within the selected theme(s) of study - for example: • make formal presentations about specialised topics to informed audiences; • use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness; • interpret, use and evaluate a range of numerical and graphical data to set and achieve goals/targets.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically analyse and apply a range of computer science concepts, principles and practices in the context of loosely defined problems where information is limited and/or comes from a range of sources, exercising judgement in the selection of tools and techniques.
D2	Critically review and consolidate knowledge, skills and practices and thinking within the selected theme(s) of study.
D3	Demonstrate originality and creativity in dealing with professional level computer science issues.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Practice in ways which show a clear awareness of own and others' roles and responsibilities.
E2	Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices

E3	
E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	COMP10034	Computing Honours Project	40	☒	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	COMP10066	HCI & User Experience Design	20	☒	☐	☐	
10	COMP10085	Data Engineering	20	☒	☐	☐	
10	COMPXXXX	Edge Computing and TinyML	20	☐	☒	☐	
10	COMP10086	Artificial Intelligence Applications	20	☒	☐	☐	
10	COMP10068	Secure Programming	20	☐	☒	☐	
10	COMP10087	Big Data	20	☐	☒	☐	

Footnotes for Option Modules

WRKB10001 WBL 4 - Industrial Project (40 Point) T2

WRKB10001 WBL4 - Industrial project is only available to students who are employed by a company who can provide a suitable industrial project.

Select 80 credits (3/4 modules) from the list below OR 60 credits (2/3 modules) from the list below AND 1 module (20 credits) from the L9 options above OR other modules in consultation with the Programme Leader..

Level 10 **Criteria for Award** ***Please refer to UWS Regulatory Framework for related regulations***
Either: BSc (Hons) Computing Science or BSc (Hons) Computing Science with Sandwich

Students who have completed 480 credits of which a minimum of 90 are at SCQF L10 or above, including the core modules as above, will be eligible for the award BSc (Hons) Computing Science.

Students who achieve 480 credits of which a minimum of 90 are at SCQF L10 or above, but do not achieve all the core credits for the programme may be eligible for the BSc (Hons) in Information Technology.

To be eligible for the award of a sandwich degree, a candidate must have satisfied the requirements for the award of the BSc (Hons) Computing Science or BSc (Hons) Information Technology and have accumulated 36 weeks of appropriate industrial placement experience.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	When	Who
