1. **Title of the module**

COMP3340 (CO334) - People and Computing

COMP3341 (CO334) - People and Computing

1. **School or partner institution which will be responsible for management of the module**

School of Computing

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc (Hons) Information Technology

BSc (Hons) Information Technology (Consultancy)

BSc (Hons) Information Technology (Web Applications)

BSc (Hons) Information Technology (Software Engineering)

BSc Business Information Technology

plus Year-in-Industry variants

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Be able to demonstrate familiarity with history of computing [A1. A2. A3}

8.2 Be able to apply basic design principles of design

8.3 Be able to apply basic principles of HCI [A3]

8.4 Be able to describe the basic processes of software development [A2]

8.5 Be able to describe various ways in which ICT firms operate [A10,A11]

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Work effectively as a member of a team [D1]

9.2 Write simple technical reports [C11]

9.3 Demonstrate a range of study skills [B2, B9, C11, D3, D5, D6]

9.4 Make succinct presentations to a range of audience [B2, D2];

9.5 Make effective use of IT facilities [D3];

9.6 Manage their own learning and time. [D5].

9.7 Carry out a Personal Development Plan [D6]

1. **A synopsis of the curriculum**

Design and communication, what makes for good written communication, how people get and process information, Personal Development Project, effective spoken communication, how to work successfully in a group, doing academic research, about preparing and giving a presentation, history of computing and the history of communication, the effects of technology, Health and safety issues with computing, the Business of Computing, Employment in IT, software development and software engineering, preparing for examinations, designing –for the web: web usability and web accessibility, the basics of IPR, relevant Laws applying to the use and development of computing, such as the Computer Misuse Act and the Data Protection Acts.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Williams, Robin. Design for Non-designers

Don't Make Me Think!: A Common Sense Approach to Web Usability by Steve Krug 2nd Edition New Riders. 2005.

Skills for Success: The Personal Development Planning Handbook (Palgrave Study Guides) by Stella Cottrell

The Elements of Technical Writing by Gary Blake (Author), Robert W. Bly (Author) Longman 2002

Clear and to the Point: 8 Psychological Principles for Compelling PowerPoint Presentations by Stephen Michael Kosslyn Oxford University Press 2007

Levin, Peter. Successful Teamwork! Open University Press 2005.

Brief New Century Handbook, by Christine A. Hult and Thomas N. Huckin (2008)

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 117

Total study hours: 150

1. **Assessment methods**
	1. Example assessment methods include a portfolio of pieces of individual and group work, including written work, presentation, video, poster, online test and exam-style coursework.

Driving Test (Practical) (10%)

Plagiarism Certificate (Written) (5%)

Background Reading Summary (Written) (10%)

One-pager (Written) (5%)

Video (Video Production) (20%)

In-class test: computing, the law and risk (In-class test) (10%)

Presentations (Oral) (10%)

Poster faire (Presentations) (20%)

Reflection (Written) (10%)

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |  |  |
| *workshop* |  |  |  |  |  |  | **x** |  |  |  | **x** | **x** |
| *Group work* |  |  |  |  |  | **x** |  |  | **x** |  | **x** | **x** |
| *Twitter feed* | **x** |  |  |  | **x** |  |  |  |  |  | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Driving test* |  |  |  |  |  |  |  | **x** |  | **x** | **x** |  |
| *Online plagiarism test* |  |  |  |  |  |  |  | **x** |  |  | **x** |  |
| *Short written piece (500 words)* | **x** | **x** | **x** |  |  | **x** | **x** |  |  |  | **x** | **x** |
| *Exam-style coursework* |  |  |  |  |  |  |  | **x** |  |  | **x** |  |
| *Presentation* |  | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| *Poster session* |  |  |  | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Video* |  | **x** | **x** |  |  | **x** |  | **x** |  | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

Medway

1. **Internationalisation**

The topics addressed by this module relate to a field which is of international importance, given the global role of computers in today's technological innovation. The topics covered by this module are international in nature, being identical worldwide and independent of traditional spoken language.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018