

University of Plymouth

Faculty of Science and Engineering

School of Biological and Marine Sciences

Programme Specification

BSc (Hons) Biological Sciences - (0004)

BSc (Hons) Biological Sciences (Integrated) – (4120)

September 2019

1. BSc (Hons) Biological Sciences

Final award title BSc (HONOURS) BIOLOGICAL SCIENCES

Level 4 Intermediate award title(s) CERTIFICATE OF HIGHER EDUCATION

Level 5 Intermediate award title(s) DIPLOMA OF HIGHER EDUCATION

UCAS code C100

JACS code C100

2. Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth

3. Accrediting body

This programme has been accredited by the Royal Society of Biology following an independent and rigorous assessment. Accredited degree programmes contain a solid academic foundation in biological knowledge and key skills and prepare graduates to address the needs of employers. The accreditation criteria require evidence that graduates from accredited programmes meet defined sets of learning outcomes, including subject knowledge, technical ability and transferable skills.

4. Distinctive Features of the Programme and the Student Experience

The BSc (Hons) Biological Sciences programme is designed to provide study in depth from a selection of study areas across the full spectrum of the biological sciences in which we, at Plymouth, have expertise. Our ethos is to encourage a spirit of interest in the broad base of modern biological sciences and an attitude which promotes interactions between the different sub-disciplines within Biology, “The Best of Biology”.

Biological Sciences has been an established and respected programme at Plymouth for many years. The dynamic nature of biology means that the course structure and content is always evolving. We offer a focussed, but broad-based, degree which aims to cover some of the major developments in the biosciences and complements the more specialist biology degrees that we offer within the School. It forms part of the Biological Sciences Group (BSG) programme scheme, which includes Animal Behaviour and Welfare and Conservation Biology.

The aim is to produce graduates who are not just knowledgeable about biology, but who also have the skills to extend biological knowledge, i.e. who are biological scientists. The programme is designed around six key topic areas within biology, i.e. molecular and cellular biology, animal biology, plant biology, human biology,

environmental biology (ecology), and microbiology. Modules relating to these key topic areas are available at all three levels (4-6) of the degree.

Key features are:

- a strong foundation in the six key topic areas, molecular and cellular biology, microbiology, animal and plant biology, human biology, and environmental biology, at Level 4;
- further study of five of the key topic areas at Level 5 and in depth study of at least three at Level 6;
- overseas residential field/laboratory course in the second year, currently on São Miguel, in the Azores archipelago;
- a range of knowledge, skills and practical experience that equip graduates for a wide variety of careers.

Key features of the BSG scheme are:

- a strong system of student support and tracking via personal tutors;
- an emphasis on experiential learning via practical classes both in the laboratory and in the field;
- the possibility of transfer to other programmes (Conservation Biology and Animal Behaviour & Welfare) within BSG after Level 4;
- a strong emphasis on research-informed teaching particularly at Level 6;
- the opportunity of a placement 'year' after Level 5;
- extended personal research, including a project, at Level 6; and
- the involvement of external organisations in teaching, practicals and field work.

5. Relevant QAA Subject Benchmark Group(s)

All programmes in the School conform to the academic standards set out in the [National Subject Benchmark Statement for Biosciences](#).

6. Programme Structure

Biological Sciences is offered as a single subject, leading to BSc (Hons) Biological Sciences. The programme is modular and is offered in both full-time and part-time modes. The full-time programme takes a minimum of three years to complete. Most students complete a level of study each year; thus Level 4 is completed in the first year, Level 5 in the second and Level 6 in the third. In addition, students may undertake a work experience placement between Levels 5 and 6; this does not contribute credits to the degree but leads to the University's Certificate of Work Experience if successfully completed.

A complete level of study consists of 120 credits; at all levels modules are each 20 credits, apart from Personal Research at Level 6 which is 40 credits. The pass requirement for each module is 40% ($\geq 30\%$ in all major elements, e.g. coursework or examination). Compensation is permitted in accordance with University of

Plymouth regulations. At Level 4 students study five compulsory, or 'core' modules with options for Semester 2. At Levels 5 and 6 there are some optional modules. The tables in Section 8 show the modules in each of these categories. To give students an opportunity to develop their broad and interdisciplinary skills there are field course at Levels 4 and 5.

Stage 1 Level 4

Semester 1	BIOL129Z Professional Development in Biological Sciences 1	BIOL119Z Introduction to Biology		
		BIOL131Z Cells: The Building Blocks of Life		BIOL132Z Ecology & the Diversity of Life
Semester 2		MBIO161Z Evolution & behaviour	BIOL130Z Biological Sciences Field Biology	BIOL133Z Principles of Physiology

Stage 2 Level 5

Semester 1	BIOL225Z Professional Development in Biological Sciences 2	BIOL226Z Animal Ecophysiology	BIOL211Z Microbial Physiology and Biochemistry	1 from the following options: BIOL214Z Ecology or BIOL210Z Molecular and Genetic Basis of Disease
Semester 2		BIOL213Z Methods in Biological Sciences	BIOL217Z Environmental Plant Physiology	BIOL212Z Environmental Cell Physiology

Stage 3 Optional placement year

APIE303 Biology: Placement

Stage 4 Level 6

Semester 1	BIOL307Z Advanced Skills and Concepts	BIOL311Z Ecotoxicology	
Semester 2	2 from the following options: BIOL301Z Plant Biotechnology BIOL3313Z Environmental Microbiology and Biotechnology BIOL310Z Global Change Biology BIOL320Z Animal Nutrition BIOL321Z Pharmacology and Natural Products		BIOL315Z Personal Research

7. Programme Aims

We aim to deliver a programme that:

- offers a broad, relevant and contemporary curriculum, enriched by the scholarly activity of staff;
- provides plentiful opportunities for practical work and experiential learning in biological sciences; and
- challenges, stimulates, enthuses and encourages students.

Through the Biological Sciences programme we aim to develop graduates who:

- have thorough knowledge, understanding and practical experience in biological sciences;
- are aware of the scientific process in relation to the advancement of knowledge;
- have a well developed set of key transferable skills appropriate for employment or further study;
- are critical, rational, creative thinkers, and confident, adaptable, independent learners; and
- are intellectually inquisitive, equipped for life-long learning and ready to play a co-operative and responsible role in society.

8. Programme Intended Learning Outcomes

The Biological Sciences programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

8.1. Knowledge and understanding

On successful completion graduates should have developed:

1. appreciate the role of the biological sciences in contributing to knowledge;
2. understand the applications of biological knowledge to human and global affairs, and their ethical implications;
3. recognise the context of their chosen programme of studies within the spectrum of interrelated disciplines that comprise the biological sciences and how these disciplines are interrelated;
4. appreciate the scientific importance of current advances in knowledge in specialised areas which are enriched by staff research and scholarship;
5. understand the philosophical underpinnings of science and the importance of the progression from description and pattern seeking through to scientific advancement by hypothesis testing; and
6. appreciate the common and diverse characteristics of life and its organisation at the molecular, cellular, organism and population levels.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. understand the contested and developing nature of knowledge and identify and evaluate alternative hypotheses and viewpoints;
2. assess the reliability and validity of evidence;
3. develop reasoned and informed arguments;
4. identify, formulate and resolve problems;
5. synthesise information from disparate sources;
6. interpret a particular case in the context of generalised or abstract concepts, and vice versa; and
7. think logically, creatively and critically, and formulate and test scientific hypotheses

8.3. Key and transferable skills

On completion graduates should be able to:

1. select and use appropriate communication and information technologies, including the Internet, word-processing, graphics, spreadsheets and specialist software packages;
2. communicate effectively through the spoken word and in a variety of written and graphical formats;
3. work independently and organise his/her own learning;
4. search for, retrieve, sift, select and order information from a variety of sources;
5. collate, analyse and interpret data in quantitative and qualitative forms;
6. participate effectively and supportively in groups, meeting obligations to others;
7. transfer skills and apply them in new contexts; and
8. reflect on his/her own learning and evaluate personal strengths and weaknesses

8.4. Employment related skills

On successful completion graduates should have developed:

1. the skills necessary for self-managed and lifelong learning (e.g. working independently, time management, organisational, enterprise and knowledge transfer skills);
2. the ability to identify and work towards targets for personal, academic and career development;
3. an adaptable, flexible and effective approach to study and work;
4. communication, presentation and information technology skills; and
5. interpersonal and teamwork skills.

8.5. Practical skills

On successful completion graduates should have developed:

1. competence in the basic experimental skills appropriate to the discipline under study;
2. the ability to design, plan, conduct and report on biological research investigations;
3. data handling skills enabling them to obtain, record, collate and analyse data using appropriate techniques;
4. the skills to conduct field and/or laboratory investigation of living systems in a responsible, safe and ethical manner; and
5. students will show that they respect the rights of access, for example, in field work they should show sensitivity to the impact of investigations on the environment, on the organisms or subjects under investigation, and on other stakeholders.

9. Admissions Criteria, including APCL, APEL and DAS arrangements

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above.

Entry Requirements for BSc Biological Sciences	
A-level/AS-level	Normal minimum entry requirements are 112-128 points, to include grade B in A level Biology and a C in a second science (Mathematics, Physics, Chemistry, Geography or Geology). For candidates that do not have a second science subject at A level, please contact: admissions@plymouth.ac.uk
BTEC National Diploma/QCF Extended Diploma	18 Unit BTEC National Diploma/QCF Extended Diploma in Applied Science - 128-144 points (DDM-DDD) - note that this is subject to the exact modules you have studied
Access to Higher Education at level 3	Science-based Access To Higher Education diplomas, 33 credits in science-based units at merit including a minimum of 12 credits in biology units. We would usually expect GCSE English and Mathematics at grade C, or equivalent.
International Baccalaureate	International Baccalaureate 30 diploma points overall, to include 5 diploma points in Biology (Higher Level) plus 5 diploma points in second science at Higher Level. English and Mathematics must be included.
Progression from Extended Science	Students who pass the Extended Science year are guaranteed progression to one of the Faculty's BSc (Hons) programmes and detailed advice will be provided by the Admissions Tutor.

Partnership Arrangements

UPIC Stage 1 Equivalent Integrated programmes

On successful completion of their Stage 0 programme UPIC students progress to Stage 1 of their designated programme and are taught and assessed by UP staff. Additionally, the students will undertake a module (ILS1005) of skills and support designed to facilitate their transition to the HE learning culture in the UK.

Progression to Stage 1 Integrated programmes is dependent upon achieving 50% in all modules of the UPIC Stage 0 programme.

Progression to UP Stage 2 is dependent upon successful completion of the UP Stage 1 and at least 60% in ILS1005 (The UPIC DMD for ILS1005 is appended.).

10. Progression criteria for Final and Intermediate Awards

After Level 4 students may decide to transfer to another BSG programme at the beginning of Level 5. Transfer to Conservation Biology or Animal Behaviour & Welfare is possible. Transfer from these programmes onto BSc (Hons) Biological Sciences at the beginning of Level 5 will also be considered. All transfers are subject to availability of places and at the discretion of the relevant programme leader. Progression onto Level 5 of Biological Sciences will be considered for holders of an FdSc in an appropriate subject dependent on prior experience. Any FdSc that names this award as an agreed progression route will automatically be deemed suitable for Level 5.

The School has developed exchange schemes with universities in other countries, including continental Europe. Students may spend all of Level 5 on such a scheme. Students on exchange must follow and pass an approved programme of study. The marks gained do not normally contribute numerically to the final degree. Entry points and progression routes are shown in the table overleaf.

Award requirements: BSc (Hons): 360 credits, including 120 credits at Level 6, 120 further credits at Level 5 and 120 credits at Level 4; to include specified pattern of Biological Sciences modules

Ordinary degree:

320 credits, including 80 credits at Level 6, 120 credits at Level 5 and 120 credits at Level 4; to include specified pattern of Biological Sciences modules

Progression to Level 6 or award of Dip.H.E.: 120 credits at Level 5 and 120 credits at Level 4; to include specified pattern of Biological Sciences modules

Progression to Level 5 or award of Cert.H.E.: 120 credits at Level 4; to include specified pattern of Biological Sciences modules.

11. Exceptions to Regulations

Progression to Level 6 of BSc (Hons) Biological Sciences requires the successful completion of the zero credit modules BIOL129Z at Level 4 and BIOL225Z at Level 5. Students failing either BIOL129Z or BIOL225Z after exhausting all possible attempts, but having achieved 120 credits at Level 5, must progress onto the appropriate generic 'top up' route, in this case BSc (Hons) Biosciences.

Students wishing to transfer from another institution onto Level 5 of BSc (Hons) Biological Sciences must successfully complete both zero credit modules BIOL129Z and BIOL225Z at the same time as their other Level 5 studies.

Due to accreditation requirements, where a module assessment involves more than one element, students are required to achieve a minimum of 30% in each element.

12. Transitional Arrangements

2018/19 modules	2019/20 modules
BIOL120Z Cell Biology and Microbiology	BIOL131Z Cells: The Building Blocks of Life
BIOL111Z Animal Physiology and Microbiology	BIOL133Z Principles of Physiology
BIOL124PP Biology of Sex; BIOL125PP Scientific Method and Ethics in Biology; BHCS1004PP Introduction to Human Pathology	BIOL132Z Ecology & the Diversity of Life
BIOL127Z Evolution	MBIO161Z Evolution and Behaviour

13. Mapping and Appendices:

13.1 Assessment against Modules Mapping

Level 4 120 Credits

Module	Title	Credit	Semester	% exam	% CW	% test	% practical
Core Modules							
BIOL119Z	Introduction to Biology	20	1		75		25
BIOL130Z	Biological Sciences Field Biology	20	2		75	25	
BIOL131Z	Cells: the Building Blocks of Life	20	1	50	50		
BIOL132Z	Evolution and the Diversity of Life	20	1	50	50		
BIOL133Z	Principles of Physiology	20	2	50	50		
MBIO161Z	Evolution & Behaviour	20	2	50	50		
BIOL 129Z	Professional Development in Biological Sciences 1	0	1 & 2				P/F

Level 5 120 Credits

Module	Title	Credit	Semester	% exam	% CW	% test	% practical
Core Modules							
BIOL211Z	Microbial Physiology and Biochemistry	20	1	50	50		
BIOL226Z	Animal Ecophysiology	20	1	50	50		
BIOL213Z	Methods in Biological Sciences	20	2		84	16	
BIOL212Z	Environmental Cell Physiology	20	2	50	50		
BIOL217Z	Environmental Plant Physiology	20	2	50	50		
BIOL225Z	Professional Development in Biological Sciences 2	0	1 & 2				P/F
Option Modules (choose 1 from 2)							
BIOL210Z	Molecular and Genetic Basis of Disease	20	1	50	50		
BIOL214Z	Ecology	20	1	50	50		

Level 6 120 Credits

Module	Title	Credit	Semester	% exam	% CW	% test	% practical
BIOL315Z	Personal Research Project	40	AY		100		
BIOL307Z	Advanced Skills and Concepts	20	1		50		50
BIOL311Z	Ecotoxicology	20	1	50	50		
Option Modules Semester 2 (choose 2 from 5)							
BIOL301Z	Plant Biotechnology	20	2	50	50		
BIOL310Z	Global Change Biology	20	2	50	50		
BIOL320Z	Animal Nutrition	20	2	50	50		
BIOL321Z	Pharmacology and Natural Products	20	2	50	50		
BIOL3313Z	Environmental Microbiology and Biotechnology	20	2	50	50		

13.2. Skills against Modules Mapping

Programme Learning Outcome	Related Core Modules
<p>Knowledge and understanding On completion graduates should be able to demonstrate an understanding of:</p> <ol style="list-style-type: none"> 1. the role of the biological sciences in contributing to knowledge; 2. the applications of biological knowledge to human and global affairs, and their ethical implications; 3. the context of their chosen programme of studies within the spectrum of interrelated disciplines that comprise the biological sciences and how these disciplines are interrelated; 4. the scientific importance of current advances in knowledge in specialised areas which are enriched by staff research and scholarship; 5. the philosophical underpinnings of science and the importance of the progression from description and pattern seeking through to scientific advancement by hypothesis testing; and 6. the common and diverse characteristics of life and its organisation at the molecular, cellular, organism and population levels. 	<p>all modules</p> <p>all modules</p> <p>all modules</p> <p>all modules</p> <p>BIOL119Z, BIOL130Z, BIOL213Z and BIOL315Z</p> <p>all modules particularly first year modules</p>

<p>Cognitive and intellectual skills</p> <p>On completion graduates should be able to:</p> <ol style="list-style-type: none"> 1. understand the contested and developing nature of knowledge and identify and evaluate alternative hypotheses and viewpoints; 2. assess the reliability and validity of evidence; 3. develop reasoned and informed arguments; 4. identify, formulate and resolve problems; 5. synthesise information from disparate sources; 6. interpret a particular case in the context of generalised or abstract concepts, and vice versa; and 7. think logically, creatively and critically, and formulate and test scientific hypotheses. 	<p>All modules</p> <p>All modules</p> <p>BIOL119Z, BIOL130Z, BIOL213Z, BIOL315Z Level 4 modules and Level 5 option modules</p> <p>BIOL119Z, BIOL130Z, Level 5 option modules, BIOL315Z, Level 6 option modules</p> <p>BIOL213Z, BIOL315Z and BIOL307Z</p> <p>BIOL119Z, BIOL130Z, BIOL213Z, BIOL315Z</p>
<p>Key and transferable skills</p> <p>On completion graduates should be able to:</p> <ol style="list-style-type: none"> 1. select and use appropriate communication and information technologies, including the Internet, word-processing, graphics, spreadsheets and specialist software packages; 2. communicate effectively through the spoken word and in a variety of written and graphical formats; 3. work independently and organise his/her own learning; 4. search for, retrieve, sift, select and order information from a variety of sources; 5. collate, analyse and interpret data in quantitative and qualitative forms; 6. participate effectively and supportively in groups, meeting obligations to others; 7. transfer skills and apply them in new contexts; and 8. reflect on his/her own learning and evaluate personal strengths and weaknesses. 	<p>All modules</p> <p>All modules</p> <p>BIOL119Z, Level 4 and Level 5 modules, particularly BIOL315Z BIOL119Z, Level 5/6 modules</p> <p>BIOL119Z, BIOL130Z, BIOL213Z, BIOL315Z</p> <p>BIOL119Z, BIOL130Z, BIOL211Z, BIOL213Z</p> <p>BIOL130Z, BIOL213Z, BIOL315Z</p> <p>BIOL119Z, BIOL213Z, BIOL315Z</p>

<p>Employment related skills</p> <p>On completion graduates should have developed:</p> <ol style="list-style-type: none"> 1. the skills necessary for self-managed and lifelong learning (e.g. working independently, time management, organisational, enterprise and knowledge transfer skills); 2. the ability to identify and work towards targets for personal, academic and career development; 3. an adaptable, flexible and effective approach to study and work; 4. communication, presentation and information technology skills; and 5. interpersonal and teamwork skills. 	<p>All modules, particularly BIOL315Z</p> <p>BIOL119Z and BIOL213Z</p> <p>BIOL119Z, BIOL130Z, BIOL213Z, BIOL315Z</p> <p>BIOL119Z, BIOL130Z, BIOL213Z, BIOL315Z</p> <p>BIOL119Z, BIOL130Z, BIOL211Z, BIOL213Z, BIOL315Z</p>
<p>Practical skills</p> <p>On completion graduates should have developed:</p> <ol style="list-style-type: none"> 1. competence in the basic experimental skills appropriate to the discipline under study; 2. the ability to design, plan, conduct and report on biological research investigations; 3. data handling skills enabling them to obtain, record, collate and analyse data using appropriate techniques; 4. the skills to conduct field and/or laboratory investigation of living systems in a responsible, safe and ethical manner; and 5. students will show that they respect the rights of access, for example, in field work they should show sensitivity to the impact of investigations on the environment, on the organisms or subjects under investigation, and on other stakeholders. 	<p>Level 4 and 5 modules, BIOL307Z</p> <p>BIOL130Z, BIOL213Z, BIOL315Z, BIOL307Z</p> <p>BIOL119Z, BIOL130Z, BIOL213Z, BIOL315Z and the other Level 4 and 5 modules</p> <p>BIOL119Z, BIOL130Z, BIOL213Z, BIOL315Z, BIOL315Z and the other Level 4 and 5 modules</p> <p>BIOL119Z, BIOL130Z, BIOL213Z</p>

13.3. ILS1005 Module Record

DMD ILS1005			
Module Interactive Learning Skills and Communication Code ILS1005			FHEQ 4
Version	Current Version	2.14	October 2014
	Prior Version/s	1.14	September 2014
		1.13	October 2013
		1.12	July 2012
<p>This Definitive Module Document (DMD) is designed for all prospective, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the module and the Specific Learning Outcomes (LOs) that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities.</p> <p>Detailed information regarding the content and assessment criteria of this module should be considered alongside the appropriate Programme Specifications (PSs) and Module Guide (see MG ILS1005).</p>			
Module Name		Interactive Learning Skills and Communication (ILSC)	
Module Code		ILS1005	
Module Duration (per semester)		Thirteen (13) weeks	
Contact Hours (per semester)		52	
Directed Study Hours (per semester)		-	
Self-directed Study Hours (per semester)		98	
Notional Hours (per module)		150	
Teaching Rotation		01,03	
Teaching Body		UPIC	
Articulating Institution		University of Plymouth	
Articulating Faculty		Faculty of Science and Environment; Faculty of Arts and Humanities; Plymouth Business School	
University Campus		Drakes Circus	
Pathways (on which this module is offered)		All Integrated Pathways	
Credit Points		Zero	
Pathway Stage		UPIC Stage 2 (University of Plymouth Stage 1)	
Stage FHEQ Level		4	
Language of Delivery		English	
Language of Assessment		English	
E-Learning		IT software packages (Word, PowerPoint, Excel), internet access; College Portal; University Student Portal.	
Moderation		See CPR QS9	
Standard Progression Criteria		Summary: minimum overall pass mark of 65% (Grade C*) across all assessment events and a minimum of 65% in assessments B, D and E. See CPR QS9.	
Failure to Progress		[Summary: a student may not fail a module assessment on more than one (1) occasion, failure of the module assessment once requires that a student re-sit the failed assessment thereafter re-take the entire module at full cost; failure of a student to complete a module on the re-take of that module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail].	
Aims			
<p>This module has been designed to be delivered in conjunction with the Integrated FHEQ Level 4 (equivalent) first year degree and associated programmes in order to benchmark and satisfy the transfer criteria with regard to student communication and learning skills competency. This module is part of a wider pedagogic approach taken by NAVITAS UK to ensure the preparedness of its students and graduates with a focus on the relevant transferable and portable skills of effective and professional communication to support further study at a variety of levels, whether it involves higher education or further post-degree vocational programmes and/or professional awards, as well as providing a basis to foster career and life-building skills.</p> <p>Utilising a number of practical activities to allow candidates to achieve these essential skills, students will be introduced to techniques and strategies to manage speech anxiety; enhance grammar and vocabulary; think critically under pressure; research, package and deliver logical and persuasive communication both orally and in a variety of written formats (inclusive of dissertation); summarise; become an effective listener; understand cultural and gender differences; and work effectively in a team.</p>			

This module ensures that graduates have attained the prescribed level of inter-disciplinary communication competence described as Level B2 'Proficient User' by the Council of Europe, see *Common European Framework of Reference for languages: Learning, teaching assessment 2001*, Council of Europe, CUP, Cambridge, p. 24, Table 1. *Common Reference Levels: global scale*. This module is ACL accredited and benchmarked: ACL is a leading provider of English language provision to students seeking entry to Australian HEIs and a variety of levels. ACL now forms part of Navitas English and carries dual accreditation by the Australian National ELT Accreditation Scheme (NEAS) and the NSW Government's Vocational Education and Training Accreditation Board (VETAB). Navitas English is also a Registered Training Organisation (RTO) under the Australian Quality Training Framework (AQTF).

Successful completion of this module indicates that students have obtained a good understanding of and ability to apply the requisite knowledge and skills to enable them for successful onward study at undergraduate degree level.

Topics

- ⇒ Preparation for college and university programmes
- ⇒ Personal development planning (PDP)
- ⇒ Presentation skills
- ⇒ Listening skills
- ⇒ Skills for self-directed study
- ⇒ Appropriateness
- ⇒ Library induction
- ⇒ Writing at university
- ⇒ Analysing questions/titles
- ⇒ Planning written work projects
- ⇒ Teamwork
- ⇒ Composition and style
- ⇒ Summarising techniques
- ⇒ Revision techniques
- ⇒ Examination overview and techniques
- ⇒ Critical analysis and use of evidence

Specific Learning Outcomes

A	Knowledge and Understanding
	<i>Upon completion of this module students will be able to demonstrate their knowledge and understanding of the following:</i>
1	The structure of the UNIVERSITY degree programmes and classification.
2	UNIVERSITY undergraduate degree scheme structures and awards.
3	UNIVERSITY laboratory, library and e-learning facilities; College resources and personal resources to support study.
4	Time management and its application to notional hours of study and assessment events.
5	Public speaking techniques and managing communication apprehension.
6	Non-verbal communication techniques.
7	Listening skills and knowledge dissemination and retention techniques.
8	The importance of ensuring a clear basic understanding of the history of scholarship with regard to certain subject areas and/or the use of appropriate nomenclature to aid communication.
9	What language styles to employ in a variety of situations to ensure appropriateness and clarity of communication.
10	A comprehensive set of clear writing techniques (plain English, factual and persuasive writing) that can be applied to a variety of written formats.
11	How to create appropriate and effective document layouts.
12	The importance and basic precepts of style when composing written work in a variety of forms.
13	How to embed the concept of continuous improvement and objectivity in relation to an individual's academic performance.
14	Professional communication and presentation.
15	How to enhance personal creativity and lateral thought processes.
16	Examination techniques and skills.
17	Design and communicate effective messages to a variety of audiences.
18	How to work effectively as a team member.
19	How to work effectively as an individual.

20	How to apply basic research and referencing techniques to formulate reasoned academic opinion in a variety of forms so as to avoid plagiarism and collusion.				
B	Intellectual / Cognitive Skills				
1	Ability to employ appropriate nomenclature and terminologies across subject contexts.				
2	Ability to analyse various modes of information when delivered in different formats.				
3	Make full use of library and e-learning search (catalogue and bibliographic) resources.				
4	Ability to effectively retain and communicate knowledge and understanding of topics covered in the module in a comprehensive manner under timed conditions without re-course to learning aids.				
C	Practical Skills				
1	Develop organisational skills for deadline submission.				
2	Proficiently use techniques and technology in the collation, interpretation and presentation of data in oral and written formats.				
3	Develop oral presentation skills.				
4	Develop written skills for a variety of formats and requirements.				
D	Transferable Skills				
1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes, relevancy and assessment of problems and identification and implementation of solutions.				
2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.				
3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.				
4	Embedding the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.				
Generic Learning Outcomes					
Key skills demonstrated:			Key skills demonstrated by the ability to:		
Personal organisation and time-management skills to achieve research goals and maintain solid performance levels;			Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.		
Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study;			Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.		
Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures;			Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.		
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study;			Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.		
Understanding of the rules applying to plagiarism and collusion;			Collate, summarise, reason and argue effectively on a given topic without reference to another's work or ideas/concepts.		
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence;			Meet and succeed in each of the varied assessments presented.		
Assessment					
Type	Duration	Method	Topic	Schedule	Weighting
<i>Assessment E</i>	<i>10 weeks</i>	<i>efficacy of individual PDP</i>	<i>Attendance and participation in PDP</i>	<i>NA</i>	<i>10%</i>
Assessment A	Nine (9) weeks	research project (1,500 – 2000 words)	Computing/engineering /biological or biomedical/environment studies	Set session 2.2 Submission session 11.1	30%
Assessment B	1 session (1 hour)	Listening assessment	Listen to a lecture (computing/engineering /biological or biomedical/environment	Session 10.2	10%

			t studies) and answer set questions.		
Assessment C Individual presentation	1 session	Presentation	Project presentation and defence	Session 11.2	20%
Assessment D Final Examination	Two (2) hour (closed-book) examination	Examination	Final summative examination covering academic reading and writing skills; history of scholarship and academic debate and critical analysis	Week 13	30%
Total Weighting					100%

Standard Progression Criteria

For the purposes of UPIC this module carries a standard minimum progression requirement: [grade C* / pass mark 65%].
For University of Plymouth this is a Pass/Fail zero credited module that the student must pass to progress into University Stage 2.

Grade	Classification	Mark
A*	High Distinction	80% – 100%
B*	Distinction	70% - 79%
C*	Pass	65% - 69%
F	Fail	Less than 65%

Bibliographic Resources

Essential Reading

Essential Reading

Module Guide – see MG ILS1005

Recommended Reading

Cottrell, S., *The Study Skills Handbook*, 3rd ed., Macmillan, 2008.

Fry, R., *How to Study*, 6th ed., Delmar Learning, 2005.

Race, P., *How to Get a Good Degree – Making the most of your time at university*, 2nd ed., Open University Press, 2007.

Further Sources

Baker, E., Barrett, M., and Roberts, L., *Working communication*. Milton, 2002.

Berko, R. M., Wolvin, A. D., and Wolvin, D. R., *Communicating: A social and career focus*, Boston, 8th ed., 2001.

Blundel, R., *Effective organisational communication: Perspectives, principles and practices*, Essex, 2nd ed., 2004.

Daly, J. A., and Engleberg, I. N., *Presentations in everyday life: Strategies for effective speaking*, Boston, 2001.

O'Rourke, J. S. (2004). *Management communication: A case-analysis approach*, New Jersey, 2nd ed., 2004.

Whalen, D. J., *I see what you mean*, Chicago, 1995.

Journals (general reading)

Asian Journal of Communication

Communication Education

Journal of Communication

Relevant computing/engineering/biological or biomedical/environment journals – supplied as focus by Instructor

List