

# **University of Plymouth**

Faculty of Science and Engineering

School of Computing Electronics and Mathematics

## **Programme Specification**

BSc (Hons) Computing 2594

BSc (Hons) Computing (Integrated) 4128

September 2019

## 1. BSc (Hons) Computing

<b>Final award title</b>	<b>BSc (Hons) Computing</b> A student achieving 360 credits, of which at least 120 are at Level 6, 120 are at Level 5 and 120 at Level 4 is eligible for the award of Bachelor of Science Honours BSc(Hons) degree.
<b>Level 6 intermediate award title</b>	A student achieving 320 taught credits, of which at least 80 are at Level 6, 120 are at Level 5 and 120 at Level 4 is eligible for the award of Bachelor of Science (BSc) ordinary degree.
<b>Level 5 Intermediate award title</b>	A student achieving 240 credits, of which at least 120 are at Level 5 or above, is eligible for the award of a Diploma of Higher Education (DipHE). Level: H (HE2)
<b>Level 4 Intermediate award title</b>	A student achieving 120 credits at Level 4 is eligible for the award of a Certificate of Higher Education (CertHE). Level: H (HE1) G401
<b>UCAS code</b>	
<b>JACS code</b>	I100

2. **Awarding Institution:** University of Plymouth

**Teaching institution(s):** University of Plymouth

3. **Accrediting body:** BCS (British Computer Society)

Summary of specific conditions/regulations:

accredited as meeting the requirements for CITP (Chartered IT Professional) and partially meeting the requirements for CEng (Chartered Engineer)

Date of re-accreditation: 2017

## 4. Distinctive Features of the Programme and the Student Experience

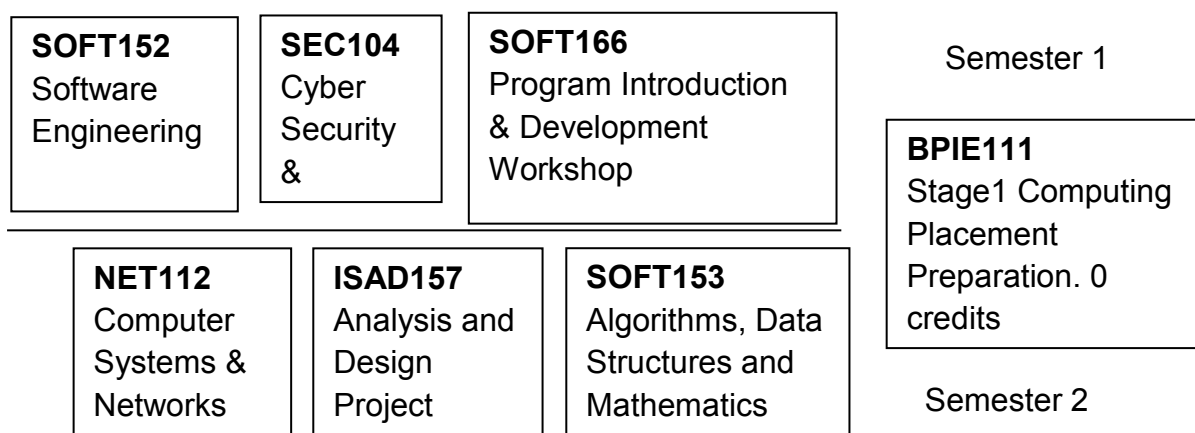
- This course has been re-designed from the bottom up in 2018 with employability as a major driving factor. The internet and web application development are major themes. Web-based computing is *de facto* with core web programming skills providing excellent employment prospects.
- An optional placement year in industry (most strongly recommended) enables the student to obtain a professional insight into the application of their knowledge and enables invaluable experience of the professional environment.

- In the final year students can tailor their learning experience through a number of options providing an interest in security, business intelligence and/or software development.
- We are committed to technology enhanced learning and to that end, we issue all of our first year students with a tablet, free of charge. This device is very portable and provides a means of accessing emails, the web, lecture podcasts and an increasing amount of Plymouth-developed content available as podcasts, as well as facilitating other activities that support student learning.
- The modules of the programme are designed so that students learn how theory and practice influence each other with problem solving approaches being inherent throughout.
- We also provide an eBooks package, worth over £300, which comprises many of the core text books for first year students and which can also be read using the tablet.
- The School of Computing and Mathematics has strong links with a variety of key industry players encompassing the large multi-national companies (such as Microsoft, Oracle, Cisco, Intel and Nvidia) along with links with the smaller enterprises and local business. Students benefit in a variety of ways through free software, client focused software projects, guest lectures and industry mentors. In addition we are a Cisco Networking Academy, and a member of Microsoft DreamSpark and the Oracle Academy, both of which enable our students to acquire free software to support their studies.
- Professionalism within the industry context is emphasised throughout with strong links to the BCS The Chartered Institute for IT.
- Students are exposed to multiple programming languages, tools and technologies that are current industry standard, in addition to the fundamental underlying principles. Students benefit from teaching staff that contribute in a number of ways to the field either through internationally recognised research or industrial consultancy. Many staff are members of research centres that pioneer cutting edge research across a number of fields. The most notable are Security, Communications and Networks; Robotics and Neural Systems. In addition a number staff carry out industrial consultancy with a number writing apps for the Apple App store or Google Play.
- The results of the REF2014 (research assessment framework) rates 75% of our outputs in the categories "Computer Science and Informatics" as internationally recognised and world leading. All the key researchers also teach; you are likely to actually meet these people.

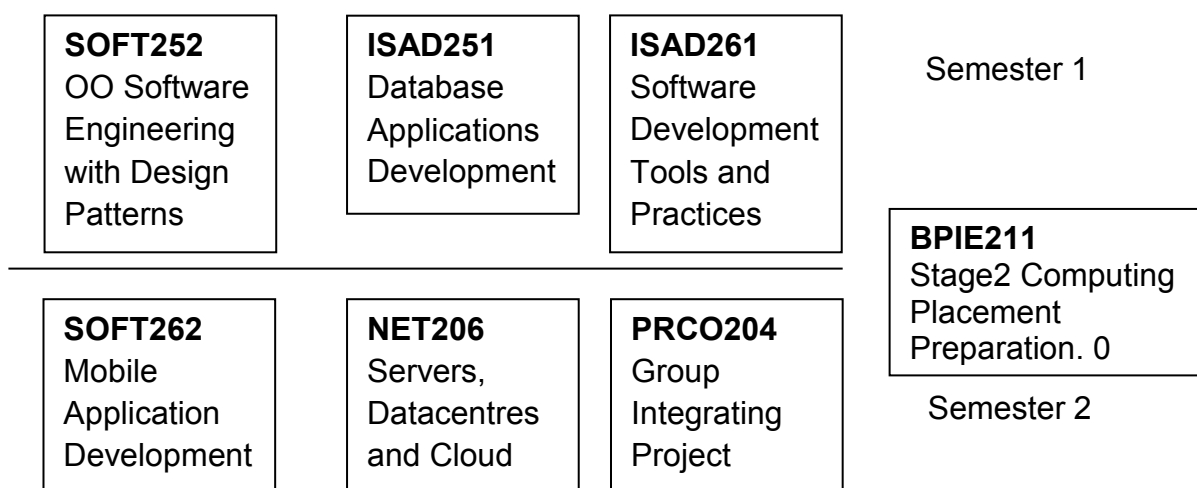
**5. Relevant QAA Subject Benchmark Group(s)**  
Computing

## 6. Programme Structure Computing

**Stage1.** HE Level4. All modules are 20-credit

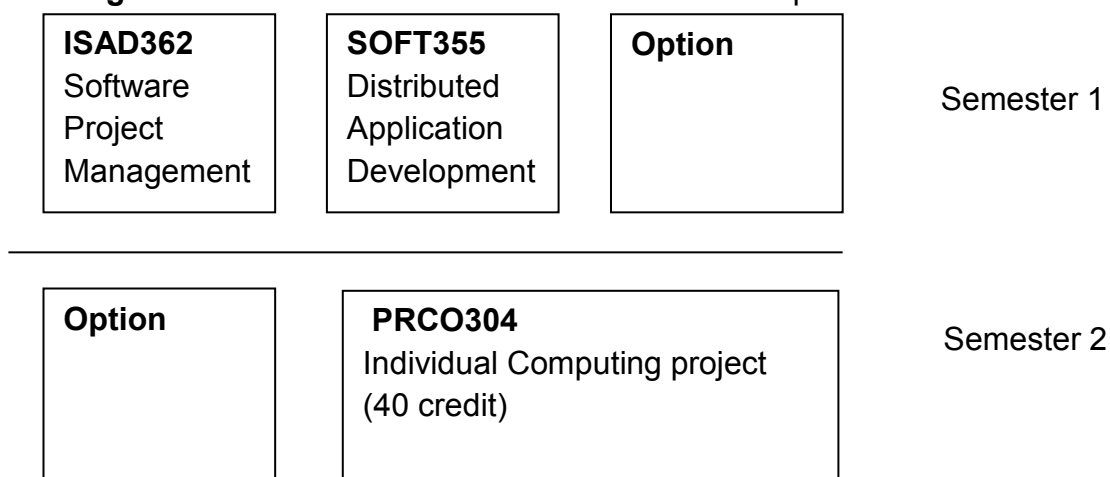


**Stage2.** HE Level5. All modules are 20-credit



**Stage3. Optional placement – BPIE330**

**Stage4.** HE Level5. All modules are 20-credit except PRCO304



## Stage 1 Core Modules

120 Level 4 Credits

Module Code	Module Title	Credit	Semester	Exam %	Test %	Practise %	CW %
SOFT166	Program Introduction and Development Workshop	20	S1	0	0	50	50
SOFT152	Software Engineering	20	S1	0	0	65	35
SEC104	Cybersecurity & Networks	20	S1	0	100	0	0
ISAD157	Analysis and Design Project	20	S2	0	0	30	70
NET112	Computer Systems & Networks	20	S2	0	60	40	0
SOFT153	Algorithms, Data Structures and Mathematics	20	S2	40	0	0	60
BPIE111	Stage1 Computing Placement Preparation	0	S2	-	-	-	-

### UPIC Students

The UPIC integrated programme consists of Stage 1 (Level 4) of the standard programme together with ILS1005: Interactive Learning Skills and Communications. Successful completion of both of these components allows students to proceed to Stage 2 (Level 5) of the standard programme.

## Stage 2 Core Modules

100 Level 5 Credits

Module Code	Module Title	Credit	Semester	Exam %	Test %	Practise %	CW %
SOFT252	Object Oriented Software Engineering with Design Patterns	20	S1	0	30	0	70
ISAD251	Database Applications Development	20	S1	50	0	0	50
ISAD261	Software Development Tools and Practices	20	S1	0	0	50	50
NET206	Servers, Datacentres and Cloud	20	S2	0	50	0	50
SOFT262	Mobile Application Development	20	S2	0	30	0	70
PRCO204	Group Integrating Project	20	S2	0	0	30	70
BPIE211	Stage2 Computing Placement Preparation	0	AY	-	-	-	-

## Optional Placement Year

BPIE330: Generic Computing Placement

### Stage 4 Core Modules

60 Level 6 Credits

Module Code	Module Title	Credit	Semester	Exam %	Test %	Practise %	CW %
PRCO304	Individual Computing Project	40	S2	0	0	0	100
ISAD362	Software Project Management	20	S1	75	25	0	0
SOFT355	Distributed Application Development	20	S1	0	10	0	90

### Stage 4 Optional Modules

60 Level 6 Credits Chose 40 credits in Semester1, 20 credits in Semester2

Module Code	Module Title	Credit	Semester	Exam %	Test %	Practise %	CW %
SEC301	Information Security Management and Governance	20	S1	0	0	0	100
SOFT356	Programming for Entertainment Systems	20	S1	0	0	0	100
ISAD363	Advanced Databases	20	S2	0	0	0	100
SEC305	Digital Forensic Investigation	20	S2	0	50	0	50

## **7. Programme Aims**

The programme shares the subject aims for Computing courses within the Faculty of Science and Engineering, which are:

- 1) To be informative and challenging, and to establish a knowledge base suitable for a career in Information and Communication Technology.
- 2) To give students with a wide variety of qualifications an opportunity to realise their potential.
- 3) To enrich the curriculum content and teaching quality through the professional and/or research expertise of expertise of staff and through links with external organisations.
- 4) To encourage and support students whilst they develop and apply subject-specific and generic skills that will facilitate life-long learning and continuing professional development.
- 5) To produce graduates who can make a significant contribution to their chosen profession.

In addition, BSc (Hons) Computing has the following programme specific aims:

- 6) The programme is intended to establish a broad foundation of knowledge and skills required for all aspects of design and development of complex computer-based and web-based systems;
- 7) The programme is intended to provide an underpinning of principles application and web application development, and the ability to apply these principles to software development rapidly changing world;
- 8) The programme is intended to encourage exploration, enthusiasm for both the subject of Computing and study at degree level and to encourage creativity.
- 9) The programme is intended to develop a range of professional knowledge and skills that are required to succeed and progress in the IT industry;
- 10) The programme is intended to produce graduates who are technical experts, and who also have an awareness of the wider issues such as business, social, legal and ethical contexts of IT.

## **8. Programme Intended Learning Outcomes**

### **8.1. Knowledge and understanding**

On successful completion graduates should have developed:

- 1) The fundamental concepts, principles and theories of computing and related technology
- 2) A comprehensive understanding of system design and programming
- 3) A comprehensive understanding of Computing: the nature of web based software development and how it differs with other development approaches. Web application composition. Client and server side programming.
- 4) An understanding of legal, regulatory, professional and ethical responsibilities that are relevant to IT professionals



### **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed:

- 1) The ability to apply appropriate knowledge and skills to solve a computing problem
- 2) Define requirements, design and create complex information systems
- 3) Recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution
- 4) Take a holistic approach to solving problems in systems, applying professional judgement to balance risks, costs and benefits
- 5) Can critically evaluate systems and evidence to support conclusions and recommendations

### **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

- 1) To communicate effectively in writing and verbally
- 2) To manage resources and time
- 3) Critique and self-evaluate
- 4) Work both autonomously and as part of a team when required
- 5) Discuss and debate design problems and issues. Learn effectively for the purpose of continuing professional development and in a wider context throughout their career

### **8.4. Employment related skills**

On successful completion graduates should have developed:

- 1) Initiative and personal responsibility
- 2) The ability to work both autonomously and within a team
- 3) Effective communication and debating skills
- 4) The ability to make decisions based on incomplete information
- 5) The educational skills required for deep learning

### **8.5. Practical skills**

On successful completion graduates should have developed:

- 1) Use computers effectively
- 2) Plan and execute software development
- 3) Prepare technical reports
- 4) Give technical presentations
- 5) Use developmental tools and techniques
- 6) Use scientific literature effectively

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

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

<b>Entry Requirements for BSc (Hons) Computing</b>	
A-level/AS-level	116-120 points, a typical offer is 120 points from minimum of 2 A Levels. All subjects except General Studies, Critical Thinking and Citizenship and considered but at least one technical subject is preferred. Key skills are not included in the points calculation.  GCSE Maths Grade B/6. If you have a Grade C/4 in Maths please contact admissions
BTEC National Diploma/QCF Extended Diploma	<b>18 Units BTEC National Diploma/QCF Extended Diploma:</b> DDM – science related subjects. <b>Acceptable Subjects:</b> IT, Engineering, Software Development, IT Practitioners, Computing, Science. Art/ Sports / Business or Humanities related subjects refer to admissions tutor
Access to Higher Education at level 3	Pass a named Access to HE Diploma (e.g. Computing/IT/Science/ Humanities/Engineering), (including GCSE English and Maths grade C or above or equivalent) with at least 33 credits at Merit and/or Distinction to include 12 credits at level 3 in Maths with Merit. If not level 3 Maths refer to admissions tutor.
Welsh Baccalaureate	Accepted as 120 add on points towards the 300 points requirement but must have 2 A Levels, preferably one of which is in a technical subject
Scottish Qualifications Authority	300 points. Technical subjects preferred.
Irish Leaving Certificate	ABBBB in Highers. Irish Leaving Cert Ordinary Level Grade C or above for English and Maths.
International Baccalaureate	30 overa;; - English and Mathematics must be included. If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
European Baccalaureate	75% overall to include 7.5 in English or first language
Progression from Year 0 (Foundation Pathway)	Plymouth Computing foundation year with overall average of 50%

<p>UPIC Integrated Programme</p>	<p>Admission to the programme is subject to successful completion of the Plymouth University International College (UPIC) Foundation Year with an aggregate mark of at least 60% in each of the modules studied (65% in ILS 1005: Interactive Learning Skills and Communications).</p> <p>Direct entry onto Level 4 (first year of the Integrated BSc degree) is also possible. Applicants are required to have the equivalent of 260 UCAS tariff points and an overall IELTS score of 6.0 (no less than 5.5 in any element). UPIC admissions should liaise with the relevant UP subject contact to identify any specific entry requirements prior to making any direct offers.</p>
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For all other qualifications please refer to admissions tutor.

The University's regulations for Accreditation of Prior Certificated Learning (APCL) and Assessment of Prior Experiential Learning (APEL) are set out in the 'University Academic Regulations', a copy of which can be found at <http://www1.plymouth.ac.uk/extexam/pages/academic-regulations.aspx>

Evidence of prior learning and experience from applicants is welcome. Due to the range and mixture of prior qualification and experience applications presenting such evidence will be considered on an individual basis by the Admissions Tutor in consultation with the programmes team.

Overseas students for whom English is not the first language will be expected to demonstrate proficiency in English with a minimum IELTS score of 6.0 or equivalent. Equivalencies are detailed in 'Admissions Information and Procedures' issued by the University Secretariat.

The University Secretariat provides advice on, and maintains oversight of, the acceptability of any qualification from overseas offered for entry

### **Key Skills**

Key skills tariff points do not count towards the admissions tariff score, however they are likely to they will enhance your performance on the Computing degree programme.

## **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 (ILS 1005) 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 PIUC Stage 0 programme.

Progression to UP Stage 2 is dependent upon successful completion of the UP Stage 1 and at least 60% in ILS 1005 (The UPIC DMD for ILS 1005 is appended).

### **10. Progression criteria for Final and Intermediate Awards**

BSc (Hons) Computing (level HE6) on satisfactory completion of 120 L6, 120 L5 and 120 L4 credits

BSc Computing (level HE6) on satisfactory completion of 80 L6, 120 L5 and 120 L4 credits

Diploma of Higher Education (level HE5) - on satisfactory completion of 120 L5 and 120 L4 credits

Certificate of Higher Education (level HE4) - on satisfactory completion of 120 L4 credits

### **UPIC Students**

Progression onto Stage 2 (Level 5) of the degree is subject to passing Stage 1 (Level 4) of the UPIC Equivalent Integrated Programme. This consists of the standard Stage 1 of the programme plus ILS1005: Interactive Learning Skills and Communications.

### **11. Exceptions to Regulations**

The programme adheres to the current University Assessment Regulations.

## 12. Transitional Arrangements

In the event of students not passing stage one modules that existed in 2018-19, the following mappings should be used.

<b>2018-19 Module code</b>	<b>2019-20 New Module Code</b>	<b>Module title</b>
SOFT151	SOFT152	Software Engineering
ISAD156	ISAD157	Analysis and Design Project
NET111	NET112	Computer Systems and Networks
ISAD154	ISAD157	Analysis and Design Project
ISAD260	ISAD261	Software Development Tools and Practices
PRDC251	PRCO204	Group Integrating Project
SOFT251	SOFT252	Object Oriented Software Engineering with Design Patterns
SOFT351	SOFT356	Programming for Entertainment Systems
SOFT352	SOFT355	Distributed Application Development
ISAD358	ISAD363	Advanced Databases and Business Intelligence
AINT353	SOFT351	Programming for Entertainment Systems
AINT355	SOFT351	Programming for Entertainment Systems
NET302	SOFT351	Programming for Entertainment Systems
PRCO308	ISAD363	Advanced Databases and Business Intelligence
SOFT165	SOFT166	Programmed Introduction and Development Workshop

### 13. Mapping and Appendices:

#### 13.1. ILO's against Modules Mapping

Only core modules are included in the mapping.

Programme Intended Learning Outcome	Related Core Modules
<p><b>Knowledge and understanding</b></p> <p>On successful completion graduates should have developed:</p> <ol style="list-style-type: none"><li>1) Recognise the fundamental concepts, principles and theories of computer science, and apply these principles to solve problems in an ever changing world</li><li>2) The ability to design and create complicated computer software</li><li>3) Detailed knowledge and understanding concepts, principles and theories related to computer science and computational theory, and the ability to apply this knowledge to real problems</li><li>4) An understanding of legal, regulatory, professional and ethical responsibilities that are relevant to IT professionals</li></ol>	<p>SOFT152, NET112, ISAD157, SOFT252, ISAD251</p> <p>SOFT152, ISAD157, SOFT252.</p> <p>NET112, PRCO204, SOFT252, NET206</p> <p>SOFT166, PRCO204, PRCO304</p>

<b>Programme Intended Learning Outcome</b>	<b>Related Core Modules</b>
<p data-bbox="274 277 756 315"><b>Cognitive and intellectual skills</b></p> <p data-bbox="274 360 820 441">On completion graduates should have developed:</p> <ol data-bbox="274 488 938 1494" style="list-style-type: none"> <li data-bbox="274 488 866 647">1) Recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution</li> <li data-bbox="274 696 938 902">2) To apply appropriate design strategies and design patterns to the programming of complex computer software that conforms to appropriate quality standards and user interface conventions</li> <li data-bbox="274 994 930 1072">3) The ability to apply appropriate knowledge and skills to solve a computing problem</li> <li data-bbox="274 1122 938 1281">4) Take a holistic approach to solving problems in systems, applying professional judgement to balance risks, costs and benefits</li> <li data-bbox="274 1373 847 1494">5) Can critically evaluate systems and evidence to support conclusions and recommendations</li> </ol>	<p data-bbox="976 488 1453 526">PRCO204, PRCO304, SOFT355</p> <p data-bbox="976 696 1442 777">ISAD157, PRCO204, SOFT252, PRCO304, SOFT355</p> <p data-bbox="976 994 1431 1075">NET112, PRCO204, SOFT252, PRCO304, SOFT356</p> <p data-bbox="976 1122 1431 1202">NET112, PRCO204, SOFT252, PRCO304</p> <p data-bbox="976 1373 1442 1453">PRCO204, SOFT252, ISAD261, PRCO304</p>

<b>Programme Intended Learning Outcome</b>	<b>Related Core Modules</b>
<p><b>Key and transferable skills</b></p> <p>On successful completion graduates should have developed the ability to:</p> <ol style="list-style-type: none"> <li>1) To communicate effectively in writing and verbally</li> <li>2) To manage resources and time</li> <li>3) Critique and self-evaluate</li> <li>4) Work both autonomously and as part of a team when required</li> <li>5) Discuss and debate design problems and issues. Learn effectively for the purpose of continuing professional development and in a wider context throughout their career</li> </ol>	<p>PRCO204, PRCO304.</p> <p>PRCO204, SOFT166, PRCO304, ISAD362</p> <p>NET111, PRCO204, SOFT252, PRCO304</p> <p>SOFT163, PRCO204</p> <p>SOFT166, PRCO204,</p>
<p><b>Employment related skills</b></p> <p>On successful completion graduates should have developed:</p> <ol style="list-style-type: none"> <li>1) Initiative and personal responsibility</li> <li>2) The ability to work both autonomously and within a team</li> <li>3) Effective communication and debating skills</li> <li>4) The ability to make decisions based on incomplete information</li> <li>5) The educational skills required for deep learning</li> </ol>	<p>PRCO204, SOFT166</p> <p>PRCO204, SOFT166, ISAD157</p> <p>PRCO204, SOFT166</p> <p>PRCO204, PRCO304</p> <p>SOFT166, SOFT152, SOFT153, PRCO204</p>



Programme Intended Learning Outcome	Related Core Modules
<p><b>Practical skills</b></p> <p>On successful completion graduates should have developed:</p> <ol style="list-style-type: none"> <li>1) Use computers effectively</li> <li>2) Plan and execute software development</li> <li>3) Design and construct complex, robust and secure multi-tier computer systems</li> <li>4) Prepare technical reports</li> <li>5) Give technical presentations</li> <li>6) Use developmental tools and techniques</li> <li>7) Use scientific literature effectively</li> </ol>	<p>SOFT152, ISAD157, NET111, SOFT252.</p> <p>SOFT152, SOFT252, SOFT252, PRCO204</p> <p>PRCO204, SOFT252, ISAD251</p> <p>PRCO204, PRCO304</p> <p>SOFT166, ISAD157, PRCO204, PRCO304</p> <p>SOFT152, ISAD157, ISAD251, SOFT252</p> <p>PRCO304</p>

### 13.2. Assessment against Modules Mapping

Already covered in structure

### 13.3. Skills against Modules Mapping

BCS Skills mapping

### 13.4. ILS1005 Module Record

**TYPE 1 - HEI APPLICATION FOR  
BCS ACCREDITATION**

**Section B.2.4 - Table Mapping Core Modules to the Accreditation Criteria**

PLEASE INDICATE (X) WHERE CRITERIA ARE TAUGHT **AND** ASSESSED

**HEI : Plymouth University**

**Programme : BSc (Hons) Computing**

**Date : October 2014**

Core Modules/ Accreditation Criteria (full wording for each criterion is available in Appendix IV of the Accreditation Guidelines)	Level 1* (HE4)	SOFT166	SEC104	SOFT152	SOFT153	NET112	ISAD157	Level 2* (HE5)	SOFT252	ISAD251	SOFT262	ISAD261	NET206	PRCO204	Level 3* (HE6)	ISAD362	SOFT355	PRCO304	notes
<b>Core requirements for accreditation</b>																			
2.1.1 Knowledge and understanding of facts, concepts, principles & theories		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	
2.1.2 Use of such knowledge in modelling and design			✓				✓		✓				✓	✓				✓	
2.1.3 Problem solving strategies		✓		✓	✓				✓		✓	✓		✓			✓	✓	
2.1.4 Analyse if/how a system meets current and future requirements		✓	✓				✓		✓		✓	✓	✓	✓				✓	
2.1.5 Deploy theory in design, implementation and evaluation of systems		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	
2.1.6 Recognise legal, social, ethical & professional issues		✓	✓								✓			✓		✓		✓	

2.1.7 Knowledge and understanding of commercial and economic issues												✓	✓				✓
2.1.8 Knowledge of management techniques to achieve objectives			✓										✓		✓		✓
2.1.9 Knowledge of information security issues			✓								✓	✓	✓				✓
2.2.1 Specify, design or construct computer-based systems		✓		✓			✓		✓	✓	✓		✓	✓		✓	✓
2.2.2 Evaluate systems in terms of quality and trade-offs			✓				✓				✓						✓
2.2.3 Recognise risk/safety for safe operation of computing equipment						✓							✓				✓
2.2.4 Deploy tools effectively		✓	✓	✓				✓				✓	✓			✓	✓
2.3.1 Work as a member of a development team		✓											✓				
2.3.2 Development of general transferable skills		✓					✓						✓				✓
<b>Additional requirements for CITP</b>																	
3.1.1 Deploy systems to meet business goals		✓	✓					✓					✓			✓	✓
3.1.2 Methods, techniques and tools for information modelling, management and security			✓				✓			✓	✓				✓		✓
3.1.3 Knowledge of systems architecture		✓			✓		✓				✓	✓				✓	✓
3.2.1 Specify, deploy, verify and maintain information systems		✓	✓		✓		✓				✓	✓	✓			✓	✓

3.2.2 Defining problems, managing design process and evaluating outcomes			✓	✓	✓						✓	✓	✓			✓	✓	
3.2.3 System Design				✓		✓					✓			✓			✓	✓
<b>Additional requirements for CEng/CSci</b>																		
4.1.1 Knowledge and understanding of scientific and engineering principles					✓	✓	✓	✓										✓
4.1.2 Knowledge and understanding of mathematical principles						✓		✓										
4.1.3 Knowledge and understanding of computational modelling						✓		✓										✓
4.2.1 Specify, deploy, verify and maintain computer-based systems							✓			✓		✓	✓	✓			✓	✓
4.2.2 Defining problems, managing design process and evaluating outcomes				✓					✓	✓		✓		✓		✓		✓
4.2.3 Principles of appropriate supporting engineering and scientific disciplines						✓		✓		✓						✓		
<b>Additional requirements for Integrated Masters programmes, commonly met through team based major (30 credit) project work at level or above. Assessment of:</b>																		

Application of practical and analytical skills																				
Innovation and/or creativity																				
Synthesis of information, ideas and practices																				
Awareness of wider customer contexts																				
The ability to work co-operatively																				
Critical self-evaluation of the process																				

\* For Integrated Masters, please complete the Specialist Masters Form for the final year module mappings

## 13.4 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		Plymouth University	
Articulating Faculty		Faculty of Science and Engineering; 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 (Plymouth University 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].	
<p><b>Aims</b></p> <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> <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 <i>Common European Framework of Reference for languages: Learning, teaching assessment 2001</i>, Council of Europe, CUP, Cambridge, p. 24, Table 1. <i>Common Reference Levels: global scale</i>. This module is ACL accredited and benchmarked:</p>			

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

*Upon completion of this module students will be able to demonstrate their knowledge and understanding of the following:*

- |    |  |
|----|--|
| 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.				
<b>C</b>	<b>Practical Skills</b>				
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.				
<b>D</b>	<b>Transferable Skills</b>				
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.				
<b>Generic Learning Outcomes</b>					
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.				
<b>Assessment</b>					
Type	Duration	Method	Topic	Schedule	Weighting
Assessment E	10 weeks	efficacy of individual PDP	Attendance and participation in PDP	NA	10%
Assessment A	Nine (9) weeks	research project (1,500 – 2000 words)	Computing/engineering /biological or biomedical/environmental 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/environmental studies) and answer set questions.	Session 10.2	10%
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 Plymouth University 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*, 3<sup>rd</sup> ed., Macmillan, 2008.

Fry, R., *How to Study*, 6<sup>th</sup> ed., Delmar Learning, 2005.

Race, P., *How to Get a Good Degree – Making the most of your time at university*, 2<sup>nd</sup> 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, 8<sup>th</sup> ed., 2001.

Blundel, R., *Effective organisational communication: Perspectives, principles and practices*, Essex, 2<sup>nd</sup> 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, 2<sup>nd</sup> 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