

University of Plymouth

Faculty of Science and Engineering

School of Computing Electronics and Mathematics

Programme Specification

BSc (Hons) Computer and Information Security
(3384)

BSc Computer and Information Security (Integrated)
(4383)

September 2019

1. **BSc (Hons) Computer and Information Security**

Final award title	BSc (Hons) Computer and Information Security 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.
Level 6 intermediate award title	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.
Level 5 Intermediate award title	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)
Level 4 Intermediate award title	A student achieving 120 credits at Level 4 is eligible for the award of a Certificate of Higher Education (CertHE). Level: H (HE1)
UCAS code	G406
JACS code	I100

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

Teaching institution: University of Plymouth

3. **Accrediting body**

The programme has received accreditation from the BCS - The Chartered Institute for IT. A graduate is entitled to apply for membership of the BCS (MBCS), has fully met the academic requirement for Chartered IT Professional (CITP) registration and partially met the educational requirement for Chartered Engineer (CEng) registration.

The BCS accreditation renewal process took place during 2017-18 academic year and the outcome will be confirmed during 2018.

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

Information security has become an essential consideration in the design, development and implementation of IT systems, with practical evidence clearly indicating a growing need for professionals with a holistic and multi-faceted skill set. This is further supported with an increasing range of legislation (e.g. in the domains of corporate governance and data protection) mandating that organisations must deploy effective security. In order to ensure organisations can

meet these, industry demand exists for well qualified and highly trained professionals. The purpose of this programme is to provide the comprehensive academic foundation required by security professionals in order to develop, implement and manage information security systems, and appreciate the wider non-technical issues of security, such as legislation, regulatory requirements, and ethical considerations.

- A full three-year honours degree (plus optional placement year), with specialist security modules integrated throughout the programme to provide a holistic and comprehensive learning experience in Computer & Information Security.
- Graduates will emerge with a specialist knowledge of information security, alongside the appreciation of the wider role of information security within an organisational context
- A dedicated security and forensics laboratory, purpose-built to represent a range of network topologies and monitoring conditions
- Opportunity to pursue industry-recognised certifications, such as EC-Council Certified Ethical Hacker (CEH), AccessData Certified Examiner (ACE), and Cisco CCNA.
- Supported by a strong and established academic team and research group, many of who have international research reputation within the domain of security.
- Excellent employment opportunities, through a wide variety of organisations from large corporate organisations to specialist security providers. With current legislation, the need for information security specialists has become essential.
- An optional placement year in industry enables the students to obtain a professional insight into the application of their knowledge and enables invaluable experience of the professional environment.
- Linkage to professional and industry bodies, including IISP Academic Partnership, ISACA Academic Advocate programme, CREST.
- Accredited by the BCS. A graduate is entitled to membership of the society (MBCS) and can work towards Chartered (CITP, CEng) status with three years' relevant work experience.

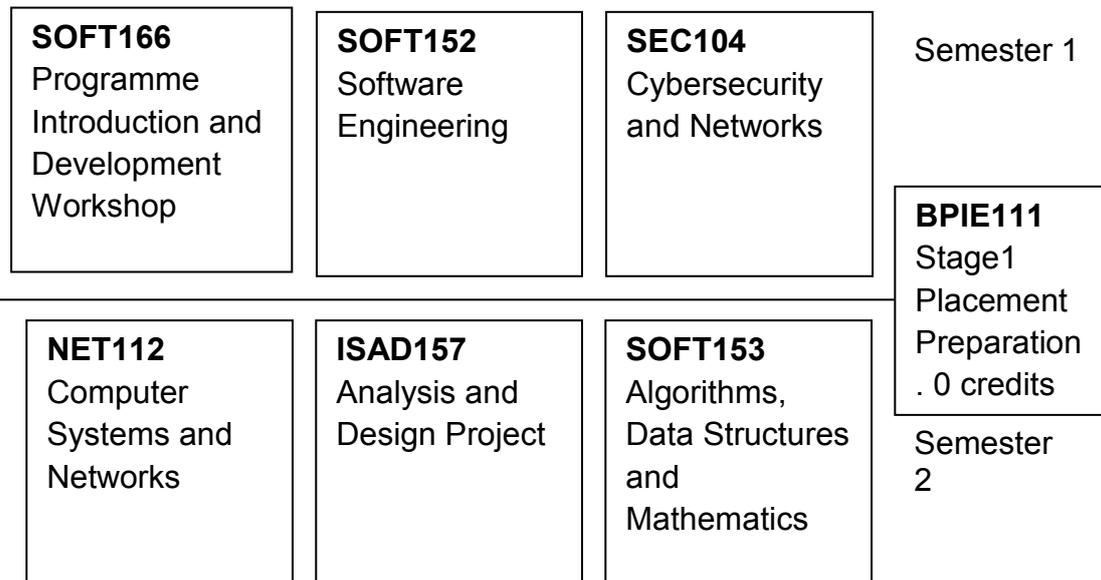
5. Relevant QAA Subject Benchmark Group(s)

Computing

6. Programme Structure

The 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 progress to Stage 2 (Level 5) of the standard programme.

Stage1. HE Level4. All modules are 20-credit



Stage2. HE Level5. All modules are 20-credit

<p>SOFT252 OO Software Engineering with Design Patterns</p>	<p>ISAD251 Database Applications Development</p>	<p>SEC204 Computer Architecture and Low Level Programming</p>	<p>Semester 1</p>					
<table border="1"> <tr> <td data-bbox="244 607 512 893"> <p>AINT252 Computation Theory and Artificial Intelligence</p> </td> <td data-bbox="541 607 809 893"> <p>SEC205 Secure Systems Architectures and Mechanisms</p> </td> <td data-bbox="831 607 1099 893"> <p>PRCO204 Integrating Project</p> </td> </tr> </table>				<p>AINT252 Computation Theory and Artificial Intelligence</p>	<p>SEC205 Secure Systems Architectures and Mechanisms</p>	<p>PRCO204 Integrating Project</p>	<table border="1"> <tr> <td data-bbox="1114 434 1329 674"> <p>BPIE211 Stage2 Placement Preparation. 0 credits</p> </td> </tr> <tr> <td data-bbox="1114 685 1329 719"> <p>Semester 2</p> </td> </tr> </table>	<p>BPIE211 Stage2 Placement Preparation. 0 credits</p>
<p>AINT252 Computation Theory and Artificial Intelligence</p>	<p>SEC205 Secure Systems Architectures and Mechanisms</p>	<p>PRCO204 Integrating Project</p>						
<p>BPIE211 Stage2 Placement Preparation. 0 credits</p>								
<p>Semester 2</p>								

Stage3. Optional placement year

<p>BPIE330 Computing Related Placement, 0 credits</p>
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Stage4. HE Level 6. All modules are 20-credit except PRCO304

<p>SEC301 Information Security Management and Governance</p>	<p>SEC302 Network Security and Penetration Testing</p>	<p>SEC303 Intrusion Analysis and Incident Management</p>	<p>Semester 1</p>
<p>SEC305 Digital Forensic Investigation</p>	<p>PRCO304 Computing Project</p>		

Stage 1 – 100 Level 4 Credits				
Module Code	Module Title	Credits	Core/Option	Semester
SOFT166	Programme Introduction and Development Workshop	20	Core	1
SOFT152	Software Engineering	20	Core	1
SEC104	Cybersecurity and Networks	20	Core	1
ISAD157	Analysis & Design Project	20	Core	2
NET112	Computer Systems and Networks	20	Core	2
SOFT153	Algorithms, Data Structures and Mathematics	20	Core	2
BPIE100	Stage 1 Placement Preparation	0	-	-

Stage 2 – 120 Level 5 Credits				
SOFT252	Object Oriented Software Engineering with Design Patterns	20	Core	1
ISAD251	Database Applications Development	20	Core	1
SEC204	Computer Architecture and Low Level Programming	20	Core	1
SEC205	Secure Systems Architectures and Mechanisms	20	Core	2
PRCO204	Security Integrating Project	20	Core	2
AIN252	Computation Theory and Artificial Intelligence	20	Core	2
BPIE211	Stage 2 Placement Preparation	0	-	-
Stage 3 - Placement Year (OPTIONAL)				
BPIE330	Computing Related Placement (Generic)	0	Option	-

SEC301	Information Security Management a
SEC302	Network Security and Penetration T
SEC303	Intrusion Analysis and Incident Man
PRCO304	Computing Project
SEC305	Digital Forensic Investigation

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 variety of qualifications an opportunity to realise their potential.
- 3) To enrich curriculum content and teaching quality through the professional and/or research 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, the programme has the following specific aims:

- 6) To provide a sustained programme of study at honours level that satisfies the requirements of the British Computing Society;
- 7) To establish a broad foundation of knowledge and skills required for all aspects of system design and development of secure information systems;
- 8) To provide the opportunity to develop ingenuity, problem solving and application skills;
- 9) To develop the full range of professional knowledge and skills that are required to succeed and progress in a business/professional environment

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On 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. Detailed knowledge and understanding of essential facts, concepts, principles and theories related to information security
4. Legal and regulatory aspects that are relevant to information security professionals
5. The professional and ethical responsibilities of the IT professional

8.2. Cognitive and intellectual skills

On completion graduates should have developed:

1. The ability to apply appropriate knowledge and skills to solve a security problem
2. Recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution
3. Analyse the extent to which a computer-based system meets the criteria defined for its current and future development
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 completion graduates should have developed the ability:

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 information security issues
6. Learn effectively for the purpose of continuing professional development and in a wider context throughout their career

8.4. Employment related skills

On completion graduates should have developed:

1. Initiative and personal responsibility
2. Effective communication and debating skills
3. The ability to make decisions based on in-complete information
4. The educational skills required for deep learning

8.5. Practical skills

On completion graduates should have developed:

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

6. Be aware of the risks, safety issues, legislation and regulatory requirements when designing/managing an information system

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.

Entry Requirements for BSc (Hons) Computer and Information Security	
A-level/AS-level	116-120 points, a typical offer is 120 points from minimum of 2 A Levels. Excluding General Studies. GCSE Maths Grade B/6 If you have a Grade C/4 in Maths please contact admissions
BTEC National Diploma/QCF Extended Diploma	18 Units BTEC National Diploma/QCF Extended Diploma: DDM – science related subjects. Acceptable Subjects: 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	All Access courses: 33 credits at Merit and/or Distinction and to include at least 12 Level 3 credits in Maths with Merit, . Including GCSE English and Maths grade C /4 or above or equivalent. If Maths not included please contact the admissions team at admissions@plymouth.ac.uk
Welsh Baccalaureate	Treat as standard offer, i.e. can accept 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 points 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)	Foundation year (FPT) with overall average of 55%
UPIC Integrated Programme	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 ILSC1005: Interactive Learning Skills and Communications).

	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.
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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.

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) Computer and Information Security on satisfactory completion of 120 L6, 120 L5 and 120 L4 credits.

BSc Computer and Information Security on satisfactory completion of 80 L6, 120 L5 and 120 L4 credits.

Diploma of Higher Education on satisfactory completion of 120 L5 and 120 L4 credits.

Certificate of Higher Education on satisfactory completion of 120 L4 credits.

11. Exceptions to Regulations

The programme adheres to the current University Assessment Regulations.

12. Transitional Arrangements

2018/19	2019/20
SEC103	SEC104
SEC202	SEC205
NET106	NET112
SEC203	PRCO204
SOFT164	SOFT153
SOFT151	SOFT152
SOFT251	SOFT252
NET206/SOFT261	AINT252
SOFT165	SOFT166

13. Mapping and Appendices:

13.1. ILO's against Modules Mapping

Intended Programme Learning Outcomes	Module
A. Knowledge and Understanding	
On completion, graduates should have developed:	
1. The fundamental concepts, principles and theories of computing and related technology	SEC104, SOFT152, SOFT153, NET112, ISAD157, SEC204, AINT252, ISAD251, SEC303, SEC305
2. A comprehensive understanding of system design and programming	ISAD157, SOFT152, SOFT153, NET112, SOFT252, AINT252, PRCO204, SEC204
3. Detailed knowledge and understanding of essential facts, concepts, principles and theories related to information security	SEC104, ISAD251, SEC205, PRCO204, SEC204, AINT252, SEC301, SEC302, SEC303, SEC305, PRCO304
4. Legal and regulatory aspects that are relevant to information security professionals	SEC104, SOFT166, SEC205, SEC301
5. The professional and ethical responsibilities of the IT professional	SOFT166, SEC301, PRCO304
B. Cognitive and intellectual skills	
On completion, graduates should have developed:	
1. The ability to apply appropriate knowledge and skills to solve a security problem	SEC104, SEC205, PRCO204, SEC301, SEC302, SEC303, SEC305, PRCO304
2. Recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution	SEC104, SOFT166, SOFT153, NET112, ISAD157, ISAD251, SOFT252, SEC205, PRCO204

3. Analyse the extent to which a computer-based system meets the criteria defined for its current and future development	SOFT153, PRCO204, SEC204, AINT252, SEC302, SEC303
4. Take a holistic approach to solving problems in systems, applying professional judgement to balance risks, costs and benefits	SOFT152, ISAD157, SOFT252, ISAD251, PRCO204, SEC205, AINT252, SEC301, SEC302
5. Can critically evaluate systems and evidence to support conclusions and recommendations	SEC104, AINT252, SEC205, PRCO204, SEC204, SEC303, SEC305, PRCO304

C. Key and transferable skills	
On completion, graduates should have developed the ability:	
1. To communicate effectively in writing and verbally	SOFT166, SEC205, PRCO204, SEC301, SEC303, SEC305, PRCO304
2. To manage resources and time	SOFT153, NET112, SEC104, PRCO204, PRCO304
3. Critique and self evaluate	SOFT166, SEC205, SEC301, SEC302, SEC303, SEC305, PRCO304
4. Work both autonomously and as part of a team when required	SEC104, SOFT152, SOFT252, SEC205, PRCO204, AINT252, ISAD251
5. Discuss and debate design problems and information security issues	ISAD251, SEC205, PRCO204, SEC204, SEC301, SEC302, SEC303, SEC305
6. Learn effectively for the purpose of continuing professional development and in a wider context throughout their career	SOFT166, PRCO304

D. Employment related skills	
On completion, graduates should have developed:	
1. Initiative and personal responsibility	SOFT166, SEC205, PRCO204, SOFT252, SEC302, SEC305, PRCO304
2. Effective communication and debating skills	SOFT166, SEC205, PRCO304, SEC301
3. The ability to make decisions based on incomplete information	PRCO204, SEC302, SEC303, SEC305, PRCO304
4. The educational skills required for deep learning	SOFT166

E. Practical Skills	
On completion, graduates should have developed the ability to:	
1. Plan and execute software development	SOFT152, SOFT153, SOFT252, PRCO204, PRCO304
2. Prepare technical reports	SOFT166, SEC205, SEC301, SEC303, SEC305
3. Give technical presentations	SOFT166, PRCO204, PRCO304, SEC301
4. Use development tools and techniques	SOFT152, SOFT166, ISAD157, SOFT252, SEC205, SEC301, SEC302, SEC305
5. Use scientific literature effectively	SEC205, SEC301, SEC303, SEC305, PRCO304
6. Be aware of the risks, safety issues, legislation and regulatory requirements when designing/managing an information system	SEC104, NET112, ISAD251, SEC301, SEC303, PRCO304

13.2 Assessment against Modules Mapping

Module Code	Module Title	Credits
SOFT166	Programme Introduction and Development Workshop	
SOFT152	Software Engineering	
SEC104	Cybersecurity and Networks	
ISAD157	Analysis & Design Project	
NET112	Computer Systems and networks	
SOFT153	Algorithms, Data Structures and Mathematics	
BPIE100	Stage 1 Placement Preparation	
SOFT252	Object Oriented Software Engineering with Design Patterns	
ISAD251	Database Applications Development	
SEC204	Computer Architecture and Low Level Programming	
SEC205	Secure Systems Architectures and Mechanisms	
AIN252	Computation Theory and Artificial Intelligence	
PRCO204	Integrating Project	
BPIE200	Stage 2 Placement Preparation	
BPIE330	Computing Related Placement (Generic)	

SEC301	Information Security Management and Governance	
SEC302	Network Security and Penetration Testing	
SEC303	Intrusion Analysis and Incident Management	
PRCO304	Computing Project	
SEC305	Digital Forensic Investigation	

Management of Student Choice

The programme contains no optional modules.

13.4 Skills against Modules Mapping

Enclosed is a spreadsheet of skills mapped onto the BCS documentation.

13.5 Appendices

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

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

**UG Single Hons & Integrated
Masters mapping**

PLEASE INDICATE WHERE CRITERIA ARE TAUGHT **AND** ASSESSED

HEI : Plymouth University

Programme : BSc (Hons) Computer and Information Security

**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	Level 2* (HE5)	ISAD251	SEC204	SEC202	PRCO204	Level 3* (HE6)	PRCO304	SEC301	SEC302	SEC303	note s
Core requirements for accreditation																	
2.1.1 Knowledge and understanding of facts, concepts, principles & theories		✓	✓	✓	✓	✓	<input type="checkbox"/>	✓	✓	✓	✓	<input type="checkbox"/>	✓	✓	✓	✓	<input type="checkbox"/>
2.1.2 Use of such knowledge in modelling and design			✓				<input type="checkbox"/>	✓	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>
2.1.3 Problem solving strategies		✓		✓	✓		<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	✓	<input type="checkbox"/>	✓	✓	✓	✓	<input type="checkbox"/>
2.1.4 Analyse if/how a system meets current and future requirements		✓	✓				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	✓	✓	✓	<input type="checkbox"/>
2.1.5 Deploy theory in design, implementation and evaluation of systems		✓	✓	✓	✓		<input type="checkbox"/>	✓	✓	✓	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>

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

13.6 ILS1005 Module Record

DMD ILS1005			
Module Code Interactive Learning Skills and Communication 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 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 (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].		
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> <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>,</p>		

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
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/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 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*, 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