

University of Plymouth

Faculty of Science and Engineering

School of Computing Electronics and Mathematics

Programme Specification

BSc (Hons) Computer Science 3429

BSc (Hons) Computer Science (Integrated) 4381

September 2019

1. BSc (Hons) Computer Science

Final award title BSc (Hons) Computer Science
Level H (HE6)

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 G407

JACS code I100

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

Teaching institution(s): University of Plymouth

3. **Accrediting body** BCS

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 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

- We are a recognised NVIDIA CUDA Teaching Centre for high-performance parallel computing.
- The School of Computing and Maths has strong links with industry. We have links with Apple, Microsoft, Oracle, Cisco, Intel, Nvidia and many more. We are a member of Microsoft DreamSpark and the Oracle Academy, both of which enable our students to acquire free software to support their studies.
- Some teaching staff undertake research that is internationally recognised. Others have industrial collaboration. Other staff write and publish apps in the Apple App store or Google Play. Some staff do all these things.

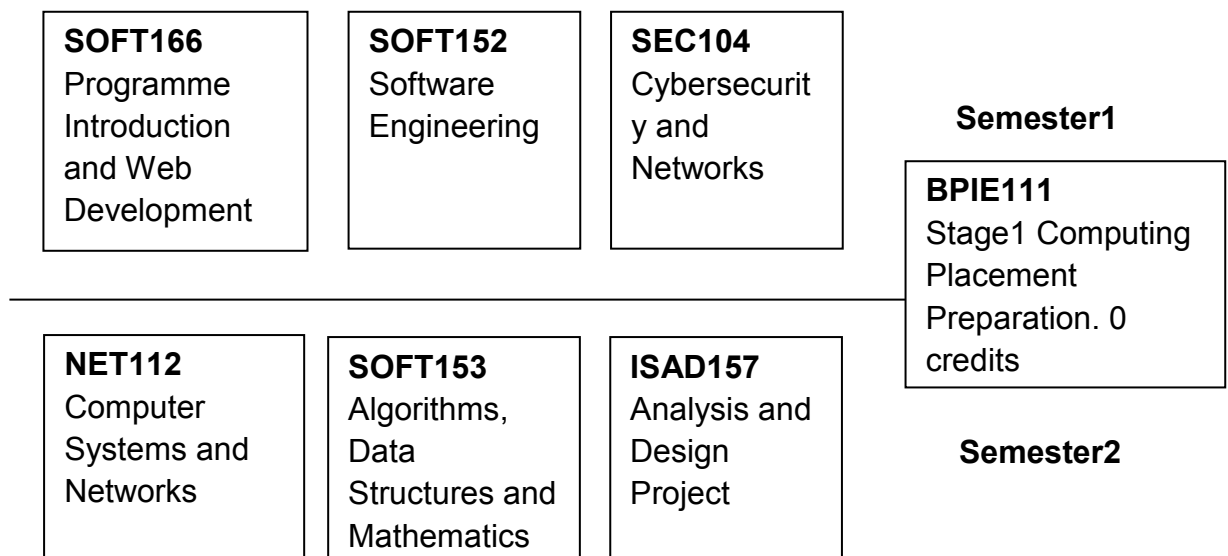
- An optional placement year in industry (most strongly recommended) enables the student to obtain a professional insight into the application of their knowledge and enables invaluable experience of the professional environment.
- Relaxed and informal learning environment; wide variety of teaching styles.
- Incorporates a substantial element of practical work and production-based work (i.e. the production of an end product which does something useful – or fun!). We promote learning through practice and doing.
- Content is constantly revised in conjunction with input from local and national organisations.
- 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 Computer Science

Stage 1. HE Level 4. All modules are 20-credit



Stage2. HE Level5. All modules are 20-credit

SOFT252
OO Software
Engineering
+ Patterns

ISAD251
Database
Development

SEC204
Computer
Architecture
and Low
Level
Programming

Semester1

BPIE211
Stage2 Computing
Placement

AINT252
Computation
Theory and
Artificial
Intelligence

SOFT261
Embedded
Programming
and the IoT

PRCO204
Group
Integrating
Project

Semester2

Stage3. Optional placement

BPIE330
Computing
Placement

Stage4. HE Level6. All modules are 20-credit except PRCO304

Option

Option

Option

Semester1

AINT357
Computing
Paradigms

PRCO304
Individual Computing project
(40 credit)

Semester2

Stage 1 Core Modules

120 Level 4 Credits

Module Code	Module Title	Credit	Semester	Exam %	Test %	Practise %	CW %
SOFT166	Programme Introduction and Development Workshop	20	S1	0	0	50	50
SOFT152	Software Engineering	20	S1			65	35
SEC104	Cybersecurity and Networks	20	S1	0	100	0	0
ISAD157	Analysis and Design Project	20	S2	40	0	0	60
NET112	Computer Systems & Networks	20	S2	0	60	40	0
SOFT153	Algorithms, Data Structures, Maths	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

120 Level 5 Credits

Module Code	Module Title	Credit	Semester	Exam %	Test %	Practise %	CW %
SOFT252	Object Oriented Software Engineering with Design Patterns	20	S1	0	10	0	90
ISAD251	Database Development	20	S1	50	0	0	50
SEC204	User-Centred Interface Design	20	S1	0	50	0	50
AIN252	Artificial intelligence and Computational Theory	20	S2	50	0	0	50
SOFT261	Embedded Programming and the Internet of Things	20	S2	0	0	0	100
PRCO204	Group Integrating Project	20	S2	0	0	10	90
BPIE211	Stage 2 Computing Placement Preparation	0	AY	-	-	-	-

Optional Placement Year

BPIE330: Generic Computing Placement

Stage 4 Core Modules

40 Level 6 Credits

Module Code	Module Title	Credit	Semester	Exam %	Test %	Practise %	CW %
PRCO304	Individual Computing Project	40	S2	0	0	0	100
AINT357	Computing Paradigms	20	S2	50	0	0	50

Stage 4 Optional Modules

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

Module Code	Module Title	Credit	Semester	Exam %	Test %	Practise %	CW %
AINT351	Machine Learning ¹	20	S1	70	0	0	30
SOFT355	Distributed Application Development	20	S1	00	10	0	90
SOFT356	Programming for Entertainment Systems	20	S1	0	0	0	100
ISAD362	Software Project Management	20	S1	75	25	0	0
SOFT354	Parallel Computation	20	S1	0	40	0	60

1. This module comes with a health warning about some maths content.

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) Computer Science has the following programme specific aims:

- 6) The programme is intended to provide a theoretical underpinning of the fundamental computer science principles that date from Alan Turing's ideas (and earlier), and to apply these principles to an ever changing world.
- 7) To provide an understanding of common algorithms, design patterns and computational models and to apply these techniques to create high quality computer software and systems that conform to recognised quality standards and user interface conventions.
- 8) To encourage exploration, enthusiasm for both the subject of Computer Science and study at degree level and to encourage creativity.
- 9) To develop a range of professional knowledge and skills that are required to succeed and progress in the IT industry;
- 10) To produce graduates who are technical experts, but who also have an awareness of the 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) Recognise the fundamental concepts, principles and theories of computer science, and apply these principles to solve problems in an ever changing world
- 2) The ability to design and create complicated computer software
- 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
- 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) Recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution
- 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
- 3) The ability to apply appropriate knowledge and skills to solve a computing problem
- 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) Design and construct complex, robust and secure multi-tier computer systems
- 4) Prepare technical reports
- 5) Give technical presentations
- 6) Use developmental tools and techniques
- 7) 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.

Entry Requirements for BSc (Hons) Computer Science	
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	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	Pass a named Access to HE Diploma (e.g. Computing/IT/Science/ Humanities/Engineering), (including GCSE English and Maths at grade C/4 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, including GCSE English and Maths grade C /4 or above or equivalent. 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 overall– English and Mathematics must be included.
European Baccalaureate	75% overall to include 7.5 in English or first language
Progression from BSc (Hons)	Pass foundation year with overall average of 50% or above.

Computing with Foundation Year	
UPIC Integrated Programme	<p>Admission to the programme is subject to successful completion of the University of Plymouth 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 104 (previously 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 PU subject contact to identify any specific entry requirements prior to making any direct offers.</p>

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 Computer Science degree programme.

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>

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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 PUIC 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 Science (level HE6) on satisfactory completion of 120 L6, 120 L5 and 120 L4 credits

BSc Computer Science (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 in (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

2018/19 Modules	2019/20 Modules
ISAD155	ISAD157
SOFT165	SOFT166
NET107	NET112
ISAD361	ISAD362
ISAD260	SEC204
PRCS252	PRCO204
SOFT352	SOFT355

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 data-bbox="272 405 746 439">Knowledge and understanding</p> <p data-bbox="272 488 900 562">On successful completion graduates should have developed:</p> <ol data-bbox="272 613 948 1368" style="list-style-type: none"><li data-bbox="272 613 948 779">1) Recognise the fundamental concepts, principles and theories of computer science, and apply these principles to solve problems in an ever changing world<li data-bbox="272 824 948 898">2) The ability to design and create complicated computer software<li data-bbox="272 994 948 1196">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 data-bbox="272 1240 948 1368">4) An understanding of legal, regulatory, professional and ethical responsibilities that are relevant to IT professionals	<p data-bbox="975 613 1422 687">SOFT152, NET112, SEC104, SOFT153, SOFT252, ISAD251</p> <p data-bbox="975 824 1442 857">SOFT152, SOFT153, SOFT252.</p> <p data-bbox="975 1025 1410 1099">NET112, AINT252, SOFT261, SEC104</p> <p data-bbox="975 1279 1283 1312">SOFT166, PRCO304</p>

Programme Intended Learning Outcome	Related Core Modules
<p data-bbox="276 277 754 311">Cognitive and intellectual skills</p> <p data-bbox="276 362 818 439">On completion graduates should have developed:</p> <ol data-bbox="276 490 938 1482" style="list-style-type: none"> <li data-bbox="276 490 863 645">1) Recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution <li data-bbox="276 696 938 898">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 data-bbox="276 994 927 1070">3) The ability to apply appropriate knowledge and skills to solve a computing problem <li data-bbox="276 1122 938 1276">4) Take a holistic approach to solving problems in systems, applying professional judgement to balance risks, costs and benefits <li data-bbox="276 1373 847 1482">5) Can critically evaluate systems and evidence to support conclusions and recommendations 	<p data-bbox="976 501 1289 535">PRCO204, PRCO304</p> <p data-bbox="976 714 1449 748">PRCO204, SOFT252, PRCO304</p> <p data-bbox="976 972 1430 1048">NET112, PRCO204, SOFT252, PRCO304</p> <p data-bbox="976 1137 1430 1214">NET112, PRCO204, SOFT252, PRCO304</p> <p data-bbox="976 1384 1449 1417">PRCO204, SOFT252, PRCO304</p>

Programme Intended Learning Outcome	Related Core Modules
<p>Key and transferable skills</p> <p>On successful completion graduates should have developed the ability to:</p> <ol style="list-style-type: none"> 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 	<p>PRCO204, PRCO304.</p> <p>PRCO204, SOFT166, PRCO304</p> <p>PRCO204, SOFT252, PRCO304</p> <p>SOFT166, PRCO204</p> <p>SOFT166, PRCO204</p>
<p>Employment related skills</p> <p>On successful completion graduates should have developed:</p> <ol style="list-style-type: none"> 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 	<p>PRCO204, SOFT166</p> <p>PRCO204</p> <p>PRCO204</p> <p>PRCO204, PRCO304</p> <p>SOFT166, SOFT151, SOFT153, PRCO204</p>

Programme Intended Learning Outcome	Related Core Modules
<p>Practical skills</p> <p>On successful completion graduates should have developed:</p> <ol style="list-style-type: none"> 1) Use computers effectively 2) Plan and execute software development 3) Design and construct complex, robust and secure multi-tier computer systems 4) Prepare technical reports 5) Give technical presentations 6) Use developmental tools and techniques 7) Use scientific literature effectively 	<p>SOFT152, ISAD156, NET112, SOFT252.</p> <p>SOFT152, SOFT252, SOFT261, PRCO204</p> <p>PRCO204, SOFT261</p> <p>PRCO204, PRCO304</p> <p>PRCO204, PRCO304</p> <p>SOFT152, ISAD156, ISAD251, SOFT252, SOFT261.</p> <p>PRCO304</p>

13.2. Assessment against Modules Mapping

Already covered in structure

13.3. Skills against Modules Mapping

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

13.4. ILS1005 Module Record

**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 : University of Plymouth

Programme : BSc (Hons) Computer Science

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)	AIN252	ISAD251	SEC204	SOFT252	SOFT261	PRCO204	Level 3* (HE6)	PRCO304	notes	
Core requirements for accreditation																		
2.1.1 Knowledge and understanding of facts, concepts, principles & theories		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓		
2.1.2 Use of such knowledge in modelling and design			✓				✓			✓	<input type="checkbox"/>	✓		✓		✓		
2.1.3 Problem solving strategies		✓		✓	✓				✓		✓	✓		✓		✓		
2.1.4 Analyse if/how a system meets current and future requirements		✓	✓				✓				<input type="checkbox"/>	✓		✓		✓		
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			✓							<input type="checkbox"/>			✓		✓
2.1.9 Knowledge of information security issues			✓							✓		✓	✓		
2.2.1 Specify, design or construct computer-based systems		✓		✓			✓		✓	<input type="checkbox"/>	✓	✓	✓		✓
2.2.2 Evaluate systems in terms of quality and trade-offs			✓				✓			✓	✓				✓
2.2.3 Recognise risk/safety for safe operation of computing equipment						✓				<input type="checkbox"/>					
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		✓					✓			✓			✓		✓
										<input type="checkbox"/>					
Additional requirements for CITP										<input type="checkbox"/>					
3.1.1 Deploy systems to meet business goals		✓	✓							<input type="checkbox"/>			✓		✓
3.1.2 Methods, techniques and tools for information modelling, management and security			✓				✓			✓	✓				✓
3.1.3 Knowledge of systems architecture		✓			✓		✓			✓	✓	✓			✓

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 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> <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 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