

University of Plymouth

Faculty of Science and Engineering

School of Geography, Earth and Environmental Sciences

Programme Specification

BSc (Hons) Environmental Geoscience (6961)

BSc (Hons) Environmental Geoscience (Integrated) (6962)

September 2022

1. BSc (Hons) Environmental Geoscience

Final award title: BSc (Hons) Environmental Geoscience

Level 4 Intermediate award title(s): Certificate of Higher Education

Level 5 Intermediate award title(s): Diploma of Higher Education

UCAS code: F643

HECOS code: 100380

2. Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth

3. Accrediting body(ies)

Accreditation will be sought from the Geological Society of London for 2021-22 entry alongside existing accreditation.

4. Distinctive Features of the Programme and the Student Experience

The Environmental Geoscience BSc Programme provides an innovative, practical-based education in Earth and Environmental Sciences, focussed around the knowledge and skills that will be required by graduates to help address global environmental and developmental challenges. Students benefit from Plymouth's worldwide reputation in teaching and research in Earth, marine and environmental sciences.

In addition to undertaking the Earth Science core, BSc Environmental Geoscience students undertake modules which are part of the Environmental Sciences

programmes and provide a fuller appreciation of the biosphere, environmental management and protection strategies at a local and global scale. Students also learn also how to engage and effectively communicate about environmental issues and challenges with a wide range of stakeholders. Students are able to choose from a range of geological, environmental or physical geographical options in their final year, as well as from a range of research projects designed specifically for this degree. This gives BSc Environmental Geoscience students a unique perspective on evaluating, mitigating and managing the full range of anthropogenic and natural environmental challenges. Students will gain a clear cohort identity through programme specific tutor groups and small group sessions, as well as dedicated project choices.

- Integration of key concepts and knowledge in the Environmental and Earth Sciences to provide graduates with a unique holistic perspective of global environmental challenges, management and solutions;
- An innovative programme built around motivating and preparing graduates for meeting the challenges of global sustainable development goals, and widening their post-graduation opportunities;
- Emphasis on training and development of good scientific and professional practice through experiential learning of a wide range of skills and knowledge;
- Novel use of integrated, multi-disciplinary case studies to deliver programme content in an exciting format;
- Utilisation of the unrivalled local environment of the SW of England and Plymouth area, including its present and future resource potential and unique set of environmental and infrastructure development challenges;
- Opportunities for experience tectonically and environmentally challenged parts of the World to instil an understanding of the unique and varied challenges and opportunities in these settings, and the role of environmental and earth scientists in meeting these;

5. Relevant QAA Subject Benchmark Group(s)

All the Earth Sciences programmes, including BSc Environmental Geoscience and its content, have been developed with reference to the 2019 Earth Sciences,

Environmental Sciences and Environmental Studies QAA subject benchmark statements. These are currently under review. A copy of which can be found at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-earth-sciences-environmental-sciences-and-environmental-studies.pdf?sfvrsn=ff2c881_6

These benchmark statements are referred to throughout the intended learning outcomes for this programme.

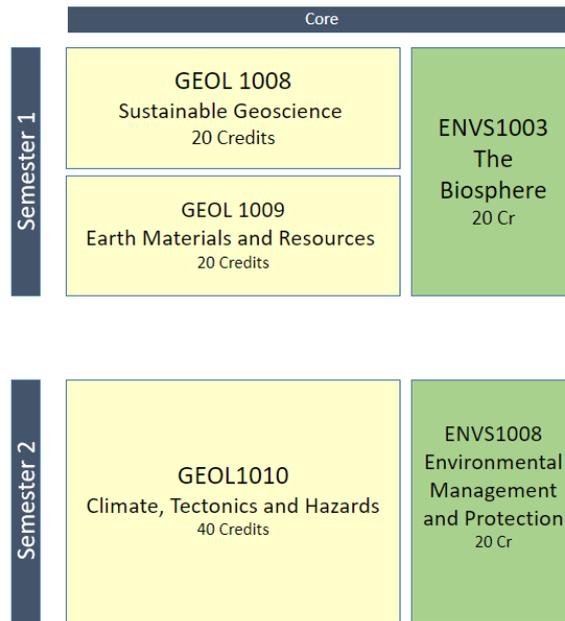
6. Programme Structure

This programme is built around a core of Earth and Environmental teaching and learning shared between the Earth Science programmes. BSc Environmental Geoscience students complete key modules in Environmental Sciences which provide them with a unique perspective of current environmental challenges and their management.

At **Stage 1** (Level 4) students take core modules, shared with other Earth Science students, GEOL1008, GEOL1009, and GEOL1010. These are focussed on understanding of sustainable global challenges and the role of Earth and Environmental scientists in meeting these challenges. Students also learn the anatomy of a scientist and professional environmental geoscientist, as well as an in-depth understanding of Earth Systems and their relationship to resources, environmental challenges and hazards. Environmental science modules ENVS1003 and ENVS1008 provide Environmental Geoscience students with an in-depth understanding of the biosphere and of environmental management and projections.

The end of Stage 1 is an integrated residential fieldtrip to a part of the world facing very different environmental challenges and legacy to the UK as a result of its tectonic and climatic setting.

Stage 1 Environmental Geoscience BSc

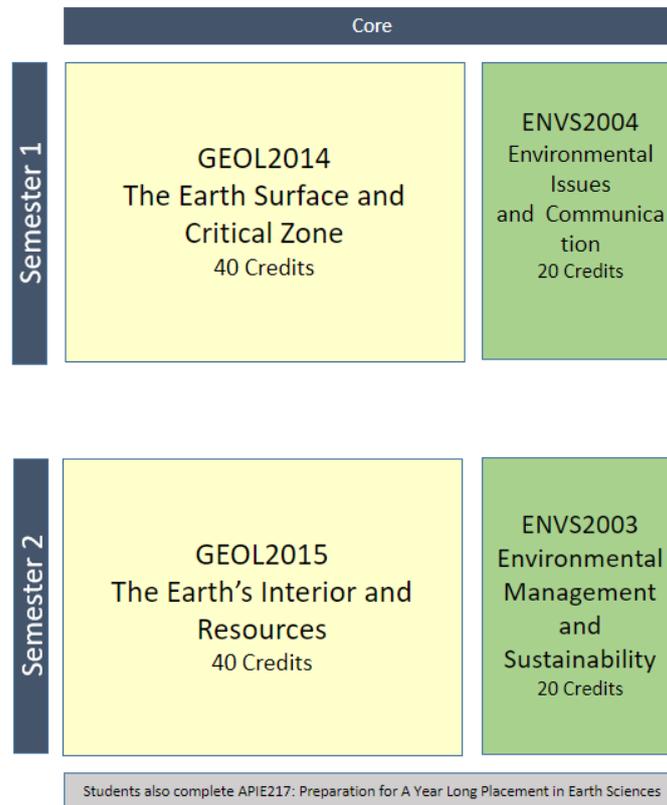


Note: UPIC Students

The integrated Geology programme (4396) consists of Stage 1 (Level 4) of the standard Geology 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 Geology programme.

At **Stage 2**, Environmental Geoscience students take core 40 credit modules GEOL2014 and GEOL2015 to develop the understanding and skills to analyse the earth's surface, critical zone and shallow interior. The perspective here is how these zones are evaluated to assess resources, environmental impacts and hazards. The modules are built around sequential case studies, which integrate theory, practice and field study.

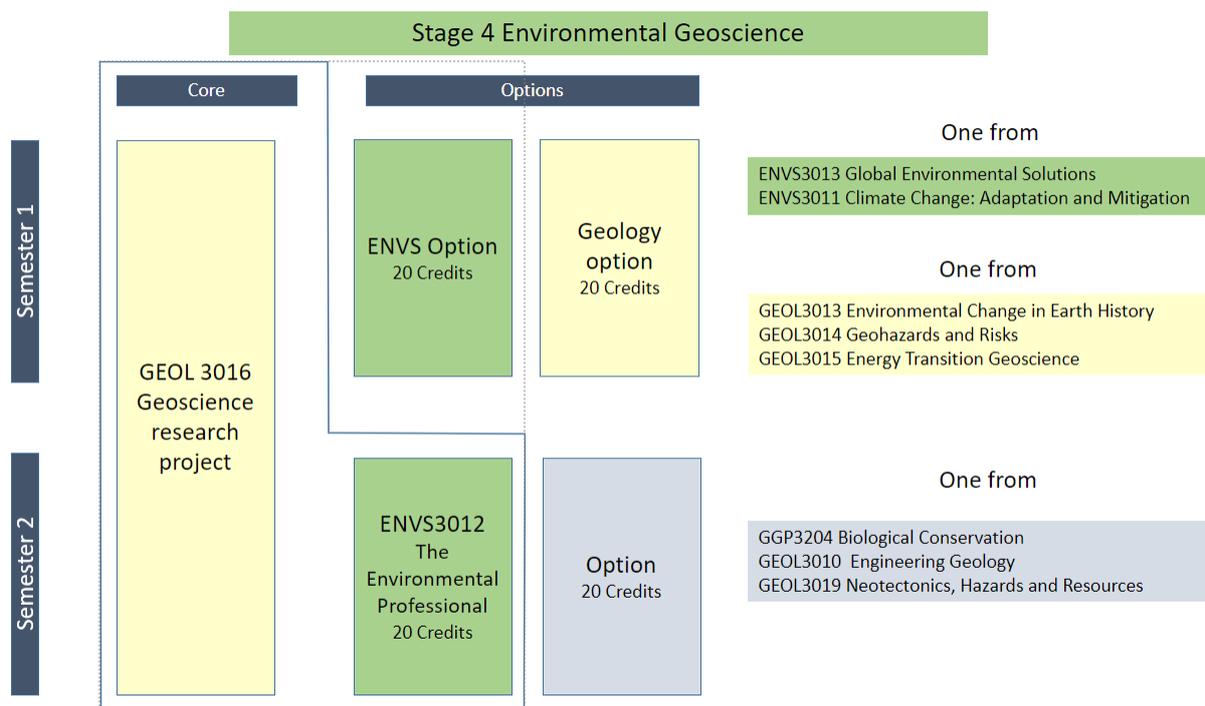
Stage 2 Environmental Geoscience BSc



Students also take the Environmental Science modules ENVS2004 and ENVS2003. These modules allow students to appreciate critical environmental issues in more depth, and develop the unique communication and management skills required by environmental scientists.

Students are also given the opportunity to prepare for a year-long placement in the environmental Earth Science industry between stages 2 and 4 (Stage 3) by attending the module APIE217.

At **Stage 4**, students undertake a geoscience research project through the module GEOL3016. A range of projects relevant to environmental geoscience are available. They also take the module ENVS3012 "The Environmental Professional", to complete their professional development and to act as a springboard to post-graduation opportunities. Students are also able to choose 60 credits worth of Stage 4 modules from the environmental Sciences and Geological Sciences portfolio: 2 from a choice of 5 in Semester 1, and one from a choice of 3 in Semester 2. These options allow students to specialise more in environmental or geological aspects of their degree.



7. Programme Aims

- To provide a rigorous, contemporary and stimulating programme of study in Environmental Geology, that is science-based and practical, with an emphasis on the role of geoscientists in addressing global sustainable development challenges.
- Students will develop knowledge and understanding of Earth's materials and resources, the processes acting on these materials, the detection, monitoring and characteristics of environmental perturbations on geological and human timescales, and how understanding the past informs our future understanding of the Earth system as it responds to unprecedented environmental change.
- To enable students to acquire transferable, technical, enterprise and professional skills appropriate to personal and career development, life-long learning and citizenship, including problem-solving, critical thinking, the abilities to apply and develop their own knowledge.
- To enable students to develop and apply safe and ethical working practices, with an ability to work inclusively and appreciate the value of diverse perspectives, and develop understanding of the concepts and practice of

environmental responsibility in the context of Environmental Science and Geology.

- To enable students to develop an attitude of professional competence, and to provide the foundation for a career as a professional Geologist or Environmental Scientist.

8. Programme Intended Learning Outcomes

These are based around, though not exactly the same as, the subject knowledge and graduate key skills outlined in the 2019 Earth Sciences, Environmental Sciences and Environmental Studies QAA subject benchmark statements referred to in section 5.

8. Knowledge and Understanding (KU)

On successful completion graduates should have developed knowledge and understanding of key Earth-science theories, paradigms, concepts and principles:

KU1) A sound theoretical understanding of the science behind, and the role of geoscience and environmental science in addressing, global sustainable development challenges, as well as demonstrating practical skills which can be applied in meeting these objectives.

KU2) A holistic understanding of the Earth system, including geological (Earth structure and interaction between the spheres) and environmental (issues, their detection and management) perspectives.

KU3) A coherent understanding of unique geological concepts (stratigraphic principles, geochronology, rates of Earth processes, major events in Earth history, the fossil record of the evolution of life) and how this understanding enables Earth Scientists to develop predictions for future events and their impacts

KU4) Comprehensive understanding of Earth Science terminology, nomenclature and classifications systems underpinned by the ability to correctly identify geological materials and structures

KU5) An understanding of the collection and analysis of Earth and environmental science data in the laboratory, field and subsurface and the

appropriate presentation manipulation, and extrapolation of these sometimes incomplete data on two and three dimensions.

8.2. Cognitive and Intellectual Skills (CI)

On successful completion graduates should have developed:

- CI1) An ability to critically integrate information and evidence from a range of sources, to test findings and hypotheses.
- CI2) An ability to consider Earth and Environmental issues from a range of interdisciplinary and multidisciplinary perspectives.
- CI3) An ability to analyse, synthesise, summarise and critically evaluate Earth and Environmental Science information and to express uncertainty in analyses.
- CI4) An ability to define complex problems in Earth and Environmental Sciences, and to develop and evaluate possible solutions to these problems.

8.3. Key and Transferable skills (KT)

On successful completion graduates should have developed:

- KT1) An ability to communicate and argue a case effectively to a variety of audiences and using a variety of formats/media.
- KT2) Good interpersonal communication skills to enable effective group and team working.
- KT3) Skills for autonomous learning.

8.4. Employment Related skills (ER)

On successful completion graduates should be able to:

- ER1) Work effectively as a team member and recognise, respect and value the views of others.
- ER2) Demonstrate an awareness of the importance of risk assessment, safety management and relevant legislation.

ER3) Identify and work towards targets for personal, career and academic development, reflect on the process of learning and to evaluate personal strengths and weaknesses.

ER4) Display an appreciation of developing their graduate skills and social and environmental awareness relevant to career pathways.

8.5. Practical skills (P)

On successful completion graduates should have developed the ability to:

P1) Plan and conduct Earth and Environmental Science fieldwork and laboratory investigations independently, safely, ethically and competently.

P2) Describe and record observations in the field and laboratory and interpret and evaluate results of practical analyses in a logical manner.

P3) Prepare, manipulate and interpret data using appropriate technologies, applications, numerical and statistical techniques, and apply these correctly.

P4) Plan, conduct and present an independent Earth Science project with appropriate guidance.

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

9.1 Overview

We welcome applications from people who, in addition to any formal qualifications:

- can demonstrate the ability to succeed on the chosen programme;
- will derive the greatest benefit from studying at the University;
- have a commitment and enthusiasm to learn.

All applications are considered on individual merit in relation to the aims and outcomes of the programme.

9.2 Equality of Opportunity

The University aims to ensure that all applicants receive fair treatment. In line with its Strategic Plan, the University has strategies to promote equality of opportunity, widen participation and encourage access. In particular we welcome applications from:

- younger students from disadvantaged backgrounds;
- mature students;

- people with disability;
- BAME students.

We welcome and support students with disabilities, and we endeavour to meet specific needs. The Disability Service supports disabled students across the University. Further information about the advice and support before, during and after application can be found at:

<https://www.plymouth.ac.uk/student-life/services/student-services/disability-and-dyslexia>

9.3 Qualifications for Entry

We welcome a mix of AS/A-Level and Vocational A-Level qualifications as well as specialisation in either. The table below sets out normal minimum qualifications required for entry to First Degree/Diploma in Higher Education programmes.

The standard entry requirements will be:

- For BSc (Hons) Environmental Geoscience - a minimum of two A-Level subjects (see below for tariff points and further details). Excluding General Studies, Key Skills and any other tariff point qualifications;
- the equivalent in the Vocational A-Level;
- the equivalent as a mix of both qualifications.

Students who have successfully passed all modules of the BSc (Hons) Environmental Science with Foundation year or the BSc (Hons) Geology with Foundation year with an overall aggregate of at least 50% are guaranteed a place on the BSc (Hons) Environmental Geosciences programme.

We encourage applicants to study more subjects at AS Level or the equivalent. Offers will be based on results at the end of year 13, although AS grades gained at the end of year 12 may be used in conjunction with the predicted A-Level or Vocational A-Level grades as an important indicator of ability.

Not all 'Curriculum 2000' qualifications are acceptable for certain programmes. The acceptability of qualifications by programme is stated in the current University Prospectus, and on the University's website, www.plymouth.ac.uk. Some programmes may have specific entry requirements, e.g., portfolio. Offers made to mature applicants (over 21) may take account of work and life experience.

Entry requirements (2022/23) summary for BSc (Hons) Environmental Geoscience:

Qualifications Accepted	Level Required

A-level/AS-level	<p>112-120 points from a minimum of two A levels, normally to include a relevant science subject at grade C. AS Levels may contribute to a points offer.</p> <p>112pts: If studying <u>2 Science</u> subjects at A Levels from: Maths/Further Maths, Physics, Chemistry, Biology, Geology, Geography and Environmental Sciences.</p> <p>Offer: 112 Pts, min 2 A levels to include grade C from one science subject, Excluding General Studies</p> <p>120 pts: If studying <u>2 Science</u> subjects at A Levels, from: Biology, Maths/Further Maths/Statistics, Physics, Chemistry, Environmental Science/Studies, Applied Science, Geography, Geology, Psychology, electronics, Computer Science or Design and Technology, (EXAMPLE COMBI x2 BTEC Subsidiary Diploma (App Sci and IT) and one A Level in Geog OK)</p> <p>Offer: 120 pts, min 2 A Levels to include Grade C from one science subject Excluding General Studies</p>
GCSE or equivalent	GCSE in English and Mathematics (at grade C/4 or above) or equivalent are required.
BTEC National Diploma/QCF Extended Diploma	National Diploma: DDM from a science related course. BTEC Certificate – DD Additional Units/A-Level subject will normally be required if only studying BTEC certificate.
Access to Higher Education at level 3	<p>Pass a named Access to HE Diploma (Science), (including GCSE English and Maths grade C or above or equivalent) with at least 45 credits at Level 3, of which 30 credits must be at Distinction and 15 credits at Merit or higher, in relevant science units.</p> <p>This offer would be made to ensure level of performance and has the flexibility to incorporate specific course modules an applicant is taking and specifying the level required.</p>
Welsh Baccalaureate	OK to include with 2 A-levels to meet 112 points.
National Vocational Qualification (including	An appropriate NVQ at Level 3/AMA will be considered with other information that demonstrates your ability to successfully complete the programme you have selected.
Scottish Qualifications Authority	300-320 points for all programmes. Science Subject requirement varies please see prospectus or refer to admissions team for further details.
Irish Leaving Certificate	H2 H2 H2 H3 H3 to include sciences subjects refer above for combinations but Agricultural Science and Biology are fine as a combination. Maths and English at O1-O4 or H1-H7 is GCSE equivalent
International Baccalaureate	28 - 30 points. 28 points overall to include 4 at Higher Level in two science subjects. 30 points overall to include 4 at Higher Level in one science subject. English and Mathematics must be

	included. Subject requirement varies please see or prospectus refer to admissions team for further details.
European Baccalaureate	75% overall with 6 in science and maths (English of 7.5 will be asked if not taken GCSE level) Subject requirement varies please see prospectus or refer to admissions team for further details.
Greek National Apolytirion	18/20 with at least 18/20 in either Biology, Maths, Physics, Chemistry, Environmental Science/Studies, Applied Science, Geography, Geology or Technology subject.
UPIC Integrated Programme	Admission to the programme is subject to successful completion of the University of Plymouth International College (UPIC) Foundation Year.
Year 0	Students who have successfully passed all modules of the BSc (Hons) Environmental Science with Foundation year or the BSc (Hons) Geology with Foundation year with an overall aggregate of at least 50% are guaranteed a place on the BSc (Hons) Environmental Geosciences programme.

English Language Requirements

Students are required to produce evidence of English language ability. This will normally be the equivalent of:

- GCSE Grade C/4 or above in English language;
- IELTS average score of 6.0 or above with a score of at least 6.0 in the written component and 5.5 in each of the other three components (listening, reading and speaking);
- Equivalencies are detailed in 'Admissions Information and Procedures' issued by the University Secretariat.

Overseas Qualifications

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

CONTRACT OF ADMISSION

The University's rules and regulations are incorporated into the contract made with the student. All students are required as a condition of enrolment to accept those rules and regulations that is set out:

- in the Student Handbook;
- on the University's website and available on request from the University Secretariat.

Any offer of a place made by the University is made on the basis of the applicant's:

- acceptance of the University's rules and regulations as published and amended from time to time.
- acceptance of the following statement:

“The University Prospectus describes the undergraduate programmes offered by the University. Further documents will be issued to students to describe the educational services offered by the University, in particular the Code of Conduct and details of enrolment and assessment. These are contained in the Student Handbook and the Programme Handbook. The University undertakes all reasonable steps to provide the educational services described in the Prospectus and in the documents described but it does not guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise any resultant disruption.”

- undertaking to pay the fees required for the programme and any other fees for services offered by the University and accepted, such as accommodation.
- statements made on the application form, where the discovery of false statements or omissions may lead to the offer being withdrawn (or in the case of students enrolled, to their being required to withdraw).

10. Partnership Agreements

UPIC Stage 1 Equivalent Integrated Programmes

- On successful completion of a Stage 0 programme UPIC students progress to Stage 1 of their designated programme, and are taught and assessed by UoP 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 on achieving 50% in all modules of the UPIC Stage 0 programme.
- Progression to Stage 2 is dependent on successful completion of the UoP Stage 1 as well as ILS 1005.

11. Progression routes/criteria for progression to Final and Intermediate Awards

The Environmental Geoscience programme follows the University’s [Academic Regulations](#) for undergraduate programmes.

For UPIC student’s progression onto Stage 2 (Level 5) of their 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.

12. Non Standard Regulations

None

13. Transitional Arrangements for existing students looking to progress onto the programme

Timetable for implementation

Each new stage will be introduced in the following years

- Stage 1 (Level 4) September 2022
- Stage 2 (Level 5) September 2023
- Stage 4 (Level 6) September 2023

Students registered who commence their Stage 1 studies in September 2022 will be the first cohort to undertake the re-approved Programmes as proposed in this re-approval.

Stage 5 (Level 7) is in the same form as the current MGeol Stage 5 and there are no transitional implications for that programme/Stage.

Alternative Modules for students interrupting and returning to study

Students who have completed a Stage but interrupted their studies, or taken a year-long placement (APIE317) at Stage 3, will return to commence their studies undertaking the new range of modules available at Stage 4 for that academic year.

Students returning part time to complete their studies for a Stage for which modules have been discontinued will take the following alternatives

GEOL1001 – alternative is GEOL1008

GEOL1009 – alternative is GEOL1009

GEOL1007 – alternative is GEOL1008

GEOL2011 – alternative is GEOL2016

GEOL2012 – alternative is GEOL2017

GEOL3001 and GEOL3002 – alternative is GEOL3016

Elective modules

GEOL3005 and GEOL3007 – alternative is GEOL3018

GEOL3006 and GEOL3008 – alternative is GEOL3019

For other modules, the alternative module which the students will be asked to complete will be determined by the Programme Lead to ensure that the programme learning outcomes are met, and that they are able to complete the required number of credits at that Stage. This will be done on a student-by-student basis because the content of pre-existing modules has been redistributed into more than one module, and the new programmes include some 40 credit modules at Stages 1 and 2 which do not exist in the current scheme. When a student interrupts their studies, the implications in terms of the changes to the programme will be discussed with that student.

Students wishing to change Programmes

A student on any Earth Science programme is able to change to BSc Geology at the Start of Stage 2 or Stage 4 should they wish, so long as they have achieved 120 credits at the level below (e.g. they must complete Stage 2 of any programme to be able to transfer to Stage 4 of BSc Geology), in accordance with University of Plymouth academic regulations. They also require approval from the Earth Science programme lead in writing.

For students wishing to change to other programmes, this will follow [University regulations](#) and be at the discretion of the Programme Lead/Admissions tutor for the programme which the student wishes to join.

As is the case in existing programmes, students are able to transfer to the MGeol Stage 5 from any Earth Science programme at the end of Stage 4. To do this they must have achieved at least 55% aggregate mark at the end of Stage 2. Under these circumstances, students making this transfer would not be awarded with a BSc, but would need to complete the MGeol at Level 7 to gain that qualification

Appendices

Programme Specification Mapping (UG) – core/elective modules

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.

ELECTIVE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules				Award Learning Outcomes Contributed To																Assessment Elements										
Level	Code	Cr/Sem	Name	Knowledge and Understanding KU					Cognitive and Intellectual CI				Key and Transferable KT			Employment related ER				Practical P				Comp. Y/N	O1	T1	C1	P1	A1	
				KU1	KU2	KU3	KU4	KU5	CI1	CI2	CI3	CI4	KT1	KT2	KT3	ER1	ER2	ER3	ER4	P1	P2	P3	P4							
Level 4	GEOL1008	20 AU	Sustainable Geoscience	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓					Y				60%	40%			
	GEOL1009	20 AU	Earth Materials and Resources	✓	✓	✓	✓	✓	✓	✓			✓		✓		✓	✓				Y	30%			70%				
	GEOL1010	40 SP	Climate, Tectonics and Hazards	✓	✓	✓	✓	✓	✓	✓			✓		✓		✓	✓	✓			N		25%		50%	25%			
	ENVS1003	20AU	The Biosphere		✓		✓	✓	✓	✓									✓				Y		50%		50%			
	ENVS1008	20 SP	Environmental management and protection	✓	✓				✓	✓			✓		✓							Y				100%				
	Level 4 LO's				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Level 5	GEOL2014	40 AU	The Earth Surface and Critical Zone	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			N	25%			50%	25%			
	GEOL2015	40 SP	The Earth's Interior and Resources	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓			N		25%		50%	25%			
	ENVS2004	20 AU	Environmental issues and communication	✓				✓	✓	✓	✓	✓					✓	✓				Y				60%	40%			
	ENVS2003	20 SP	Environmental management and sustainability	✓	✓			✓	✓	✓	✓	✓	✓						✓			Y		60%			40%			
	Level 5 LO's				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Level 6	GEOL3016	40 AY	Geoscience Research Project			✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓			N				85%	15%			
	ENVS3012	20 SP	The Environmental Professional	✓				✓	✓	✓	✓	✓		✓		✓	✓					Y				50%	50%			
	Level 6 LO's				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Confirmed Award LO's				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									

Elective Modules				Award Learning Outcomes Contributed To																Assessment Elements										
Level	Code	Cr/Sem	Name	Knowledge and Understanding KU					Cognitive and Intellectual CI				Key and Transferable KT			Employment related ER				Practical P				Comp. Y/N	O1	T1	C1	P1	A1	
				KU1	KU2	KU3	KU4	KU5	CI1	CI2	CI3	CI4	KT1	KT2	KT3	ER1	ER2	ER3	ER4	P1	P2	P3	P4							
Level 6	GEOL3013	20 AU	Environmental Change in Earth History		✓	✓		✓	✓	✓	✓	✓		✓		✓				✓		Y				100%				
	GEOL3014	20AU	Geohazards and Risks	✓	✓			✓	✓	✓	✓	✓		✓		✓						Y				60%	40%			
	GEOL3015	20AU	Energy Transition Geoscience	✓	✓			✓	✓	✓	✓	✓		✓		✓				✓		Y				70%	30%			
	GEOL3010	20SP	Engineering Geology	✓	✓			✓	✓	✓	✓	✓	✓							✓	✓	Y	50%			50%				
	GEOL3019	20SP	Neotectonics, Hazards and Resources	✓	✓	✓		✓	✓	✓	✓	✓	✓					✓	✓	✓		Y				80%	20%			
	ENVS3013	20AU	Global Environmental Solutions	✓	✓			✓	✓	✓	✓	✓		✓		✓				✓		Y				50%	50%			
	ENVS3011	20AU	Climate Change: Adaption and Mitigation	✓	✓			✓	✓	✓	✓	✓	✓							✓		Y	50%			50%				
	GGP3204	20SP	Biological Conservation	✓	✓			✓	✓			✓	✓									Y				100%				

Appendix ILS005 Module Record

				DMD ILS005 standard
Module Interactive Learning Skills and Communication Code[ILS005]				Level 4
<u>Version</u>	<u>Current Version</u>	<u>1.18</u>	<u>November 2018</u>	
	<u>Prior Version/s</u>	<u>2.1</u>	<u>June 2018</u>	
<p><u>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. Detailed information regarding the content and assessment criteria of this module should be considered alongside the appropriate Programme Specifications (PSs).</u></p>				
Module Name		Interactive Learning Skills and Communication (ILSC) Level 4 Standard		
Module Code		[ILS005]		
<u>Module Duration (per semester)</u>		<u>Thirteen (13) weeks</u>		
<u>Contact Hours (per semester)</u>		<u>60</u>		
<u>Directed Study Hours (per semester)</u>		<u>-</u>		
<u>Self-directed Study Hours (per semester)</u>		<u>140</u>		
<u>Notional Hours (per module)</u>		<u>200</u>		
<u>Teaching Rotation</u>		<u>Semesters 01, 03</u>		
<u>Teaching Body</u>		<u>University of Plymouth International College</u>		
<u>Articulating Institution</u>		<u>University of Plymouth</u>		
<u>Articulating Faculty</u>		<u>Faculty of Business</u>		
<u>University Campus</u>				
<u>Pathway (on which this module is offered)</u>		<u>All</u>		
<u>Credit Points</u>		<u>20</u>		
<u>Pathway Stage</u>		<u>Stage 2</u>		
<u>Stage NQF Level</u>		<u>4</u>		
<u>Language of Delivery</u>		<u>English</u>		
<u>Language of Assessment</u>		<u>English</u>		
<u>E-Learning</u>		<u>IT software packages (Word, PowerPoint, Excel), internet access; College Portal; Moodle; University Student Portal; University Library Databases</u>		
<u>Moderation</u>		<u>See CPR 9</u>		
<u>Standard Progression Criteria</u>		<u>Summary: minimum overall pass mark of 40% See CPR QS9.</u>		
<u>Failure to Progress</u>		<u>[Summary: Please refer to CPR QS9- Assessment Regulations.</u>		

Aims

MAIN AIMS

This module aims to help students to develop their Academic English, Study Skills, Research, Critical Reasoning skills in order to be successful undergraduate students; a subsidiary aim of this module is to ensure that students develop the skills, dispositions and ability to function independently and take responsibility for their personal, academic and professional development.

The module is benchmarked to the Common European Framework of Reference for Language Learning. Assignments for each of the four skills of academic reading, writing, speaking and listening are included in order to confirm that students meet the appropriate exit threshold in English language proficiency.

Topics

- Development of language skills through text analysis, written composition, summary writing, critique-writing and paraphrasing
- Development of effective academic communication skills for oral presentations, seminar and group discussions and debates
- Development of critical reasoning skills and techniques in learning how to express opinions, defend arguments and assess problems in academic discourse and contexts
- Development of communication skills that allow students to engage in critical reflection of their own and of peers' work
- Development of research skills for undergraduate study including information retrieval, source gathering and analysis, understanding referencing techniques, formulating research questions and structuring research presentations, proposals and other academic output
- Development academic listening skills through exposure to a range of university-level
- Introduction and development of academic note-taking and summary strategies and skills for listening to lectures
- Developing of interpersonal skills for successful group work
- Development of independent study and effective time-management skills
- Development of techniques and technological expertise in the collation, interpretation and presentation of data in oral and written formats

Specific Learning Outcomes

A Knowledge and Understanding

Upon completion of this module students will be able to:

- 1 Present ideas, arguments and information with clarity and accuracy both orally and in written form using appropriate academic register and conventions to peers and academic staff
- 2 Critically engage with academic reading and listening material relevant to the students' discipline
- 3 Write clear, accurate and detailed text, including responding appropriately to tutor feedback, in an appropriate academic format
- 4 Carry out research, present information and communicate effectively in academic seminars, presentations, debates and reviews on topics related to the student's discipline of study
- 5 Locate, access, critically evaluate & apply information from multiple sources for disciplinary and professional research, argumentation and consultancy purposes and communicate this in speaking and writing using an appropriate academic style

6	<u>Select appropriate source material and methods of research which demonstrate an awareness of ethical issues and the ability to evaluate a variety of information sources and make informed choices within the student's specialist area</u>
7	<u>Develop lines of argument; and make sound judgements in accordance with basic theories and concepts and using a range of evaluative techniques and information sources</u>
8	<u>Manage the process of independent inquiry including use of feedback to analyse and develop personal capabilities</u>
B Cognitive (thinking) skills	
<u>1 Operate autonomously and exercise a degree of personal responsibility appropriate for academic study, taking responsibility for the nature and quality of outputs within the structured and managed environment</u>	
<u>2 Retain and communicate knowledge under exam conditions</u>	
C Practical Skills	
<u>1 Build examination techniques and skills</u>	

<u>Teaching and learning strategies and methods used to enable the achievement of learning outcomes</u>	
<p><u>This module is part of a planned pedagogic approach taken by Navitas to ensure the students are prepared to achieve and succeed in undergraduate study. It focuses on developing students' appropriate communication skills and key transferable study skills which support all study, and uses lectures, interactive sessions, blended learning, and one-to-one sessions as appropriate to enable candidates to achieve these essential skills, with an emphasis on student-based learning and student engagement and participation. Learning will be assessed both by formative and summative methods.</u></p> <p><u>Each student is expected to undertake a minimum number of hours in individual study per week in order to support and build the skills, knowledge and understanding presented in each lecture and small group tutorial session per week. It is expected that students will increase the number of individual study hours as they approach formal assessment events. The ability for students to expand their learning by creating effective self-directed study patterns is a transferable skill deemed fundamental to further academic success as well as a key time-management tool.</u></p> <p><u>All student are provided with access to a range of on line resources through the student portal. Electronic journals and electronic books are available through the University gateway.</u></p>	
<u>Lectures</u>	<u>= 13 hours</u>
<u>Seminars</u>	<u>= 41 hours</u>
<u>In-class tests and presentations</u>	<u>= 6 hours</u>
<u>Student Directed and independent Learning</u>	<u>= 140 hours</u>
	<u>Number of hours</u>
<u>Scheduled Contact Hours</u>	<u>60</u>
<u>Independent Study Hours</u>	<u>140</u>
<u>Placement study hour</u>	<u>NA</u>
<u>TOTAL OVERALL STUDENT LEARNING HOURS</u>	<u>200</u>

Elements of Summative Assessment

The assessment for this module will be conducted at four (4) main points, consisting of one (1) written research project, one (1) oral presentation in defence of a the research report and reflective analysis, one (1) written critique of a research article in the student's discipline and one (1) final closed book in-class test. Each assessment point is a compulsory event and must be attempted.

<u>Assessment Type</u>	<u>Duration</u>	<u>Method</u>	<u>Learning Outcome(s)</u>	<u>Notional Schedule</u>	<u>Weighting</u>
Assessment A Coursework	<u>Weeks 1-12</u>	<u>Written Research Project (2,000 words) relating to students' discipline of study</u>	<u>A.1-A.3; A5-A.8; B.1</u>	<u>Due week 12 (formative drafts due at various stages of semester)</u>	<u>30%</u>
Assessment B Coursework	<u>Weeks 10-12</u>	<u>Oral presentation in defence of a research project and reflective analysis of process and performance</u>	<u>A.1, A.4-A.5, A.7-A.8;</u>	<u>Presentation due weeks 9-10; Reflective analysis due week 11</u>	<u>20%</u>
Assessment C Coursework	<u>Weeks 1-6</u>	<u>Written critique of an academic article in the student's discipline</u>	<u>A.1-A.3; A.6-A.8;</u>	<u>Due Week 11</u>	<u>20%</u>
Assessment D Coursework	<u>Weeks 12-13</u>	<u>Closed book examination in each of Listening, Reading and Academic Writing</u>	<u>A.1-A.3.;A.8;B.1; B.2.; C.1</u>	<u>Due 3 x 1 hour in weeks 11,12 or 13</u>	<u>30%</u>

Standard Progression Criteria

This module carries a standard minimum progression requirement: pass mark 40%

<u>Grade</u>	<u>Classification</u>	<u>Mark</u>
<u>A</u>	<u>Distinction</u>	<u>70%-100%</u>
<u>B</u>	<u>Merit</u>	<u>60%-69%</u>
<u>C</u>	<u>Credit</u>	<u>50% - 59%</u>
<u>D</u>	<u>Pass</u>	<u>40-49%</u>
<u>F</u>	<u>Fail</u>	<u>Less than 40%</u>

Bibliographic Resources

Recommended Reading

For Students

Bailey, S. (2014). Academic Writing: a Handbook for International Students. 4th ed. London: Routledge De Chazal, E

(2014) English for Academic Purposes Oxford University Press

Denscombe, M. (2010) The Good Research Guide: for Small-scale Research Projects. 4th ed. Maidenhead: Open University Press.

Godfrey, J. (2013) How to Use Your Reading in Your Essays. 2nd ed. Basingstoke: Palgrave Macmillan. Powell, M.

(2011) Presenting in English: how to give successful presentations. Cengage Learning: London.

Schmitt, D. and Schmitt, N. (2011) Focus on Vocabulary 2: Mastering the Academic Word List. UK: Pearson Education