

University of Plymouth

Faculty of Science and Engineering

School of Engineering, Computing and Mathematics

Programme Specification

BSc (Hons) Computer Science (Games Development) (7394)

Available from September 2022

1. Undergraduate Computing Programme Suite

Final award title BSc (Hons) Computer Science (Games Development)

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) 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 I622

HECOS code CAH11 Computing

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

Teaching institution(s): University of Plymouth

3. Accrediting body

Summary of specific conditions/regulations:

BCS – The Chartered Institute for IT Professionals. Accreditation will be sought for 2020 entry.

Condition of accreditation for partial CEng status: the programme is permitted a maximum compensation of 30 credits – this is a new condition based upon changes stipulated by the Engineering Council (May 2019)

Date of re-accreditation: April 2022

4. Distinctive Features of the Programme and the Student Experience

All the computing programmes in this suite share the following distinctive features:

- In-house development studio delivering core games development workshops passing on current sector skills and expertise. The studio team also develops applications for internal and external clients, releasing and exhibiting at national and international events.
- An embedded research-informed teaching experience ensuring state of the art knowledge, skills and practice. The results of the most recent Research Evaluation Framework (REF2014) rated 75% of our outputs in the category “Computer Science and Informatics” as internationally recognised and world leading. The academic staff leading this research are also actively engaged with teaching at the undergraduate level, providing students with an exciting opportunity to engage with world-leading research.
- The Computing subject group has strong links with industry. We have links with many of the industrial leads (e.g., Apple, Microsoft, IBM, Oracle and Intel), and seek to embed relevant real-world industrial problems directly into the programmes. The programme is supported by an Industrial Advisory Panel that provides feedback on the industrial relevance of its taught material.
- An optional (highly recommended) placement year in industry enables students to obtain a professional insight into the application of their knowledge and skills and offers invaluable experience of the professional environment. Internal analysis of placement students’ performance conducted within the School of Engineering, Computing and Mathematics has shown that undertaking a placement has a strong positive impact on degree outcome and employment prospects.
- The programmes incorporate a substantial element of practical and production-based work, relevant to the programme, resulting in a product of industrial quality that solves a relevant problem. The programme’s assessment is completely coursework and practice based, meaning that students with special educational needs are not disadvantaged and providing authentic and holistic means of assessing progress.

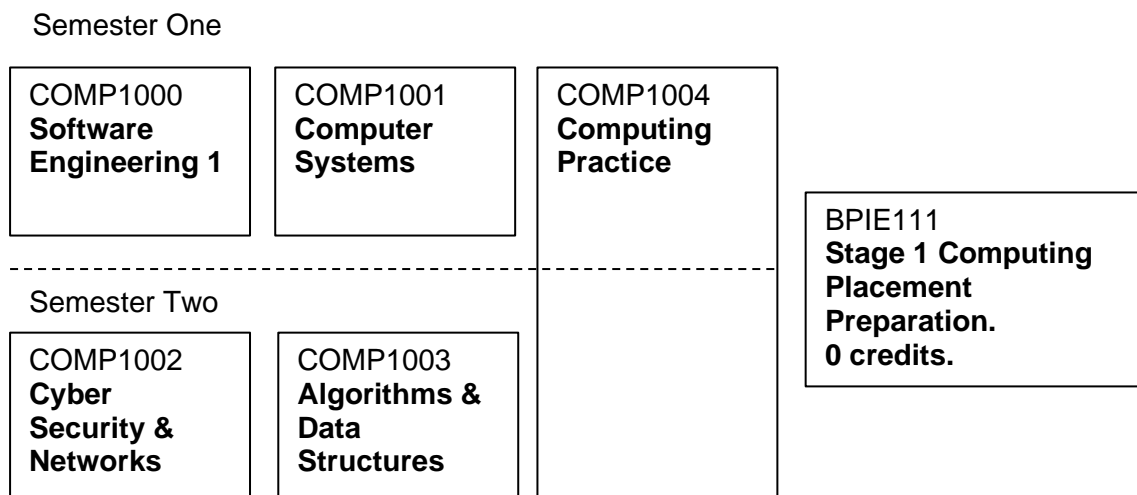
- We promote learning through practice and doing, and a prominent feature of all three stages of the degree is a practice module that provides a holistic learning experience for students, drawing on the rest of their taught content from that stage (and earlier) and combining it to produce outputs of a professional standard.
- Excellent employment opportunities, through a wide variety of organisations from larger corporate organisations to small-to-medium companies.
- A schedule of academic-supported student-led activities, such as hackathons and a thriving student-run society.

5. Relevant QAA Subject Benchmark Group(s)

Computing¹ and the ACM Curriculum statement for Computer Science²

6. Programme Structure

Stage 1. HE Level 4. All modules are 20 credits, except for COMP1004 which is 40 credits.



Stage 2. HE Level 5. All modules are 20 credits, except for COMP2003 which is 40 credits.

----- Semester One -----

¹ https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-computing-16.pdf?sfvrsn=26e1f781_12

² https://www.acm.org/binaries/content/assets/education/cs2013_web_final.pdf

COMP2000 Software Engineering 2	COMP2001 Information Management & Retrieval	COMP2003 Computing Group Project	BPIE211 Stage 2 Computing Placement Preparation. 0 credits.
Semester Two			
COMP2002 Artificial Intelligence	COMP2007 Games Development		

Stage 3. Optional Placement – BPIE330 Computing Placement.

Successful completion of this optional placement will result in a Certificate of Industrial Experience.

Stage 4. HE Level 6. All modules are 20 credits, except for COMP3000 which is 40 credits.

Semester One		
COMP3013 Team Enterprise	Option	COMP3000 Computing Project
Semester Two		
COMP3014 Industry Engagement	Option	

Core Programme

Module Code	Module Title	Credits	Semester	CW %	Practice %
Stage 1 –120 Level 4 Credits					
COMP1000	Software Engineering 1	20	S1	100	0
COMP1001	Computer Systems	20	S1	100	0
COMP1002	Cyber Security & Networks	20	S2	100	0
COMP1003	Algorithms, Data Structures & Mathematics	20	S2	100	0
COMP1004	Computing Practice	40	S1&2	80	20
Stage 2 – 120 Level 5 Credits					
COMP2000	Software Engineering 2	20	S1	100	0
COMP2001	Information Management & Retrieval	20	S1	100	0
COMP2002	Artificial Intelligence	20	S2	100	0
COMP2003	Computing Group Project	40	S1&2	80	20
COMP2007	Games Development	20	S2	100	0
Stage 4 – 40 Level 6 Credits					
COMP3000	Computing Project	40	S1&2	80	20
COMP3013	Team Enterprise	20	S1	100	0
COMP3014	Industry Engagement	20	S2	100	0

Optional Modules

Module Code	Module Title	Credits	Semester	CW %	Practice %
Stage 4 – 40 Level 6 Credits					
All modules are non-compensatable Choose 20 credits for each semester					
COMP3006	Full-Stack Development	20	S1	100	0
COMP3007	HCI, Usability and Visualization	20	S2	100	0
COMP3015	Games Graphics Pipelines	20	S2	100	0
COMP3016	Immersive Game Technologies	20	S1	100	0

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 components allows students to proceed to Stage 2 (Level 5) of the standard programme.

7. Programme Aims

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

- 1) To give students with a wide variety of qualifications an opportunity to realise their potential.
- 2) To enrich the curriculum content and teaching quality through the professional and/or research expertise of staff and through links to external organisations.
- 3) To encourage and support students while they develop and apply subject-specific and generic skills that will facilitate life-long learning and continuing professional development.
- 4) To produce graduates who can make a significant contribution to their chosen profession.
- 5) 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.
- 6) To produce graduates who are technical experts, but who also have an awareness of the business, social, legal and ethical contexts of IT.
- 7) To encourage exploration and enthusiasm for both the subject of computing and to encourage creativity.

In addition, the BSc (Hons) Computer Science (Games Development) programme has the following specific programme aims.

- 8) To provide a theoretical underpinning for the ability to adapt fundamental games development principles to a wider range of related sectors.
- 9) To motivate a proactive and enterprising approach to creating start-ups, commercialisation and intellectual property.
- 10) To be informative and challenging, and to establish a knowledge base suitable for a career in Games Development Technologies.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed:

- 1) An ability to recognise the fundamental concepts, principles and theories relating to computing and computer applications as appropriate to the programme of study.
- 2) A comprehensive understanding of system design and programming
- 3) An understanding of the legal, regulatory, professional and ethical responsibilities involved in the exploitation of computer technology.
- 4) Detailed knowledge and understanding concepts, principles and theories related to games development technologies.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) The ability to apply appropriate knowledge and skills to the modelling and design of computer-based system
- 2) The skills to recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution
- 3) The ability to analyse the extent to which a computer-based system meets the criteria defined for its current use and future development
- 4) The capability to deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems
- 5) Evaluate hardware and software to select appropriate approaches for applied games applications.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Communicate effectively in writing and verbally.
- 2) 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 problems and issues to learn effectively for the purpose of continuing professional development.
- 6) Work as a member of a development team.
- 7) Use industry standard tools for collaboration.

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 independent learning

8.5. Practical skills

On successful completion graduates should have developed:

- 1) Specify, design and construct computer-based systems
- 2) Deploy effectively the tools used for the construction and documentation of computer applications
- 3) Recognise risks or safety aspects that may be involved in the operation of computing and information systems
- 4) Prepare technical reports
- 5) Give technical presentations
- 6) Use scientific literature effectively.
- 7) Design and construct complex, robust and secure multi-tier computer systems suitable for a variety of platforms and devices

8.6. Accreditation-specific learning outcomes in Computing

Additionally, degree graduates in the BSc (Hons) computing suite should be able to demonstrate the following specific learning outcomes using the BCS Accreditation criteria for CIP and CEng:

- 1) Knowledge and understanding of commercial and economic context of development.
- 2) Knowledge and understanding of management techniques required to achieve objectives in a computing context.
- 3) Knowledge and understanding of information security issues in relation to the design, development and use of information systems.
- 4) Knowledge and understanding of scientific and engineering principles.
- 5) Knowledge and understanding of mathematical principles.
- 6) Knowledge and understanding of computational modelling.
- 7) Use appropriate theoretical and practical processes to specify, deploy, verify and maintain computer-based systems.
- 8) Define problems, manage design process and evaluate outcomes.

- 9) Apply principles of appropriate supporting engineering and scientific disciplines.

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

All applicants must have GCSE (or equivalent) Maths at Grade C/5 or above and English at Grade C/5 or above.

Entry Requirements for BSc (Hons) Computer Science	
A-level/AS-level	120-128 points. All subjects except General Studies, Critical Thinking and Citizenship are considered, but at least one technical/scientific subject is preferred. Key Skills are not included in the points calculation. GCSE Maths Grade B/6. If you have a Grade C/5 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 B/6 or above, or equivalent) with at least 33 credits at Merit and/or Distinction to include 12 credits at level 3 in Maths with Merit. If not level 3 Maths refer to Admissions Tutor.
Welsh Baccalaureate	Accepted as 120 add on points towards the 300 points requirements 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 B or above for English or 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) Computer Science	Pass foundation year with overall average of 50% or above.

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 a mark of at least 50% in each of the modules studied (55% in SCI 131: Programming Techniques).</p> <p>Direct entry onto Level 4 (first year of the BSc degree) is also possible. Applicants are required to have the equivalent of 120 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 UoP subject contact to identify any specific entry requirements prior to making any direct offers.</p>

For all other qualifications please refer to the Admissions Tutor.

The University's regulations for Accreditation of Prior 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 <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

Evidence of prior learning and experience from applicants is welcome. Due to the range and mixture of prior qualifications and experience, applications presenting such evidence will be considered on an individual basis by the Admissions Tutor in consultation with the Programme 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 described in "Admissions Information and Procedures," issued by the University Secretariat.

Key Skills

Key skills tariff points do not count towards the admissions tariff score; however, they are likely to enhance your performance on the computing suite of degree programmes.

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 (55% in SCI 131).
- Progression to Stage 2 is dependent on successful completion of the UoP Stage 1 as well as ILS 1005 (The UPIC DMD for ILS 1005 is appended).

Progression to Stage 2 and Stage 4 of the programme is possible but subject to the approval of the Programme Manager.

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

BSc (Hons) Computer Science (Games Development) (Level HE6) on satisfactory completion of 120 L6, 120 L5 and 120 L4 credits.

BSc Computer Science (Games Development) (Level HE6) on satisfactory completion of 80 L6, 120 L5 and 120 L4 credits.

Diploma of Higher Education (Level HE5) on satisfactory completion of 120 L5 and 120 L4 credits.

Certificate of Higher Education (Level HE4) on satisfactory completion of 120 L4 credits.

11. Non-Standard Regulations

A student can only be compensated for a maximum of 20 credits within the programme at any level. Otherwise, the programmes adhere to all current University regulations.

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

2021/22	2022/23
Stage 1 Modules	Same.
Stage 2 Modules	Same.
COMP3013	COMP3013
COMP3016	COMP3016 or COMP3006*
COMP3000	COMP3000
COMP3014	COMP3014
COMP3015	COMP3015 or COMP3007*

**If a replacement module is selected in place of a not achieved module, the replacement module will still be taken at the same attempt as the original module would have been (had the replacement module not been selected) - so capping of marks can still be applicable.

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:

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																											Compensation (Y/N)	Assessment Element(s) and weightings C1 - coursework P1 - practical									
		Knowledge & understanding				Cognitive & intellectual skills					Key & transferrable skills							Employment-related skills					Practical skills								Accreditation-specific LOs								
		1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6			7	1	2	3	4	5	6	7	8
Level 4	COMP1000	X				X			X					X				X									X										Y	C1	
	COMP1001	X	X			X	X		X					X													X	X			X	X					Y	C1	
	COMP1002	X	X	X	X		X			X	X			X											X	X	X				X						Y	C1	
	COMP1003	X				X			X					X												X				X	X	X	X			X		Y	C1
	COMP1004	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		Y	80% C1, 20% P1
Level 4 LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Level 5	COMP2000	X		X	X	X		X	X	X			X													X	X								X	X		N	C1
	COMP2001	X	X	X	X	X	X	X	X	X								X							X	X		X	X				X	X			N	C1	
	COMP2002	X		X		X	X				X		X		X				X		X		X			X	X	X	X			X		X			N	C1	
	COMP2003	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		N	80% C1, 20% P1
	COMP2007	X	X			X			X	X							X		X		X		X		X	X	X	X		X	X		X		X	X	X	N	C1
Level 5 LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Level 6	COMP3000	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		N	80% C1, 20% P1
	COMP3013	X		X	X		X	X	X	X					X										X	X		X	X				X	X	X			N	C1
	COMP3014			X	X		X	X						X												X		X										N	C1
Level 6 LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Confirmed Award LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

ELECTIVE MODULES:

Elective Modules		Award Learning Outcomes contributed to (for more information see Section 8)																											Compensation (Y/N)	Assessment Element(s) and weightings C1 - coursework P1 - practical										
		Know ledge & understanding				Cognitive & intellectual skills					Key & transferrable skills							Employment-related skills					Practical skills								Accreditation-specific LOs									
		1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6			7	1	2	3	4	5	6	7	8	9
Level 6	COMP3006	X	X			X				X			X				X	X						X	X												N	C1		
	COMP3007	X		X			X	X	X		X	X	X	X	X					X				X							X	X	X	X			N	C1		
	COMP3015	X	X		X	X	X		X	X	X								X	X		X	X			X	X				X	X	X	X			N	C1		
	COMP3016	X				X	X			X	X		X							X		X	X		X	X				X	X	X					N	C1		
Level 6 LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Confirmed Award LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				



Module Interactive Learning Skills and Communication Code [ILSC1005]	Level 4
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Version	Current Version	1.19	February 2019
	Prior Version/s	1.18	November 2018
		2.1	June 2018

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 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).

Module Name	Interactive Learning Skills and Communication (ILSC) Level 4 Standard
Module Code	[ILSC1005]
Module Duration (per semester)	Thirteen (13) weeks
Contact Hours (per semester)	60
Directed Study Hours (per semester)	-
Self-directed Study Hours (per semester)	140
Notional Hours (per module)	200
Teaching Rotation	Semesters 01, 03
Teaching Body	University of Plymouth International College
Articulating Institution	University of Plymouth
Articulating Faculties	Faculty of Business; Faculty of Science and Engineering; Faculty of Art, Design and Architecture, Faculty of Medicine and Dentistry; Faculty of Health and Human Sciences
University Campus	
Pathway (on which this module is offered)	All
Credit Points	20
Pathway Stage	Stage 2
Stage NQF Level	4
Language of Delivery	English
Language of Assessment	English
E-Learning	IT software packages (Word, PowerPoint, Excel), internet access; College Portal; Moodle; University Student Portal; University Library Databases
Moderation	See CPR 9
Standard Progression Criteria	Summary: minimum overall pass mark of 40% See CPR QS9.
Failure to Progress	[Summary: Please refer to CPR QS9- Assessment Regulations.

Aims

MAIN AIMS

This module aims to help students to develop their Academic English, Study Skills, Research, Critical Reasoning skills 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 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 groupwork
- 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 <i>Upon completion of this module students will be able to:</i>
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	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
7	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
8	Manage the process of independent inquiry including use of feedback to analyse and develop personal capabilities

B Cognitive (thinking) skills	C Practical Skills
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	1 Build examination techniques and skills
2 Retain and communicate knowledge under exam conditions	

Teaching and learning strategies and methods used to enable the achievement of learning outcomes:

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.

Each student is expected to undertake a minimum number of hours in individual study per week 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.

All students 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.

Lectures	= 13 hours
Seminars	= 41 hours
In-class tests and presentations	= 6 hours
Student Directed and independent Learning	= 140 hours

	Number of hours
Scheduled Contact Hours	60
Independent Study Hours	140
Placement study hour	NA
TOTAL OVERALL STUDENT LEARNING HOURS	200

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 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.

Assessment					
Type	Duration	Method	Learning Outcome(s)	Notional Schedule	Weighting
Assessment A Coursework	Weeks 1-12	Written Research Project (2,000 words) relating to students' discipline of study	A.1-A.3; A5-A.8; B.1	Due week 12 (formative drafts due at various stages of semester)	30%
Assessment B Coursework	Weeks 10-12	Oral presentation in	A.1, A.4-A.5, A.7-A.8.	Presentation due weeks 9-	20%

		defence of a research project and reflective analysis of process and performance		10; Reflective analysis due week 11	
Assessment C Coursework	Weeks 1-6	Written critique of an academic article in the student's discipline	A.1-A.3; A.6-A.8;	Due Week 11	20%
Assessment D Coursework	Weeks 12-13	Closed book examination in each of Listening, Reading and Academic Writing	A.1-A.3.; A.8; B.1; B.2.; C.1	Due 3 x 1 hour in weeks 11,12 or 13	30%

Standard Progression Criteria

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

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

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