

University of Plymouth

Faculty of Science and Engineering
School of Biological and Marine Sciences

Programme Specification

BSc (Hons) Conservation Biology - 4453

BSc (Hons) Conservation Biology (Integrated) - 4454

September 2019

1. **BSc (Hons) Conservation Biology**

Final award title BSc (HONOURS) CONSERVATION BIOLOGY

Level 4 Intermediate award title(s) CERTIFICATE OF HIGHER EDUCATION

Level 5 Intermediate award title(s) DIPLOMA OF HIGHER EDUCATION

UCAS code C184

JACS code C184

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

Teaching institution(s): University of Plymouth

3. **Accrediting body**

This programme has been accredited by the Royal Society of Biology following an independent and rigorous assessment. Accredited degree programmes contain a solid academic foundation in biological knowledge and key skills and prepare graduates to address the needs of employers. The accreditation criteria require evidence that graduates from accredited programmes meet defined sets of learning outcomes, including subject knowledge, technical ability and transferable skills.

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

The BSc (Hons) Conservation Biology programme is designed to provide students with the biological expertise, both from a theoretical and practical perspective, to appraise, monitor, and manage species and habitats for conservation purposes. Students study the essential aspects of ecology, behaviour, evolution, and genetics, building a sound theoretical framework for the understanding of organism, population, species and community function. They then focus on gaining expertise in specific analytical techniques, approaches and practices to enable them to apply that biological knowledge to both *in-* and *ex situ* conservation issues.

The aim of this degree is to train a new generation of conservation biologists, arming them with both the theoretical background and the practical knowledge and skills to enable them to contribute to the future of conservation biology at home and abroad.

The programme forms part of the Biology Subject Group (BSG) undergraduate degree scheme (including Animal Behaviour & Welfare and Biological Sciences), and explores and encourages students to disseminate and analyse the major

contemporary developments in conservation biology. The course complements and interacts with the other degrees offered by both the School Biological Sciences (Biological Sciences and Animal Behaviour & Welfare) and the School of Marine Science and Engineering (Marine Biology and Coastal Ecology, Marine Biology, and Marine Biology and Oceanography).

Key features are:

- a strong foundation in theoretical aspects of ecology, behaviour, evolution and genetics;
- in-depth field study of both plants and animals, including residential courses in Spain and Mexico that develop field techniques and familiarity with a wide range of ecosystems;
- practical experience and skills development in analytical techniques and management tools employed by practitioners working within conservation (both *in-* and *ex situ*);
- the use of external links with conservation organisations such as the Wildlife Trusts, the Eden Project, and Dartmoor National Park; and
- consideration of current contemporary issues in conservation biology;

Key features of the BSG scheme are:

- a strong system of student support and tracking via personal tutors;
- an emphasis on experiential learning via practical classes both in the laboratory and in the field;
- the possibility of transfer to other programmes (Biological Sciences and Animal Behaviour and Welfare) within the BSG scheme after Level 4;
- a strong emphasis on research-informed teaching particularly at Level 6;
- the opportunity of a placement 'year' after Level 5;
- extended personal research, including a project, at Level 6; and
- the involvement of external organisations in teaching, practicals and field work.

5. Relevant QAA Subject Benchmark Group(s)

All programmes in the School conform to the academic standards set out in the [National Subject Benchmark Statement for Biosciences](#).

6. Programme Structure

Conservation Biology is offered as a single subject, leading to BSc (Hons) Conservation Biology. The programme is modular and is offered in both full-time and part-time modes. The full-time programme takes a minimum of three years to complete. Most students complete a level of study each year; thus Level 4 is completed in the first year, Level 5 in the second and Level 6 in the third. In addition, students may undertake a work experience placement between Levels 5 and 6; this does not contribute credits to the degree but leads to the University's Certificate of Work Experience if successfully completed.

A complete level of study consists of 120 credits; at all levels modules are each 20 credits, apart from Personal Research at Level 6 which is 40 credits. The pass requirement for each module is 40% ($\geq 30\%$ in all major elements, e.g. coursework or exam). Compensation is permitted in accordance with University of Plymouth regulations. At Level 4 students study compulsory, or 'core' modules but at Levels 5 and 6 there are some optional modules. The following tables show the modules in each of these categories. To give students an opportunity to develop their broad and interdisciplinary skills there are field courses at Levels 4 and 5.

Stage 1 Level 4

Semester 1	BIOL129Z Professional Development in Biological Sciences 1	BIOL135Z Introduction to Conservation Biology	BIOL131Z Cells: The Building Blocks of Life	BIOL132Z Ecology and the Diversity of Life
Semester 2		MBIO161Z Evolution & Behaviour	BIOL123Z Field Biology	BIOL133Z Principles of Physiology

Stage 2 Level 5

Semester 1	BIOL225Z Professional Development in Biological Sciences 2	BIOL219Z Ecology Field Course	BIOL204Z Principles of Conservation Biology	BIOL214Z Ecology
Semester 2		BIOL215Z Methods in Behaviour and Conservation	BIOL205Z Animal Behaviour	BIOL217Z Environmental Plant Physiology / MBIO220Z Applied Aquatic Biology

Stage 3 Optional placement year

APIE303 Biology: Placement

Stage 4 Level 6

Semester 1	BIOL307Z Advanced Skills and Concepts	BIOL308Z Applied Conservation Biology	BIOL315Z Personal Research
Semester 2	2 from the following options: MBIO317Z Behavioural Ecology MBIO339Z Ecology and Conservation of Marine Vertebrates BIOL301Z Plant Biotechnology BIOL310Z Global Change Biology		

7. Programme Aims

We aim to deliver a programme that:

- offers a broad, relevant and contemporary curriculum, enriched by the scholarly activity of staff;
- provides plentiful opportunities for practical/field work and experiential learning in conservation biology; and
- challenges, stimulates, enthuses, and encourages students.

Through the Conservation Biology programme we aim to develop graduates who:

- have a thorough knowledge, understanding, and practical experience of conservation biology;
- are competent in a wide range of intellectual, biological, and key skills relevant to the programme;
- are critical, rational, and creative thinkers;
- are confident, adaptable, and independent learners;
- are readily employable; and
- are intellectually inquisitive, equipped for life-long learning, and ready to play a co-operative and responsible role in society.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On completion graduates should be able to:

1. appreciate the role of the biological sciences in contributing to knowledge;
2. understand the applications of biological knowledge to human and global affairs, and their ethical implications;

3. recognise the context of their chosen programme of studies within the spectrum of interrelated disciplines that comprise the biological sciences and how these disciplines are interrelated;
4. appreciate the scientific importance of current advances in knowledge in specialised areas which are enriched by staff research and scholarship;
5. understand the philosophical underpinnings of science and the importance of the progression from description and pattern seeking through to scientific advancement by hypothesis testing;
6. collect, analyse and interpret data according to the hypotheses being tested;
7. understand the organisation of natural assemblages and the processes that shape them; and
8. appreciate the extent and constituency of biological diversity.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. understand the contested and developing nature of knowledge and be able to identify and evaluate alternative hypotheses and viewpoints;
2. assess the reliability and validity of evidence;
3. develop reasoned and informed arguments;
4. identify, formulate and resolve problems;
5. synthesise information from disparate sources;
6. interpret a particular case in the context of generalised or abstract concepts, and vice versa; and
7. think logically, creatively and critically, and formulate and test scientific hypotheses.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. receive and respond to a variety of sources of information: textual, numerical, verbal, graphical;
2. carry out sample selection; record and analyse data in the field and/or the laboratory; ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection;
3. prepare, process, interpret, and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spread sheets and programs for presenting data visually;
4. communicate on their subject appropriately to a variety of audiences using a range of formats and approaches, using appropriate scientific language;
5. cite and reference work in an appropriate manner, including the avoidance of plagiarism;
6. use the internet and other electronic sources critically as a means of communication and a source of information
7. evaluate their performance as an individual and a team member; evaluate the performance of others; and

- develop an appreciation of the interdisciplinary nature of science and of the validity of different points of view.

8.4. Employment related skills

On successful completion graduates should have developed:

- the skills necessary for self-managed and lifelong learning (e.g. working independently, time management, organisational, enterprise and knowledge transfer skills);
- the ability to identify and work towards targets for personal, academic and career development;
- an adaptable, flexible and effective approach to study and work;
- communication, presentation and information technology skills; and
- interpersonal and teamwork skills.

8.5. Practical skills

On successful completion graduates should have developed:

- competence in the basic experimental skills appropriate to the discipline under study
- the ability to design, plan, conduct, and report on investigations;
- data handling skills enabling them to obtain, record, collate and analyse data using appropriate techniques;
- the skills to conduct field and/or laboratory investigation of living systems in a responsible, safe and ethical manner; and
- students will show that they respect the rights of access, for example, in field work. They should show sensitivity to the impact of investigations on the environment, on the organisms or subjects under investigation, and on other stakeholders

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

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

Entry Requirements for BSc Conservation Biology	
A-level/AS-level	112-128 points, to include grade B in A level Biology, Environmental Science, or Environmental Studies and a C in a second science (Environmental Science, Environmental Studies, Mathematics, Physics, Chemistry, Psychology, Geography or Geology). For candidates that do not have a second science subject at A level, please contact: admissions@plymouth.ac.uk
BTEC National Diploma/QCF Extended Diploma	18 Unit BTEC National Diploma/QCF Extended Diploma in Animal Management - 128-144 points (DDM-DDD) - note that this is subject to the exact modules you have studied

Access to Higher Education at level 3	Science-based Access To Higher Education diplomas, 33 credits in science-based units at merit including a minimum of 12 credits in biology units. We would usually expect GCSE English and Mathematics at grade C, or equivalent.
International Baccalaureate	International Baccalaureate 30 diploma points overall, to include 5 diploma points in Biology (Higher Level) plus 5 diploma points in second science at Higher Level. English and Mathematics must be included. If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Progression from Biology with Foundation year	Students who pass the Biology with Foundation year are guaranteed progression and detailed advice will be provided by the Admissions Tutor.

UPIC Stage 1 Equivalent Integrated programmes

This section is only relevant to students on from University of Plymouth International College (UPIC) who are on the integrated degree pathway. It does not apply to other students.

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. Progression to Stage 1 Integrated programmes is dependent upon achieving 50% in all modules of the UPIC Stage 0 programme.

In Stage 1, these students undertake an additional module, ILS1005, of skills and support designed to facilitate their transition to the HE learning culture in the UK. The details of this module can be found at the end of this document as a Module Record.

Progression to Stage 2 is dependent upon successful completion of the Stage 1 modules and at least 60% in ILS1005.

10. Progression criteria for Final and Intermediate Awards

Before the start of Level 5, students may apply to transfer to or from another BSG programme scheme (Animal Behaviour & Welfare or Biological Sciences). All transfers are subject to availability of places and at the discretion of the relevant programme leader.

Progression onto Level 5 of Conservation Biology will be considered for holders of an FdSc in an appropriate subject dependent on prior experience. Any FdSc that names this award as an agreed progression route will automatically be deemed suitable for Level 5.

The School has developed exchange schemes with universities in other countries, including continental Europe. Students may spend all or part of Level 5 on such a scheme. Students on exchange must follow and pass an approved programme of

study. It is important that the alternative programme provides similar content to the missed part of the University of Plymouth degree. The marks gained while on exchange do not normally contribute numerically to the final degree. Entry points and progression routes are:

Progression to Level 5 or award of Certificate of Higher Education: 120 credits at Level 4; to include specified pattern of Conservation Biology modules.

Progression to Level 6 or award of Diploma of Higher Education: 120 credits at Level 5 and 120 credits at Level 4; to include specified pattern of Conservation Biology modules.

Ordinary degree:

320 credits, including 80 credits at Level 6, 120 credits at Level 5 and 120 credits at Level 4; to include specified pattern of Conservation Biology modules.

Award requirements for BSc (Hons) Conservation Biology: 360 credits, including 120 credits at Level 6, 120 further credits at Level 5 and 120 credits at Level 4; to include specified pattern of Conservation Biology modules.

11. Exceptions to Regulations

BSc (Hons) Conservation Biology is accredited by the Royal Society of Biology. Progression to Level 6 of BSc (Hons) Conservation Biology requires the successful completion of the zero credit modules BIOL129Z at Level 4 and BIOL225Z at Level 5. Students failing either BIOL129Z or BIOL225Z after exhausting all possible attempts, but having achieved 120 credits at Level 5, must transfer onto the final year of BSc (Hons) Animal Conservation Science (which is not accredited).

Students wishing to transfer from another institution onto Level 5 of BSc (Hons) Conservation Biology must successfully complete both zero credit modules BIOL129Z and BIOL225Z at the same time as their other Level 5 studies.

Due to accreditation requirements, where a module assessment involves more than one element, students are required to achieve a minimum of 30% in each element.

12. Transitional Arrangements

2018/19 Modules	2019/20 Modules
BIOL111Z Animal & Plant Physiology	BIOL133Z Principles of Physiology
BIOL119Z Introduction to Biology	BIOL135Z Introduction to Conservation Biology
BIOL122Z Behaviour and Ecology	BIOL132Z Ecology & the Diversity of Life
BIOL127Z Evolution	MBIO161Z Evolution & Behaviour
BIOL123Z Field Biology	BIOL123Z Field Course
BIOL124PP Biology of Sex; BIOL125PP Scientific Method and Ethics in Biology	BIOL131Z Cells: The Building Blocks of Life

13. Mapping and Appendices:

13.1. ILOs against Modules Mapping

Programme Learning Outcome	RELATED CORE MODULES
8.1. Knowledge and understanding	
1. the role of the biological sciences in contributing to knowledge	All modules
2. the applications of biological knowledge to human and global affairs, and their ethical implications	All modules
3. the context of their chosen programme of studies within the spectrum of interrelated disciplines that comprise the biological sciences and how these disciplines are interrelated	All modules
4. the scientific importance of current advances in knowledge in specialised areas which are enriched by staff research and scholarship	All level 5 and 6 modules
5. the philosophical underpinnings of science and the importance of the progression from description and pattern seeking through to scientific advancement by hypothesis testing	BIOL135Z, BIOL215Z, BIOL307Z, BIOL315Z
6. how to collect, analyse and interpret data according to the hypotheses being tested	BIOL135Z, BIOL123Z, BIOL215Z, BIOL219Z, BIOL315Z, BIOL307Z
7. the organisation of natural assemblages and the processes that shape them	All modules
8. the extent and constituency of biological diversity	BIOL132Z, BIOL214Z, BIOL307Z, BIOL315Z
8.2. Cognitive and intellectual skills	
1. understand the contested and developing nature of knowledge and identify and evaluate alternative hypotheses and viewpoints	BIOL132Z, BIOL135Z, BIOL214Z, BIOL315Z, BIOL307Z
2. assess the reliability and validity of evidence	BIOL135Z, all Level 5 modules, BIOL315Z, BIOL307Z
3. develop reasoned and informed arguments	All modules
4. identify, formulate and resolve problems	BIOL135Z, BIOL123Z, BIOL215Z, BIOL219Z, BIOL315Z, BIOL307Z
5. synthesise information from disparate sources	BIOL135Z, all level 5 and 6 modules
6. interpret a particular case in the context of generalised or abstract concepts, and vice versa	All level 5 and 6 modules
7. think logically, creatively and critically, and formulate and test scientific hypotheses	BIOL135Z, BIOL123Z, BIOL219Z, BIOL215Z, BIOL315Z, BIOL307Z
8.3. Key and transferable skills	

1. receive and respond to a variety of sources of information: textual, numerical, verbal, graphical	All Modules
2. carry out sample selection; record and analyse data in the field and/or the laboratory; ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection	BIOL135Z, BIOL123Z, BIOL219Z, BIOL215Z, BIOL307Z, BIOL315Z
3. prepare, process, interpret, and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spread sheets and programs for presenting data visually	BIOL135Z, BIOL123Z, BIOL214Z, BIOL215Z, BIOL219Z, BIOL315Z, BIOL307Z
4. communicate on their subject appropriately to a variety of audiences using a range of formats and approaches, using appropriate scientific language	BIOL135Z, BIOL132Z, BIOL123Z, All level 5 and 6 modules
5. cite and reference work in an appropriate manner, including the avoidance of plagiarism	All Modules
6. use the internet and other electronic sources critically as a means of communication and a source of information	All Modules
7. evaluate their performance as an individual and a team member; evaluate the performance of others	BIOL135Z, BIOL123Z, BIOL129Z, BIOL225Z, BIOL219Z
8. develop an appreciation of the interdisciplinary nature of science and of the validity of different points of view	All modules
8.4. Employment related skills	
1. the skills necessary for self-managed and lifelong learning (e.g., working independently, time management, organisational, enterprise and knowledge transfer skills)	All modules
2. the ability to identify and work towards targets for personal, academic and career development	BIOL135Z, BIOL129Z, BIOL225Z
3. an adaptable, flexible and effective approach to study and work	All modules
4. communication, presentation and information technology skills	All modules
5. interpersonal and teamwork skills	BIOL135Z, BIOL123Z, BIOL129Z, BIOL225Z, BIOL219Z
8.5. Practical skills	
1. competence in the basic experimental skills appropriate to the discipline under study	BIOL135Z, BIOL129Z, BIOL123Z, BIOL225Z, BIOL219Z, BIOL307Z
2. the ability to design, plan, conduct, and report on investigations	BIOL135Z, BIOL129Z, BIOL123Z, BIOL225Z, BIOL315Z, BIOL307Z

3. data handling skills enabling them to obtain, record, collate and analyse data using appropriate techniques	BIOL135Z, BIOL129Z, BIOL214Z, BIOL225Z, BIOL315Z, BIOL307Z
4. the skills to conduct field and/or laboratory investigation of living systems in a responsible, safe and ethical manner	BIOL135Z, BIOL129Z, BIOL225Z, BIOL219Z, BIOL315Z, BIOL307Z
5. students will show that they respect the rights of access, for example, in field work. They should show sensitivity to the impact of investigations on the environment, on the organisms or subjects under investigation, and on other stakeholders	BIOL135Z, BIOL129Z, BIOL215Z, BIOL219Z, BIOL225Z, BIOL315Z

13.2. Assessment against Modules Mapping

Level 4 120 Credits

Module	Title	Credit	Semester	% exam	% CW	% test	% practice
All Core Modules							
BIOL129Z	Professional Development in Biological Sciences 1	0	1+2		pass /fail		
BIOL135Z	Introduction to Conservation Biology	20	1		75		25
BIOL131Z	Cells: The Building Blocks of Life	20	1	50	50		
BIOL132Z	Ecology and the Diversity of Life	20	1	50	50		
MBIO161Z	Evolution & Behaviour	20	2	50	50		
BIOL133Z	Principles of Physiology	20	2	50	50		
BIOL123Z	Field Biology	20	2		40	40	20

Level 5 120 Credits

Module	Title	Credit	Semester	% exam	% CW	% test	% practice
Core Modules							
BIOL225Z	Professional Development in Biological Sciences 2	0	1+2		pass/ fail		
BIOL219Z	Ecology Field Course	20	1		100		
BIOL214Z	Ecology	20	1	50	50		
BIOL204Z	Principles of Conservation Biology	20	1	50	50		
BIOL205Z	Animal Behaviour	20	2	50	50		
BIOL215Z	Methods in Behaviour and Conservation	20	2		100		

Option Modules (choose 1 from 2)							
MBIO220Z	Applied Aquatic Biology	20	2	50	50		
BIOL217Z	Environmental Plant Physiology	20	2	50	50		

Level 6 120 Credits

Module	Title	Credit	Semester	% exam	% CW	% test	% practice
Core Modules							
BIOL307Z	Advanced Skills and Concepts	20	1		50		50
BIOL308Z	Applied Conservation Biology	20	1	50	50		
BIOL315Z	Personal Research Project	40	1+2		100		
Option Modules (choose 2 from 4)							
BIOL301Z	Plant Biotechnology	20	2	50	50		
MBIO317Z	Behavioural Ecology	20	2	50	50		
MBIO339Z	Ecology and Conservation of Marine Vertebrates	20	2	70	30		
BIOL310Z	Global Change Biology	20	2	50	50		

13.3. ILS1005 Module Record

This section is only relevant to students on from University of Plymouth International College (UPIC) who are on the integrated degree pathway. It does not apply to other students. See Section 9, above, for more information.

DMD ILS1005			
Module Interactive Learning Skills and Communication Code ILS1005			FHEQ 4
Version	Current Version	2.14	October 2014
	Prior Version/s	1.14	September 2014
		1.13	October 2013
		1.12	July 2012
<p>This Definitive Module Document (DMD) is designed for all prospective, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the module and the Specific Learning Outcomes (LOs) that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities.</p> <p>Detailed information regarding the content and assessment criteria of this module should be considered alongside the appropriate Programme Specifications (PSs) and Module Guide (see MG ILS1005).</p>			
Module Name		Interactive Learning Skills and Communication (ILSC)	
Module Code		ILS1005	
Module Duration (per semester)		Thirteen (13) weeks	
Contact Hours (per semester)		52	
Directed Study Hours (per semester)		-	
Self-directed Study Hours (per semester)		98	
Notional Hours (per module)		150	
Teaching Rotation		01,03	
Teaching Body		UPIC	
Articulating Institution		University of Plymouth	
Articulating Faculty		Faculty of Science and Engineering; Faculty of Arts and Humanities; Plymouth Business School	
University Campus		Drakes Circus	
Pathways (on which this module is offered)		All Integrated Pathways	
Credit Points		Zero	
Pathway Stage		UPIC Stage 2 (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>			

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 *Common European Framework of Reference for languages: Learning, teaching assessment 2001*, 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:

Personal organisation and time-management skills to achieve research goals and maintain solid performance levels;

Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study;

Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures;

Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study;

Understanding of the rules applying to plagiarism and collusion;

Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence;

Key skills demonstrated by the ability to:

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.

Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.

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.

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.

Collate, summarise, reason and argue effectively on a given topic without reference to another's work or ideas/concepts.

Meet and succeed in each of the varied assessments presented.

Assessment

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	Session 10.2	10%

			t studies) and answer set questions.		
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