University of Plymouth

Faculty of Science and Engineering

School of Geography, Earth and Environmental Science

Programme Specification

BSc (Hons) Environmental Management and Sustainability
Programme Code 5845

BSc (Hons) Environmental Management and Sustainability (Integrated)
Programme Code 6182

September 2019

1. BSc (Hons) Environmental Management and Sustainability

Final award title
BSc (Hons) Environmental Management and Sustainability

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

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

UCAS code: F810
JACS code: F810

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

   Teaching institution(s):   **University of Plymouth**

3. Accrediting body(ies)
None.

4. Distinctive features
The BSc (Hons) Environment Management and Sustainability programme at the University of Plymouth is distinguished by:

- An **interdisciplinary programme** that integrates the knowledge and methods of environmental, social and economic investigations to examine issues of sustainability and environmental management in a systematic and holistic way;
- The application of scientific knowledge, research skills and life skills to form a strong discipline identity built upon the concepts of social, economic and environmental sustainability and their interactions with resources, ecosystem services and the principles and tools of environmental management (Figure 1);
- Flexibility to study **specialist areas** in depth as well as maintain academic breadth;
- An extended training in **systems thinking** and its application to sustainability and environmental management
- An institutional environment which takes sustainability seriously - the University of Plymouth models pro-environmental behaviours, as shown by the development of the Centre for Sustainable Future and the Sustainable Earth Institute, and Plymouth's outstanding performance in the Green Gown awards
- A curriculum in which theoretical concepts are brought to life and **applied** through progressively more complex and independent tasks and a curriculum rich in opportunities for experiential learning

- Excellent access to and use of the environment of Devon and Cornwall, and access to excellent laboratory facilities
- Teaching and learning that is underpinned and informed by **internationally-recognised research** across the contributing disciplines, enhanced by the business-facing and solutions-focused approach of the Sustainable Earth Institute;
- Use of authentic tasks that mimic **professional practice** throughout the curriculum
- The opportunity to take a placement year, leading to the University's Certificate of Work Experience and opportunities to study abroad, through exchange programme
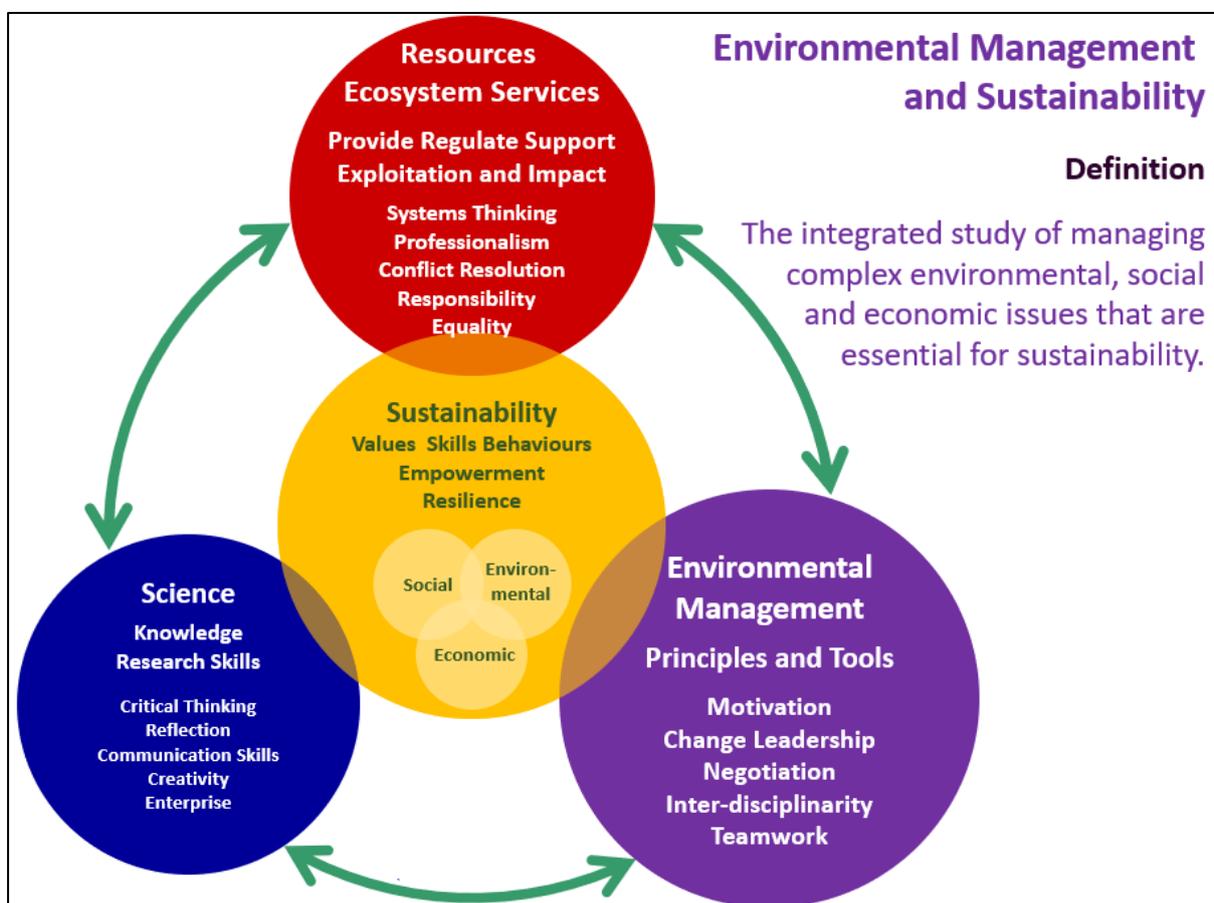

Figure 1. BSc Environmental Management and Sustainability discipline identity

5. Relevant QAA Subject Benchmark Statement

The Environmental Management and Sustainability programme closely adheres to the format identified in the subject benchmark statements for ES3:
Earth Science, Environmental Science and Environmental Studies (2014)

6. Programme Structure

The structure of the programme is shown in Figures 2a-b, the first diagram (Fig. 2a) showing the current year (2018-19) and Fig 2b showing the structure for 2019-20 (Fig 2b). Students benefit from a programme of core modules which, over the three stages, provide the underlying principles required for an environmental scientist. The core modules in Stage 1 ensure that later stages of the programme have the appropriate underpinning required.
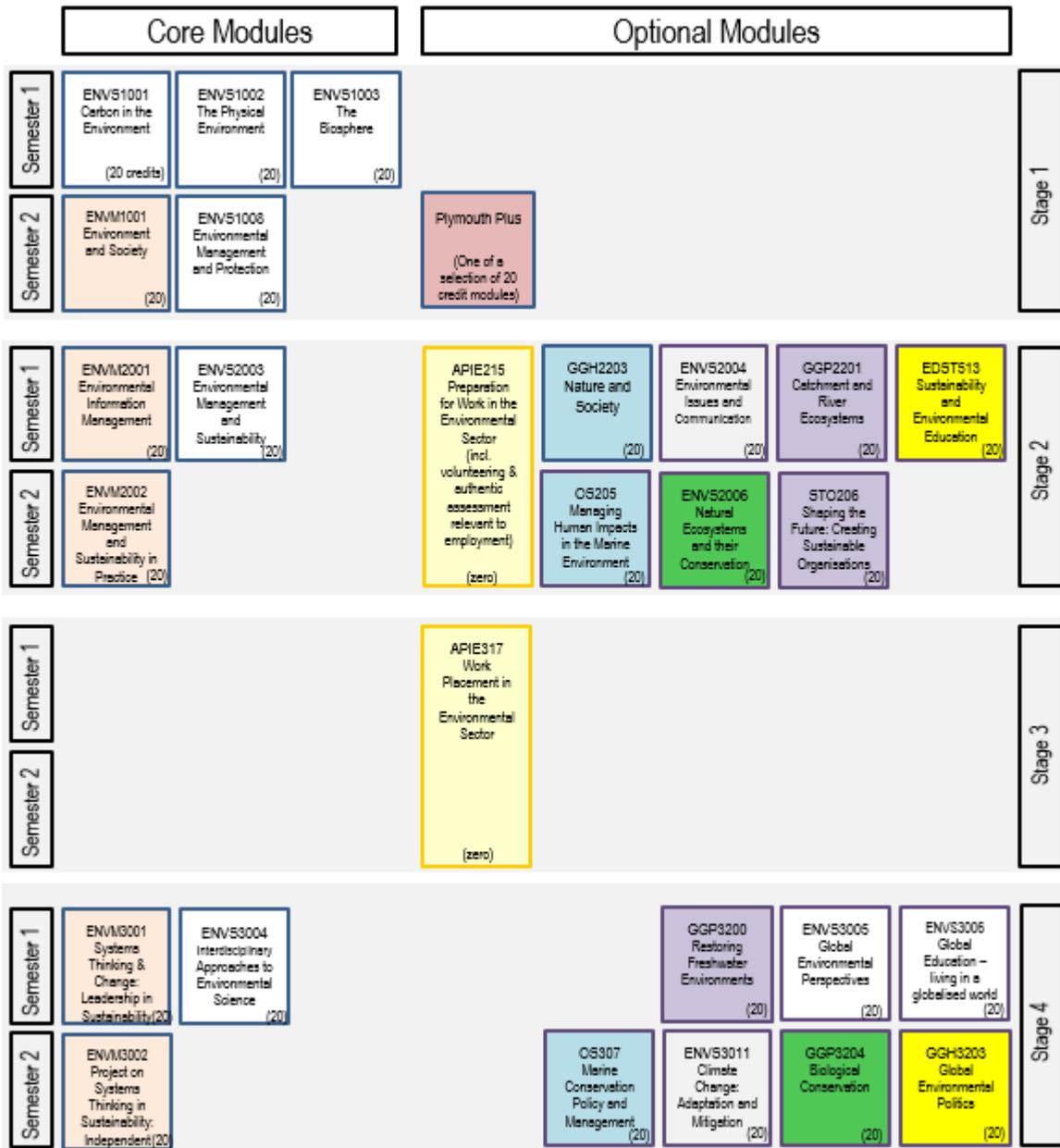
Fig 2a. Structure diagram for BSc Hons Environmental Management and Sustainability for 2018-19.
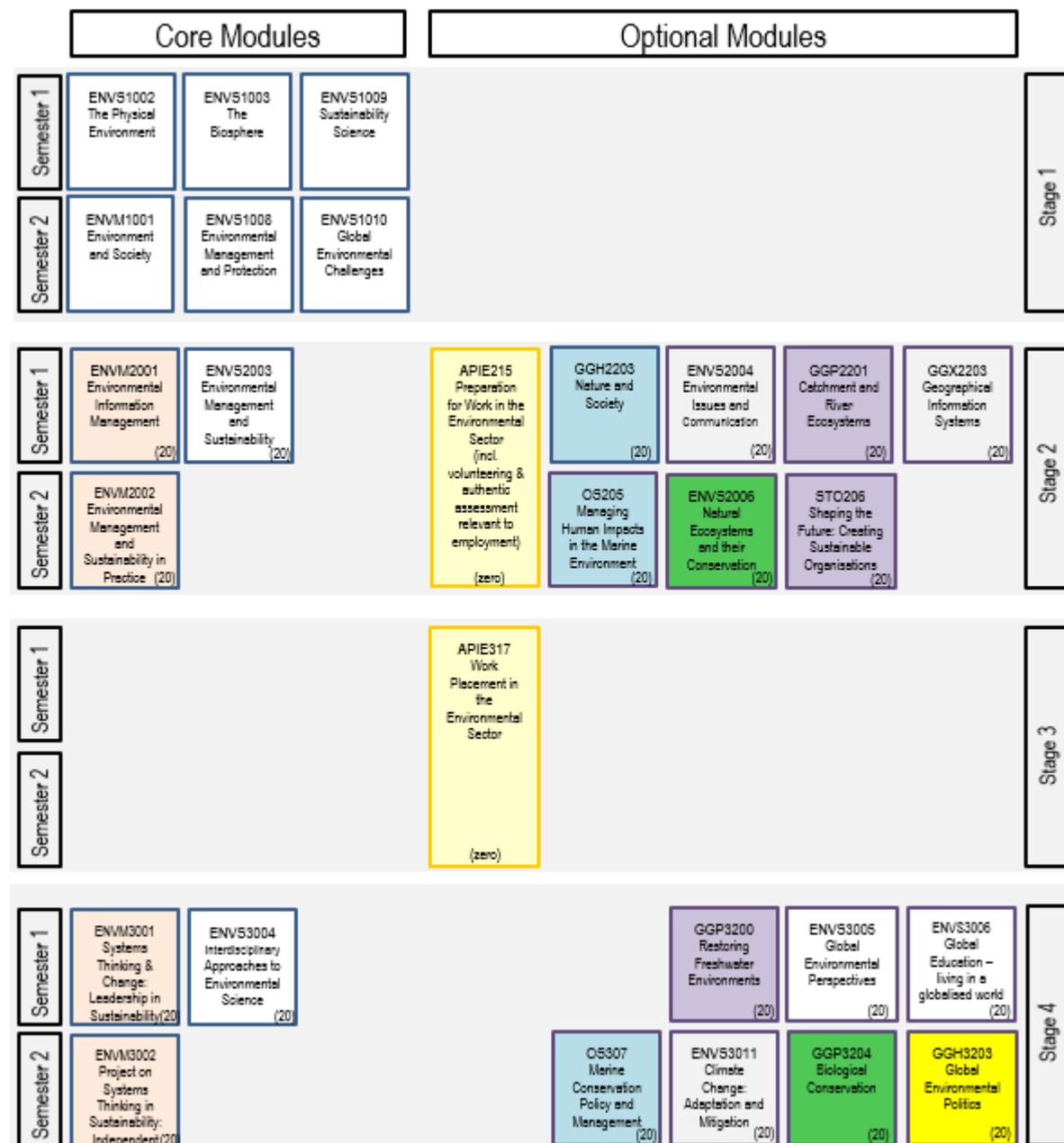
Fig 2b. Structure diagram for BSc Hons Environmental Management and Sustainability for 2019-20 transition year (changes to stage 1 only).

At **Stage 1** students study six core modules which introduce students to the principles of sustainability and environmental management. Five of these modules are taught jointly with the BSc (Hons) Environmental Science programme. Two of these five are tutorial-based modules, one running in each semester; the other three modules focus on the abiotic and biotic character of natural systems and aspects of environmental management. The module that is not co-taught is ENVM1001 Environment and Society (semester 2), which examines human systems that affect attitudes and environmental behaviours, and the role of the individual, community, state and non-state organisations in enabling sustainability.

In **Stage 2** students take four core modules (two each semester), two of which are co-taught with BSc Environmental Science, enabling students to develop their understanding of environmental law and economics and environmental communication. Two dedicated core modules focus on environmental management skills. In the remaining 40 credits of Stage 2, students select two option modules (one per semester) that allow them to specialise, with a focus on a particular part of the natural environment or on the relationship between humans and the environment in the context of society and culture, business or education. Students may elect to spend Stage 2 (or exceptionally, one semester of Stage 2) at an overseas institution through one of the University's [exchange schemes](). Students may also elect to spend a year, between Stages 2 and 4 in a work placement and therefore qualify for the University's Certificate of Work Experience.

Students wishing to pursue an optional placement year (through the zero credit **Stage 3** module APIE317) will normally need to have completed the Stage 2 module APIE215.

In **Stage 4**, students take four core modules (two per semester). Two of these are unique to the programme and investigate and apply systems thinking to issues of sustainability and environmental management. In Semester 1 students learn and practise the principles of systems thinking and change leadership by, for example, teasing out the complexity of the issues behind a single UN Sustainable Development Goal, or in solving selected environmental issues. In Semester 2 they apply this approach to a topic of their choice as an individual investigation. Students complete their final year by studying a range of international environmental issues in two further core modules (one per semester) that are co-taught with BSc Environmental Science, and by selecting two further specialist modules (one per semester) in environmental management and sustainability.

7. Programme Aims
The aims of the BSc (Hons) Environmental Management and Sustainability are to:
- Provide a rigorous, contemporary and relevant programme of study in environmental management and sustainability, enhanced by both the research and scholarly activity of staff and a practical, 'hands-on' approach to learning
- Develop graduates who:
  o are sustainability literate, understanding the knowledge, skills and attributes needed to safeguard the resilience and wellbeing of both human societies and the environment;
  o have a deep understanding of the principles and practice of environmental management and its role in promoting sustainability: including employment related Environmental Management Systems (e.g. ISO14001);

- o are curious, adaptable and lifelong learners, open to new experiences and worldviews, and confident in conditions of inter-disciplinarily, complexity and change;
- o are critical, rational and creative thinkers;
- o are pro-active, co-operative and responsible global citizens.

8. Programme Intended Learning Outcomes

8.1 Knowledge and understanding
On successful completion, graduates should have developed:
a. The concepts of sustainability and sustainable development, including the interaction of environmental, economic and social wellbeing in achieving sustainability
b. The role and value of the environment in human wellbeing and the nature and impacts of human use of the environment, including the spatial and temporal scales on which use operates
c. The nature of environmental issues, their detection, management and resolution, including the principles and practice of remediation and mitigation and the importance of an inter-disciplinary approach
d. Attitudes, behaviours, policies and processes in human society that affect sustainability, from the individual to the institution, locally, nationally and internationally
e. The diversity of forms of environmental knowledge and the methods through which they are constructed and investigated

8.2 Cognitive and intellectual skills
On successful completion, graduates should have developed
a. Assess the reliability and validity of evidence and predict likely outcomes for a scenario
b. Develop a reasoned and sustained argument and evaluate the arguments of others
c. Identify and articulate complex problems and formulate a programme to resolve them
d. Apply systems thinking to analyse and solve complex problems in sustainability and environmental management

8.3 Key and transferable skills
On successful completion, graduates should have developed
a. Sift, evaluate and synthesise material from disparate sources and disciplinary contexts
b. Communicate information and ideas effectively to a variety of audiences and in a variety of contemporary formats
c. Work independently and organise their own learning

8.4 Employment-related skills

On successful completion, graduates should have developed:

a. Reflect upon their own progress and learning, evaluating personal strengths and weaknesses and identifying ways to improve
b. Work effectively with others, taking responsibility for the success of the team
c. Make sound judgments in conditions of complexity and uncertainty

8.5 Practical skills

On successful completion, graduates should have developed:

a. Select and apply appropriate methods to collect primary and secondary data relevant to issues in sustainability and environmental management, in both qualitative and quantitative formats
b. Select and apply appropriate methods to analyse and interpret data relevant to issues in sustainability and environmental management, in both qualitative and quantitative formats, generating insights into environmental issues
c. Plan, design, execute and report on an independent project in environmental management or sustainability

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

9.1 AS/A Level and Vocational qualifications

We welcome a mix of AS/A-Level and vocational qualifications as well as specialisation in either. Table 1 sets out normal minimum qualifications required for entry. The standard entry requirements are a minimum of two A-Level subjects, or the equivalent in vocational qualifications, or a mix of the two. Offers made to mature applicants (over 21) or those with non-standard qualifications may take account of work and life experience.

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

9.2 Accreditation of Prior Certified Learning (APCL) and Assessment of Prior Experiential Learning (APEL)

This programme follows the University's regulations for Accreditation of Prior Certificated Learning (APCL) and Assessment of Prior Experiential Learning (APEL), which are set out in the Admissions section of the University Academic Regulations.

9.3 Overseas Qualifications

The University International Admissions Team provides advice on, and maintains oversight of, the acceptability of any qualifications from overseas offered for entry.

9.4　UPIC Integrated Programme

Admission to the Integrated Programme is subject to successful completion of the the University of Plymouth International College (UPIC) Foundation Year. Direct entry into
Stage 1 is also possible. Applicants are required to have the equivalent of 240 UCAS tariff points and an overall IELTS score of 6.0 (no less than 5.5 in any band). UPIC admissions should liaise with the relevant UP subject contact to identify any specific entry requirements prior to making any direct offers.

9.5　Partnership Arrangements
UPIC Stage 1 Equivalent Integrated programmes

On successful completion of their Stage 0 programme UPIC students progress to Stage 1 of their designated programme and are taught and assessed by UP staff. Additionally, the students will undertake a module (ILS 1005) of skills and support designed to facilitate their transition to the HE learning culture in the UK.

Table 1. Typical routes and entry requirements for the BSc (Hons) Environmental Management and Sustainability programme.

Qualifications Accepted	Level required
A-Level	104-112 points from a minimum of two A levels, normally to include a relevant science subject at grade B.
GCSE or equivalent	GCSE in English and Mathematics (at grade C) or equivalent are required.
General Studies A-Level	Is not accepted as part of a points offer.
AVCE Double Award: 12 unit	Accepted only in combination with additional qualification. Refer to institution.
BTEC National Certificate/Diploma	National Diploma: Distinction, Merit, Merit from a science related course. National Certificate: can be accepted only in combination with additional qualifications. Refer to institution.
Access to Higher Education	Pass – QAA Recognised Access to HE Diploma (Science preferred but other appropriate courses accepted).
National Vocational Qualification (including Advanced Modern Apprenticeships)	An appropriate NVQ at Level 3/AMA will be considered with other information that demonstrates your ability to successfully complete the course you have selected.
Scottish Qualifications Authority	112 points to include at least one Advanced Higher from a science related subject.
Irish Leaving Certificate	112 points / BBBBC from a minimum of 5 Highers normally to include a science-related subject at Higher Level.
International Baccalaureate	International Baccalaureate: 28 points overall including 5 at Higher Level in a science-related subject.
Other International Qualifications	Refer to institution
Pass of Foundation Year	BSc Environmental Science with Foundation Year

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

Progression to UP Stage 2 is dependent upon successful completion of the UP Stage1 and at least 60% in ILS 1005.

10.   Progression Criteria for Final and Intermediate Awards

The Environmental Management and Sustainability programme follows the University's Academic Regulations for undergraduate programmes. Students may transfer between BSc (Hons) Environmental Science and BSc (Hons) Environmental Management and Sustainability, in either direction, at the end of Stage 1. At the discretion of the Programme Leaders, and depending on the modules taken, students may also transfer between these two programmes at the end of Stage 2.

11.   Exceptions to Regulations

None.

12.   Transitional Arrangements

This programme is phased in, year-by-year from 2018-19 as shown in Table 2.

Table 2. Phasing in of programme from 2018-19

	Stages/Level of programme operating			
Academic year	Stage 1/Level 4	Stage 2/Level 5	Stage 3	Stage 4/Level 6
2018-19	x			
2019-20	x	x		
2020-21	x	x	x	x

13. Mapping

13.1 Programme ILOs Against Modules Mapping

Knowledge and understanding - on successful completion, graduates should be able to demonstrate understanding of:		Assessed in:
a	The concepts of sustainability and sustainable development, including the interaction of environmental, economic and social wellbeing in achieving sustainability	ENVM2002 ENVM3001 ENVM3002
b	The role and value of the environment in human wellbeing and the nature and impacts of human use of the environment, including the spatial and temporal scales on which use operates	ENVM2002 ENVM3001 ENVM3002
c	The nature of environmental issues, their detection, management and resolution, including the principles and practice of remediation and mitigation and the importance of an inter-disciplinary approach	ENVM2002 ENVM3001 ENVM3002
d	Attitudes, behaviours, policies and processes in human society that affect sustainability, from the individual to the institution, locally, nationally and internationally	ENVM1001 ENVM3001 ENVM3002
e	The diversity of forms of environmental knowledge and the methods through which they are constructed and investigated	ENVM2001 ENVM2002 ENVM3001 ENVM3002

Cognitive and intellectual skills - on successful completion, graduates should be able to:		Assessed in:
a	Assess the reliability and validity of evidence and predict likely outcomes for a scenario	ENVM2001 ENVM2002 ENVM3001 ENVM3002
b	Develop a reasoned and sustained argument and evaluate the arguments of others	ENVM3001
c	Identify and articulate complex problems and formulate a programme to resolve them	ENVM2001 ENVM2002 ENVM3001 ENVM3002

d	Apply systems thinking to analyse and solve complex problems in sustainability and environmental management	ENVM3001 ENVM3002

Practical skills - on successful completion, graduates should be able to:		**Assessed in:**
a	Select and apply appropriate methods to collect primary and secondary data relevant to issues in sustainability and environmental management, in both qualitative and quantitative formats	ENVM2001 ENVM2002 ENVM3001 ENVM3002
b	Select and apply appropriate methods to analyse and interpret data relevant to issues in sustainability and environmental management, in both qualitative and quantitative formats, generating insights into environmental issues	ENVM2001 ENVM2002 ENVM3001 ENVM3002
c	Plan, design, execute and report on an independent project in environmental management or sustainability	ENVM2001 ENVM2002 ENVM3001 ENVM3002

Key and transferable skills - on successful completion, graduates should be able to:		**Assessed in:**
a	Sift, evaluate and synthesise material from disparate sources and disciplinary contexts	ENVM1001 ENVM2001 ENVM2002
b	Communicate information and ideas effectively to a variety of audiences and in a variety of contemporary formats	ENVM1001 ENVM2002
c	Work independently and organise their own learning	ENVM2002 ENVM3002

Employment-related skills - on successful completion, graduates should be able to:		**Assessed in:** Modules have prefix ENVS unless otherwise stated
a	Reflect upon their own progress and learning, evaluating personal strengths and weaknesses and identifying ways to improve	ENVM1001 ENVM2002 ENVM3002
b	Work effectively with others, taking responsibility for the success of the team	ENVM1001 ENVM2002 ENVM3002
c	Make sound judgments in conditions of complexity and uncertainty	ENVM1001 ENVM2002 ENVM3002

13.2 Assessment Against Modules Mapping

Stage 1		% of summative assessment in this format			
		exam	course work	test	practical
S1 core	ENVS1002		100		
S1 core	ENVS1003		100		
S1 core	ENVS1009		50		50
S2 core	ENVS1008	50	50		
S2 core	ENVS1010*				100
	*Also contains P/F element				
S2 core	ENVM1001		50		50

Stage 2		% of summative assessment in this format			
		exam	course work	test	practical
S1 core	ENVM2001		100		
S1 core	ENVS2003		60		40
S1 option	ENVS2004		100		
S1 option	GGH2203		100		
S1 option	GGP2201	40	60		
S1 option	GGX2203	50	50		
S2 core	ENVM2002		75		25
S2 option	STO206		100		
S2 option	OS 205		100		
S2 option	ENVS2006	70	30		

Stage 3 optional placement year: Certificate of Work Experience 100% coursework: APIE317 (zero credit rated).

Stage 4		% of summative assessment in this format			
		exam	course work	test	practical
S1 core	ENVM3001		50		50
S1 core	ENVS3012		100		
S1 option	GGX2203	50	50		
S1 option	GGP3200		60		40
	ENVM3003		100		
S2 core	ENVM3002		100		
	ENVS3013		100		
S2 option	OS307		100		
	GGH3203		100		
	GGP3204		100		

13.3 Appendices

The UPIC DMD for ILS 1005 (overleaf).

Module Code	Interactive Learning Skills and Communication ILS1005	FHEQ 4

Version	Current Version	2.14	October 2014
	Prior Version/s	1.14	September 2014
		1.13	October 2013
		1.12	July 2012

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) and Module Guide (see MG ILS1005).

Module Name	Interactive Learning Skills and Communication (ILSC)
Module Code	ILS1005
Module Duration (per semester)	Thirteen (13) weeks
Contact Hours (per semester)	52
Directed Study Hours (per semester)	-
Self-directed Study Hours (per semester)	98
Notional Hours (per module)	150
Teaching Rotation	01,03
Teaching Body	UPIC
Articulating Institution	University of Plymouth
Articulating Faculty	Faculty of Science and Environment; Faculty of Arts and Humanities; Plymouth Business School
University Campus	Drakes Circus
Pathways (on which this module is offered)	All Integrated Pathways
Credit Points	Zero
Pathway Stage	UPIC Stage 2 (University of Plymouth Stage 1)
Stage FHEQ Level	4
Language of Delivery	English
Language of Assessment	English
E-Learning	IT software packages (Word, PowerPoint, Excel), internet access; College Portal; University Student Portal.
Moderation	See CPR QS9
Standard Progression Criteria	Summary: minimum overall pass mark of 65% (Grade C*) across all assessment events and a minimum of 65% in assessments B, D and E. See CPR QS9.
Failure to Progress	[Summary: a student may not fail a module assessment on more than one (1) occasion, failure of the module assessment once requires that a student re-sit the failed assessment thereafter re-take the entire module at full cost; failure of a student to complete a module on the re-take of that module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail].

Aims

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.

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.

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**
	Upon completion of this module students will be able to demonstrate their knowledge and understanding of the following:
1	The structure of the UNIVERSITY degree programmes and classification.
2	UNIVERSITY undergraduate degree scheme structures and awards.
3	UNIVERSITY laboratory, library and e-learning facilities; College resources and personal resources to support study.
4	Time management and its application to notional hours of study and assessment events.
5	Public speaking techniques and managing communication apprehension.
6	Non-verbal communication techniques.
7	Listening skills and knowledge dissemination and retention techniques.
8	The importance of ensuring a clear basic understanding of the history of scholarship with regard to certain subject areas and/or the use of appropriate nomenclature to aid communication.
9	What language styles to employ in a variety of situations to ensure appropriateness and clarity of communication.
10	A comprehensive set of clear writing techniques (plain English, factual and persuasive writing) that can be applied to a variety of written formats.
11	How to create appropriate and effective document layouts.
12	The importance and basic precepts of style when composing written work in a variety of forms.
13	How to embed the concept of continuous improvement and objectivity in relation to an individual's academic performance.
14	Professional communication and presentation.
15	How to enhance personal creativity and lateral thought processes.
16	Examination techniques and skills.
17	Design and communicate effective messages to a variety of audiences.
18	How to work effectively as a team member.
19	How to work effectively as an individual.
20	How to apply basic research and referencing techniques to formulate reasoned academic opinion in a variety of forms so as to avoid plagiarism and collusion.
B	**Intellectual / Cognitive Skills**
1	Ability to employ appropriate nomenclature and terminologies across subject contexts.

2	Ability to analyse various modes of information when delivered in different formats.
3	Make full use of library and e-learning search (catalogue and bibliographic) resources.
4	Ability to effectively retain and communicate knowledge and understanding of topics covered in the module in a comprehensive manner under timed conditions without re-course to learning aids.

C	**Practical Skills**
1	Develop organisational skills for deadline submission.
2	Proficiently use techniques and technology in the collation, interpretation and presentation of data in oral and written formats.
3	Develop oral presentation skills.
4	Develop written skills for a variety of formats and requirements.

D	**Transferable Skills**
1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes, relevancy and assessment of problems and identification and implementation of solutions.
2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.
3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
4	Embedding the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.

Generic Learning Outcomes

Key skills demonstrated:	Key skills demonstrated by the ability to:
Personal organisation and time-management skills to achieve research goals and maintain solid performance levels;	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.
Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study;	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.
Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures;	Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study;	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.
Understanding of the rules applying to plagiarism and collusion;	Collate, summarise, reason and argue effectively on a given topic without reference to another's work or ideas/concepts.
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence;	Meet and succeed in each of the varied assessments presented.

Assessment

Type	Duration	Method	Topic	Schedule	Weighting
Assessment E	*10 weeks*	*efficacy of individual PDP*	*Attendance and participation in PDP*	*NA*	*10%*
Assessment A	Nine (9) weeks	research project (1,500 – 2000 words)	Computing/engineering /biological or biomedical/environment studies	Set session 2.2 Submission session 11.1	30%
Assessment B	1 session (1 hour)	Listening assessment	Listen to a lecture (computing/engineering /biological or biomedical/environment studies) and answer set questions.	Session 10.2	10%
Assessment C Individual presentation	1 session	Presentation	Project presentation and defence	Session 11.2	20%

Assessment D Final Examination	Two (2) hour (closed-book) examination	Examination	Final summative examination covering academic reading and writing skills; history of scholarship and academic debate and critical analysis	Week 13	30%
Total Weighting					100%

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'Rouke, 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