



MODULE SPECIFICATION

| Part 1: Information | | | |
|-------------------------|---|--------------------|--|
| Module Title | Professional and Academic Skills | | |
| Module Code | UFCFGK-30-0 | Level | Level 3 |
| For implementation from | 2018-19 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Faculty of Environment & Technology | Field | Computer Science and Creative Technologies |
| Department | FET Dept of Computer Sci & Creative Tech | | |
| Contributes towards | <p>Computer Security and Forensics [Oct][FT][GCET][4yrs] BSc (Hons) 2018-19</p> <p>Automation and Robotics Engineering {Foundation} [Feb][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Software Engineering [Oct][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Computer Security and Forensics {Foundation} [Sep] [FT] [GCET] [4yrs] BSc (Hons) 2018-19</p> <p>Electronics and Telecommunication Engineering [Feb][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Mechanical Engineering and Vehicle Technology [Feb][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Computer Security and Forensics [Feb][FT][GCET][4yrs] BSc (Hons) 2018-19</p> <p>Mechanical Engineering and Vehicle Technology [Oct][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Electronics and Telecommunication Engineering [Oct][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Automation and Robotics Engineering {Foundation} [Oct][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Instrumentation and Control Engineering {Foundation} [Feb][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Multimedia Technology [Oct][FT][GCET][4yrs] - Not Running BSc (Hons) 2017-18</p> <p>Software Engineering [Feb][FT][GCET][4yrs] BEng (Hons) 2018-19</p> <p>Instrumentation and Control Engineering {Foundation} [Oct][FT][GCET][4yrs] BEng (Hons) 2018-19</p> | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |

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|---------------------------|------|
| Co- requisites | None |
| Module Entry requirements | None |

Part 2: Description

Educational Aims: See Learning Outcomes

Outline Syllabus: Elements of professionalism:

The development of professions, monitoring, measuring and upholding professional behaviour, professional standards, professional bodies.

Ethical principles including: accuracy and rigor; honesty and Integrity; respect for life, the public good; responsible leadership

Legal responsibilities: regulation and legislation.

The work of Engineers and Technologists:

The nature of the work of Engineers and Technologists, past and present.

The role and influence of Engineers and Technologists; ethical considerations, professionalism, health and safety, impact of socio-economic change, sustainability.

Appraisal of functional, aesthetic, technical and economic considerations in engineering and technology design

Human needs and the effects of products and systems on society

Aspects of the use and conservation of energy in relation to both the manufacture and performance of products.

Effective working and communication:

Planning and time management skills.

Information literacy: use of information research skills to access and validate information from both library and electronic sources, including professional standards of referencing.

Group work: Advantages and disadvantages of working in a group; strategies for managing a group, collaborative learning

Report writing: use of a conventional report structure; use of professional language and style; writing for an audience, academic versus "other" writing.

Reporting experimental results: Use of spreadsheets; summarising and representing results, values and formulae, macros and "what-if" functions.

Making presentations: tools, identifying the key message, format, style, timekeeping.

Teaching and Learning Methods: Teaching and learning in this module is designed to give the students practice in a variety of professional and academic skills to allow them to recognise where their strengths and weaknesses lie and thus to develop as reflective learners.

The module is delivered by means of lectures and workshops. In general, students are presented with underpinning ideas during lectures. These ideas are practiced, developed and consolidated through a series of directed tasks, some of which are undertaken in

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groups and some undertaken individually.

In-class exercises are delivered in a workshop setting, with lecturer and peer support, and with model examples available. This provides opportunities for formative assessment and extensive tutor feedback, thus giving students the opportunity to reflect on and improve their performance.

Activity (hrs)

Contact time (72)

Assimilation and development of knowledge (148)

Presentation preparation (20)

Coursework preparation (60)

Total study time (300)

Part 3: Assessment

The assessment for this module is carefully designed to support students in developing their learning skills. The module aims to help students change their learning behaviour, and prepare them for other aspects of the course, as well as for Higher Education.

Assessing little and often encourages both engagement and attendance. The controlled conditions assessment (2 group presentations) is designed in such a way that the students can 'practice' what for many is a developing skill. Thus the first group presentation given early in the module and is weighted at only 30% of the controlled condition mark. Within the formal setting of an assessment that contributes to their module mark, this gives the students the opportunity to recognize their strengths and weaknesses and to improve on those for the second presentation.

Because of the generic nature of the learning outcomes, this module is best suited to a portfolio approach. Students will be provided with a series of individual and group tasks, which allow demonstration of the learning outcomes. One element of the portfolio is a library workbook in which the underpinning information gathering skills are assessed.

Assessment is designed to be inclusive, and to take into account the range of ability that students have at the start of the course.

Assessments are designed to provide opportunities for students to be stretched and challenged.

The assessment is designed to test understanding, application and context, rather than specific skills, thus ensuring that students cannot pass the module whilst only achieving some of the learning outcomes.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------------|------------------|-------------------|--|
| Portfolio - Component B | | 75 % | Portfolio – to include evidence of the use of technology, information gathering, communication skills, time management etc |
| Presentation - Component A | | 8 % | Group presentation 1 |
| Presentation - Component A | ✓ | 17 % | Group presentation 2 |
| Resit Components | Final Assessment | Element weighting | Description |
| Portfolio - Component B | | 75 % | Portfolio |
| Presentation - Component A | ✓ | 25 % | Individual presentation 15 minutes |

| Part 4: Teaching and Learning Methods | | |
|---------------------------------------|---|---|
| Learning Outcomes | On successful completion of this module students will be able to: | |
| | | Module Learning Outcomes |
| | MO1 | Demonstrate an understanding of the nature of decisions and decision-making processes and be able to identify the ethical and professional elements therein |
| | MO2 | Demonstrate an understanding of the professional responsibility of engineers and technologists in the local context and discuss the potential impact of their work on society |
| | MO3 | Make effective use of technology to address specified problems with guidance from tutors |
| | MO4 | Collect, sort and use information from a variety of sources (eg lectures, libraries, journals, internet within a well-bounded context, |
| | MO5 | Appraise the value of information gathered using pre-defined frameworks or criteria |
| | MO6 | Communicate both process and results effectively, in a variety of media (e.g. written and oral) in a narrowly defined context |
| | MO7 | Manage their time in order to complete projects within set deadlines |
| | MO8 | Work effectively in groups, adapting their behaviour to meet their obligations to others. |
| Contact Hours | Contact Hours | |
| | | |
| | Independent Study Hours: | |
| | Independent study/self-guided study | 228 |
| | Total Independent Study Hours: | 228 |
| | Scheduled Learning and Teaching Hours: | |
| | Face-to-face learning | 72 |
| | Total Scheduled Learning and Teaching Hours: | 72 |
| | Hours to be allocated | 300 |
| | Allocated Hours | 300 |
| Reading List | The reading list for this module can be accessed via the following link: | |
| | https://uwe.rl.talis.com/index.html | |