



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2023-24

HNC Engineering (Electrical Electronics)

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1. Welcome and Introduction to HNC Engineering (Electrical Electronics).

1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

This engineering programme has been designed in partnership with employers. Therefore, successful completion of the programme will help you develop the knowledge, skills and behaviours that employers are looking for.

By studying at the UCSD you will be attending an academic institution that has national recognition as a leading provider of higher education.

All the curriculum staff are both academic and engineering sector professionals. Therefore, they can ensure that your experience is both academically challenging and engineering sector relevant.

All the UCSD and wider South Devon College staff are dedicated to ensuring that you receive the support you need to achieve.

Your voice is important, and we pride ourselves on our ability to listen and thus enable you to influence your higher education experience.

We look forward to welcoming you to this engineering programme and ultimately celebrating your potential achievements.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Jim Macaulay	jimmacaulay@southdevon.ac.uk

Programme Coordinator	Ben Bryant	benbryant@southdevon.ac.uk
Higher Education Coordinator	Steve Caunter	stevecaunter@southdevon.ac.uk
Curriculum Head	Adrian Bevin	Abevin@southdevon.ac.uk
Assistant Principal	Steve Caunter	stevecaunter@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Your personal tutor is Jim Macaulay. Jim has over 30 years' experience in various Electrical and Electronic Engineering, such as; Service maintenance, electronic design, automation and control of live interactive staging equipment.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress

3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union for students on UoP programmes.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: [Technology | University Centre South Devon \(ucsd.ac.uk\)](https://ucsd.ac.uk)

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Mr Ben Bryant	SOUD1533 Engineering Science SOUD 1536 Manufacturing and Materials SOUD1538 Engineering Project	benbryant@southdevon.ac.uk	
Mr Robert Smith	SOUD1540 Engineering Mathematics	robsmith@southdevon.ac.uk	
Mr Jim Macaulay	SOUD1539 Digital Electronics with Microcontrollers	jimmacaulay@southdevon.ac.uk	

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

John Bird's Basic Engineering Mathematics

Bird, J. (2021) - Bird's Basic Engineering Mathematics, ISBN-10: 036764367

Bird, J. (2015) - Science for Engineering, ISBN-10: 113882688X

Casio FX-991EX Calculator

1.7 Curriculum design principles

Programme Rationale (summary)

The design of this programme has been influenced by input from the following stakeholders:

Identified Stakeholders:

- South West LEP
- Torbay Development Agency & Torbay Council
- Pearson Edexcel
- EAL & City and Guilds, Development knowledge and T-Levels
- Industry Sector, (employer network and wider sector business).
- Progressing L3 Students
- University of Plymouth
- PSRB's
- South West Institute of Technology (SWIoT)

Current Degree Apprenticeship standards released in this sector show that learners should be evidencing knowledge in Materials, Manufacturing, CAD/CAE, Practical, Analytical, Business, Management, Lean and Problem-solving skills and demonstrate professional practice. These key elements are embedded within this programme.

Students who progress to the FdSc programmes will develop skills in adopting a systems approach to multidiscipline issues and, through extensive practical and group work, will understand how to apply core knowledge to more advanced and complex industrial challenges how these can be solved. Students will explore and experience the entire lifecycle of an engineering product – from concept and design to material selection, project managing and development strategies.

This engineering programme is aimed at aspiring Engineers direct from an educational progression route, typically full-time level 3 BTEC or A-Level equivalent. Employees currently working within the engineering industry and associated sectors want to up-skill or re-train from similar disciplines who can demonstrate a firm understanding of level 3 mathematics and would not normally consider taking on a full-time degree commitment. The common modules between this programme allows links to the current level 3 apprenticeship programmes to support student recruitment and work-based opportunities.

This programme provides the essential underpinning mathematical, scientific, and sustainable knowledge and understanding required by aspiring Engineers and industries wishing to up-skill their existing workforce.

Context

The degree programme has been designed alongside employers in order to ensure that on successful completion all graduates display knowledge and skills which allow them to enhance and further their practice. Input has been taken from current and past progressing full-time learners on engineering courses to ensure that the program has content that will

allow learners to study a subject which is becoming a focus of the industrial sectors. The Section has strong links with a range of employers and continuing employer liaison will be possible throughout the programme.

Content

The programme has a strong practical focus, providing ample opportunity for knowledge gained to be strengthened with practical activity based around the ample engineering laboratory equipment.

There are three HNC engineering programmes. At Level 4, students on all programmes will study core engineering modules that will establish foundation levels of engineering knowledge, understanding and skill and some that are specific to their chosen programme. All of the modules at Level 4, whether they are core or specific are designed to allow the student to develop knowledge, understanding and skill that is focused towards their programme.

1.8 Teaching and Learning Strategy

In 2017, UCSD was awarded 'Gold', the highest level possible, by the Teaching Excellence Framework, which recognises outstanding teaching within our university-level curriculum.

Lectures, seminars, tutorials, practical's, guest speakers and workplace visits will be designed to facilitate students understanding and application of the causality of engineering theory and practice. Students will be supported in their studies with a personal tutor programme and access to the Higher Education study support services provided by the University Centre South Devon.

Formative learning, draft and summative assessments and feedback will support students to achieve the programme and module outcomes. In accordance with the College Teaching and Learning framework, informal assessment and feedback will also be used within all scheduled teaching and learning activities. Students will be encouraged to provide regular

feedback on their learning experience using both informal and College wide planned feedback mechanisms.

Students will be supported at all stages of their studies to connect and engage with local companies and thus remain focused on developing the knowledge, understanding and skill that will support employability.

There are two proposed modes of delivery for this programme, full and part-time delivery. Regardless of the mode of study, all students will have a personal tutor with scheduled and additional time available for tutorial support.

Modes of delivery will include:

Scheduled Activities	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback.
Laboratory Work	To develop practical skill, students will take part in laboratory sessions. The laboratory they use will depend on the programme that they are studying.
Guided independent study	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning

Students can access their timetables on OnTrack and SDConnect. Notification of amendments will be issued via Moodle/email/MS Teams.

1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Professional Development

The engineering staff are members of various professional institutions. Regular institution magazines enable staff to maintain currency awareness of engineering sector developments.

Most of the engineering staff accessed the Torbay Hi-Tech Cluster Research and Innovation Conference that we hosted. At this conference the degree students were able to present poster presentations. This conference engineering degree students and local employers to meet each other and develop connections that ultimately can lead to employment.

Local businesses have provided technical advice and guidance to help support students during their research projects. This improved both the staff and students understanding of real world applications and solutions.

Research and Scholarly Activity

Some of the Engineering academic are external examiners for other Universities. This then helps them inform content and structure of our degree programmes.

Two of the engineering academic staff are completing their doctorate degrees. Consequently, they are actively involved in developing their own subject knowledge, synthesis and critical thinking skills. As part of their research they publish articles and have presented at an International level.

Industry Liaison and Engagement

The Engineering Section have dedicated staff who visit our partner employers on a regular basis. This ensures that students studying as higher or degree apprentices get regular workplace support. In addition staff discuss with employers how the apprentices studies are developing and how we can improve the programme.

The College have a Business Solutions section. They regularly organise employer engagement events, including the Apprenticeships Award Ceremony. These events help

both employers and the UCSD discuss and understand the strategic needs of local employer's needs. This is further supported by Business Solutions staff who act as a single point of contact for the businesses and can thus capture their specific training needs. The Engineering Section has two Skills Development Managers. They are specialists at working in partnership with local employers and developing new programmes, courses and modules. All of these various events and staff ensure that the students receive training that is aligned with what the employers are looking for.

1.10 Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

Your programme has access to...

The new and innovative £17 million Hi Tech & Digital Centre provides a visionary facility for higher education, towards ever-expanding hi tech, manufacturing, digital and creative sectors across Torbay, South Devon and wider regions. Many of your teaching will take place in the Hi Tech and Digital Centre which has specialist facilities including:

- Manufacturing, 3D printing and precision machining workshops.
- Materials testing suite.
- Programming logical controls (PLC) and electrical suite.
- Computer-aided design (CAD) suite.
- Kao/Hockham Electronic and Photonics Training Suite.

1.11 Knowledge, skills and behaviours developed on the programme

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/> They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

[Electrical or electronic technical support engineer \(degree\) / Institute for Apprenticeships and Technical Education](#)

Knowledge, skills and behaviour mapping to modules

		Tutorial	On the job	SOUND1533	SOUND1536	SOUND1538	SOUND1539	SOUND1540	Total modules for each KSB
Knowledge									
K1	Mathematics and science for engineers			X				X	2
K2	Materials and manufacture				X				1
K3	3D Computer Aided Design and Computer Aided Engineering					X	X		2
K4	How to run and manage business led projects					X			1
K5	Understanding actuators and sensors								0
K6	Electrical and electronic principles and electronic devices and applications						X		1
K7	Product improvement and engineering project management								0
Skills									
S1	Comply with statutory and organisational safety requirements and demonstrate a responsible and disciplined approach to risk mitigation, avoidance and management.					X			1
S2	Carry out project management on engineering activities					X			1
S3	Produce presentations and work to engineering specifications and briefs, presenting and technical problem solving					X			1
S4	Schedule and manage engineering activities					X			1
S5	Undertake electrical/electronic product manufacturing and testing activities					X	X		2
S6	Demonstrate technical and commercial management in planning and managing tasks & resources					X	X		2
Behaviours									
B1	<i>Safety mindset:</i> This occupation sits within an industry with a high level of safety critical activities. There has to be strict compliance and a disciplined and responsible approach to manage, mitigate and avoid risk.			X	X	X	X	X	5
B2	<i>Strong work ethic:</i> Positive attitude, motivated by engineering; dependable, ethical, responsible and reliable.			X	X	X	X	X	5

		Tutorial	On the job	SOUND1533	SOUND1536	SOUND1538	SOUND1539	SOUND1540	Total modules for each KSB
B3	<i>Logical approach:</i> Able to structure a plan and develop activities following a logical thought process, but also able to quickly “think on feet” when working through them.			X	X	X	X	X	5
B4	<i>Problem solving orientation:</i> Identifies issues quickly, enjoys solving complex problems and applies appropriate solutions. Has a strong desire to push to ensure the true root cause of any problem is found and a solution identified which prevents further recurrence.					X	X		2
B5	<i>Quality focus:</i> Follows rules, procedures and principles in ensuring work completed is fit for purpose and pays attention to detail / error checks throughout activities.					X	X		2
B6	<i>Personal responsibility and resilience:</i> Motivated to succeed accountable and persistent to complete task.					X	X		2
B7	<i>Clear communicator:</i> Use a variety of appropriate communication methods to give/receive information accurately, and in a timely and positive manner.					X	X		2
B8	<i>Team player:</i> Not only plays own part but able to work and communicate clearly and effectively within a team and interacts/ helps others when required. In doing so applies these skills in a respectful professional manner.					X	X		2
B9	<i>Applies Lean Manufacturing Principles:</i> Continuous improvement in driving effectiveness and efficiency					X	X		2
B10	<i>Adaptability:</i> Able to adjust to different conditions, technologies, situations and environments.					X	X		2
B11	<i>Self-Motivation:</i> A ‘self-starter’, who always wants to give their best, sets themselves challenging targets, can make their own decisions.					X	X		2
B12	<i>Willingness to learn:</i> wants to drive their continuous professional development					X	X		2
B13	<i>Commitment:</i> Able to commit to the beliefs, goals and standards of their own employer and to the wider industry and its professional standards.					X	X		2
	Total KSBs in each module			4	4	21	17	4	

1.12 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

Assessments are design to enable students to meet the learning outcomes of modules. Assessment of learning outcomes is guided by the University of Plymouth and UCSD assessment policies and affords students the opportunity to undertake a range of different summative tasks including written reports, practical activity and facilitation of workshops, design of promotional material, critical reviews,

presentations, tests, literature reviews and research reports throughout their programme of study. All modules require an overall pass mark of 40%. Assessment briefs are published as part of the module guides ahead of the commencement of module teaching. Each assessment brief outlines how students can meet the learning outcomes through the assessment task, including a breakdown of what is expected, the marking criteria for the assessment task and the generic grading criteria.

There is a diverse mix of assessment methods which ensure that specific students are not disadvantaged by specific forms of assessment, varying assessment activities has also helped develop a broader range of personal and employability skills. Student engagement is improved by using real life contexts in assessments which include case studies and/or linking to local industry to solve a problem. Staff will provide exemplar assessments, where appropriate, that allow students to visualise what the task is and independently or under direction to practise equivalent assessment tasks in advance of 'the real thing' and/or utilise these as formative tasks and discuss openly in taught sessions.

A range of formative learning activities are included throughout the learning materials to enable students to assess their progress, areas of strength and further development needs. Draft submissions and tutorials are planned into the scheme of learning to discuss assessments in a full and detailed approach. Students typically receive written feedback on their draft submission, verbal feedback during their draft tutorial, and generic feedback of common themes identified during the draft tutorial period.

Summative coursework submissions are via Turnitin. This allows students the opportunity to submit their assessment and receive similarity report feedback, thereby enabling them to develop the integrity of their academic writing for final summative submission. Students are offered a range of practical assessment modes, potentially including the development of promotional materials and workshop resources. Practical assessments are marked in the moment, but a Turnitin submission of a reference list or presentation slides enables all feedback to be given via Turnitin for a consistent assessment feedback experience.

A variety of assessment types will be utilised in both formative learning and summative assessments. Graduates are expected to have interpersonal, leadership,

and analytical skills, alongside basic business acumen, problem-solving ability, and a depth of specific subject knowledge and practical experience.

The range of formative learning and summative assessment methods to be used will address the needs of students, employers, professional bodies, and progression programmes. Actual assessment methods will vary by module content and purpose but are designed to cover the stated needs above.

All assessment briefs are internally moderated and available to External Examiners before they are distributed to students, and all assessment marking is internally moderated in line with the UCSD policy before summative feedback is released to students. The annual programme monitoring alongside early/end of module reviews allow staff to monitor the success of assessment type against learning outcomes. Student involvement in programme and assessment reviews, helps monitor inclusive practice. Assessment audits enable the team to carry out and share good practice. All assessments will be subject to a rigorous moderation process both internally, and where required by University regulations, externally. Assessments will be reviewed annually through Cluster Programme Meetings with input from students via module reviews and programme level student data.

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Provide dedicated time to access specialist engineering equipment.	Access to specialist engineering equipment is allocated at dedicated time slots.
Mix with other engineering discipline students to get a broader perspective during discussions sessions.	The eight Engineering degree programmes were re-designed and have shared modules allowing students from different disciplines to engage with each other.
Better organisation and use of Microsoft Teams.	Programmes have their own Teams that allows easy access to content, lectures and group chat.

1.14 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that students can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.15 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic

knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit

<https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Teaching and Assessments in Semester 1 are designed to support you to begin to develop your higher education academic skills. In particular the Engineering Project module will provide the opportunity for you to improve these skills.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

As an engineering student you will be studying alongside students across five engineering degree programmes. This diversity of background and experience will enable you develop your capacity to build professional relationships and networks.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

The engineering degree programmes attract students from a wide variety of backgrounds. Many students will be studying as part of a higher or degree apprenticeship. Therefore, by studying alongside each other you will improve your work-ready skills. The teaching team have all worked in the engineering sector and they will teach you how to conduct yourself as an engineer in a professional sector.

1.16 Preparation for employment and further academic study

Preparation for employment and personal development are central to the programme. It is delivered as part of the module teaching and assessment, weekly tutorial, employability and enrichment activities, and UCSD opportunities. As much as practicable, these activities will be organised to enable students to work with students from across the University Centre, widening their social and professional network, and fostering a sense of belonging to UCSD and the University of Plymouth.

Module teaching and assessments contextualise professional, personal and employability development throughout the schemes of learning. The Engineering project with integrated research skills module with work-related research will enable students to work with local employers on real-life research projects, enabling them to focus their experimental design on a particular area of interest and use to an organisation. Students studying this programme as a full-time or stand-alone qualification will benefit from the links made with apprenticeship students.

The employability of graduates is a significant driving force in the design of this programme cluster. Modules will develop skills in areas that employers have identified, as necessary. Strong partnerships with employers will also provide visits and guest lectures to advance the student experience.

Students utilising this programme as the technical qualification for a Higher Apprenticeship Standard or as the technical qualification in the Degree Apprenticeship Standard will benefit from a dedicated industry mentor to help develop the skills set out as essential by the employers in the working groups. It is also hoped that the programme has been designed robustly enough to ensure it can be used as a gateway or APL (Accreditation of Prior Learning) qualification for the Degree Apprenticeship standard once these are in place.

Work-based learning (WBL) and engagement with employers is central to the programme concept, and this is supported through sector focus groups, information leaflets and guidance. Engagement with employers will allow students to manage any work commitments alongside learning. This ongoing relationship with the industry supports the knowledge and consideration of student workloads regarding the assessment calendar. This will allow students who are already in a professional placement to consolidate and further develop essential skills whilst supporting others to achieve these practice-based skills on a Work-Based Learning basis in preparation for employment.

Students studying this programme as the technical qualification tied to the Higher Apprenticeship in Advanced Manufacturing Engineering benefit from support from in-work mentors and dedicated workplace training officers who can help ensure consolidation and skills development.

Weekly tutorials take place following the UCSD Tutorial Curriculum for students, with a focus on academic skills, personal development and employability. All students have a personal tutor who leads weekly tutorials, supports the pastoral and academic development of students one-to-one, and facilitates employability and enrichment opportunities. The personal tutor and teaching team will deliver a package of employability and enrichment activities for students. This may include exchange visits to different students' workplace settings; guest speakers; local, national and/or international visits to explore module and/or employability relevant sites; research dissemination opportunities; vocational training courses, e.g. workshop and laboratory skills, CAD technical certificates, electronics training; and acting as an advocate for the programme at open events, with employers or with students on other levels of study. As much as possible these activities will be co-

ordinated to enable students to work with their peers from other UCSD or UoP courses.

UCSD also organises a range of professional development and employability opportunities that students can engage in. These include CV writing or personal statement writing workshops or one-to-one support; advance academic skills support; contributing to UCSD as a Student Rep or Ambassador; support with wellbeing or disabilities needs; and exploration of local and national employment and study opportunities.

Students who complete the HNC Engineering (Electrical Electronics). May progress to stage 2 (Level 5) FdSc Engineering (Electrical Electronics) or FdSc Engineering (Photonics and Optical Electronics)

Transferring between programmes can only be explored if the student has completed the correct sequence of modules, otherwise transferring may require modules to be undertaken at a lower or equal level.

1.17 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	PA: 3, 4 PILOs: 2.8.3, 2.8.4	SOUND1538 LOs: 1, 2, 3	SOUND1538 Report, Presentation	Student trip to local and national employers related to modules.	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA: 3, 4 PILOs: 2.8.3, 2.8.4	SOUND1538 LOs: 4, 5	SOUND1538 Report, Presentation	Employer based projects and briefs, liaising with employers and customers	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA: 4, 5 PILOs: 2.8.4, 2.8.5	SOUND1538 LO: 3 SOUND1539 LO: 1, 2, 3	SOUND1538 Presentation SOUND1539 Report, Practical	Student trip to local and national employers related to modules.	Accessing SDC VLE, LRC etc Email and Teams
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA: 5 PILO: 2.8.5	SOUND1538 LO: 4 SOUND1536 LO: 2, 3, 4	SOUND1538 Presentation SOUND1536: Report	Student trip to local and national employers related to modules.	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and	PA: 3 PILO: 2.8.3	SOUND1538 LOs: 4, 5	SOUND1538 Presentation	Guest speakers from module related employer base	UCSD Employability Support and

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	behaviours, in terms of their future, employment, and chosen career areas.					Personal Tutor Support
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	PA: 5 PILO: 2.8.5	SOUND1538 LOs: 2, 3	SOUND1538 Report, Presentation	Employer based projects and briefs, liaising with employers and customers	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	PA: 3 PILO: 2.8.3	SOUND1538 LOs: 4, 5	SOUND1538 Presentation	Personal tutorial programme	UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA: 3 PILO: 2.8.3	SOUND1538 LOs: 4,5	SOUND1538 Presentation	Encouraged throughout the programme and module delivery	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of	PA: 4 PILO: 2.8.4	SOUND1538 LO: 5	SOUND1538 Presentation	Student trip to local and national employers related to modules.	Linkedin

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	career- and industry-related activities.					
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p> <p>Students can record their employability and work-related activity on their Personal Development Plan on Moodle.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information <https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for both UCSD and UoP can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	Policy for both UCSD and UoP can be found here	Depending on the awarding body
Extenuating Circumstances Policy	UCSD	
Academic Appeals	Regulations for both UCSD and UoP can be found here	Depending on the awarding body
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 HNC Engineering (Electrical Electronics) Programme

Final award titles:

HNC Engineering (Manufacturing)

HNC Engineering (Electrical Electronic)

HNC Engineering (Marine Technologies)

UCAS code: TBC

HECOS codes:

Manufacturing: 100202 (50%) and 100209 (50%)

Electrical Electronic: 100163 (100%)

Marine Technologies : 100544 (50%) and 100194 (50%)

2.2 Awarding Institution

University of Plymouth

Teaching institution(s):

University Centre South Devon - South Devon College

2.3 Accrediting body: Institute of Engineering and Technology – (Pending Application).

2.4 Distinctive Features of the Programme and the Student Experience

The degree has been designed alongside employers in order to ensure that on successful completion all graduates display knowledge and skills which allow them to enhance and further their practice. Input has been taken from current and past progressing full-time learners on engineering courses to ensure that the program has content that will allow learners to study a subject which is becoming a focus of the

industrial sectors. The Section has strong links with a range of employers and continuing employer liaison will be possible throughout the programme.

The programme has a strong practical focus, providing ample opportunity for knowledge gained to be strengthened with practical activity based around the ample engineering laboratory equipment.

There are three HNC engineering programmes. At Level 4, students on all programmes will study core engineering modules that will establish foundation levels of engineering knowledge, understanding and skill and some that are specific to their chosen programme. All of the modules at Level 4, whether they are core or specific are designed to allow the student to develop knowledge, understanding and skill that is focused towards their programme.

Lectures, seminars, tutorials, practical's, guest speakers and workplace visits will be designed to facilitate students understanding and application of the causality of engineering theory and practice. Students will be supported in their studies with a personal tutor programme and access to the Higher Education study support services provided by the University Centre South Devon.

Formal formative and summative assessments and feedback will support students to achieve the programme and module outcomes. In accordance with the College Teaching and Learning framework, informal assessment and feedback will also be used within all scheduled teaching and learning activities. Students will be encouraged to provide regular feedback on their learning experience using both informal and College wide planned feedback mechanisms.

Students will be supported at all stages of their studies to connect and engage with local companies and thus remain focused on developing the knowledge, understanding and skill that will support employability.

2.5 Relevant QAA Subject Benchmark Group(s)

QAA Subject Benchmark - Engineering (2019)

- This programme is designed to equip students with the ability to deliver practical solutions to problems by applying the three core elements of scientific principles, mathematics and realisation in a creative and innovative way.
- The programme will develop students who have the skills to begin a professional career.

UK Quality Code for Higher Education (2018)

- This degree programme will be delivered as part of the University Centre South Devon provision and will therefore maintain the highest academic standards.
- Being a part of the University Centre South Devon means that students will be offered multiple opportunities to engage in a programme of activities designed to support their research and scholarly studies.

SEEC Credit Level Descriptors for Higher Education (2021)

- Students learn to apply an understanding of established areas of engineering knowledge and skills in familiar and unfamiliar learning, work or practice contexts.
- Students will act with support and use techniques within established guidelines.
- Students will take responsibility for the nature and quality of outputs and the evaluation of their own capabilities and development.
- Students will use established principles to analyse, evaluate, organise and communicate the relevance and significance of information.
- Students will develop projects and/or activities to inform their own and/or others learning, work or practice.

Pearson BTEC Level 4 Higher National Certificate in Engineering (General Engineering) (2017)

- The core content for the Pearson BTEC HNC in Level 4 Higher National Certificate in Engineering (General Engineering) 603/0450/9 is covered by the

HNC Engineering (Manufacturing), HNC Engineering (Electrical Electronics) and HNC Engineering (Marine Technologies) programmes.

2.6 Programme Structure

- Modules SOUD1533 Engineering Science, SOUD1536 Manufacturing and Materials, SOUD1538 Engineering Project and SOUD1540 Engineering Mathematics are common for all three HNC programmes.
- For each HNC programme one of the modules is unique.
- Full Time students will study 120 Level 4 credits.
- Part-time students will study 60 Level 4 credits in Year 1 and 60 Level 4 credits in Year 2.

Level 4: HNC / FdSc Engineering (Electrical Electronics) - Full Time				
Year	Semester			
		Core or Optional	Credits	Module
1	1 & 2	Core	30	SOUD1533 Engineering Science
1	1	Core	20	SOUD1536 Manufacturing and Materials
1	1 & 2	Core	30	SOUD1538 Engineering Project
1	1 & 2	Core	20	SOUD1540 Engineering Mathematics
1	2	Core	20	SOUD1539 Digital Electronics and Microcontrollers

Level 4: HNC / FdSc Engineering (Electrical Electronics) - Part Time

Year	Semester			
		Core or Optional	Credits	Module
1	1 & 2	Core	30	SOUND1533 Engineering Science
1	1 & 2	Core	20	SOUND1540 Engineering Mathematics
2	1 & 2	Core	30	SOUND1538 Engineering Project
2	1	Core	20	SOUND1536 Manufacturing and Materials
2	2	Core	20	SOUND1539 Digital Electronics and Microcontrollers

2.7 Programme Aims

QAA Subject Benchmark Statement – Engineering – Oct 2019

[Subject Benchmark Statement: Engineering \(qaa.ac.uk\)](http://qaa.ac.uk)

The programme is intended to:

1. Provide students with knowledge and critical understanding of well-established facts, concepts, principles, and theories related to engineering.
2. Apply a cognitive and intellectual approach related to recognising and analysing criteria and specifications appropriate to specific problems, and then plan strategies for their solutions utilising concepts and principles outside the context with which they were taught.
3. Develop key transferable skills including team working, leadership, collaboration, and communication, to identify problems by planning effectively to meet desired outcomes even when situations and priorities change.
4. Develop skills for employability and continuous personal development by enabling students to connect and collaborate with local businesses.
5. Use practical skills training in situations of varying complexity and predictability.

2.8 Programme Intended Learning Outcomes (PILOs)

QAA Subject Benchmark Statement – Engineering – Oct 2019 [Subject Benchmark Statement: Engineering \(qaa.ac.uk\)](https://www.qaa.ac.uk/subject-benchmark-statements/subject-benchmark-statement-engineering)

Engineering Council The Accreditation of Higher Education Programmes (AHEP) [ahep-fourth-edition.pdf \(engc.org.uk\)](https://www.engc.org.uk/ahep-fourth-edition.pdf)

8.1 Knowledge and understanding

On successful completion graduates should have developed:

- 1) The ability to apply general engineering and specialist electrical electronics engineering theory and technology with a systems approach to problems.
- 2) Flexible strategies for being creative, innovative, and overcoming difficulties to achieve sustainable solutions to electrical electronics engineering problems.
- 3) The ability to conduct statistically sound appraisal of data.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) An awareness of the ethical principles and issues and demonstrate and apply this in relation to personal study, particularly with regard to the research project.
- 2) The ability to analyse the appropriateness of different approaches to solving electrical electronics engineering problems and to apply these in a work context.

- 3) An awareness of the importance of identifying, organising and using resources effectively to contribute to design of electrical electronics engineering solutions.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Present and discuss proposals and offer and justify a well informed and insightful point of view.
- 2) Demonstrate a personal commitment to professional standards.
- 3) Demonstrate a personal commitment to independently plan, manage and analyse the acquisition of new electrical electronics engineering knowledge and skills as part of a lifelong learning strategy.

8.4. Employment related skills

On successful completion graduates should have developed:

- 1) Effective communication skills in a variety of forms.
- 2) Considerable insight and confidence in leading and working collaboratively with others.
- 3) The ability to collaborate and plan as part of a team, to carry out roles allocated by the team and to fulfil agreed responsibilities.

8.5. Practical skills

On successful completion graduates should have developed:

- 1) Be able to act autonomously with limited supervision within agreed guidelines in both practice and academic study.
- 2) The ability to articulate their own approaches to learning and organise an effective work pattern.
- 3) The ability to implement electrical electronics engineering design solutions, considering constraints during implementation

2.9 Admissions Criteria, including APCL, APEL and Disability Service arrangements

[Accreditation of Prior Learning \(APL\) - University of Plymouth](#)

Entry Requirements for HNC / FdSc Engineering (Cluster)	
Numeracy and Literacy	Numeracy and Literacy skills can be evidenced with a level 2 qualification in Maths and English (GCSE grade 4 / C or above), or completion of a controlled entry assessment.
International Students – English Language Requirements	If English is not your first language, you will need an IELTS score of 7.0 with a minimum score of 6.5 in each component (Reading, Writing, Listening and Speaking or an equivalent English Language qualification).
A-level/AS-level	Normal minimum entry requirements are 48 UCAS Points, to include Mathematics or a science-based subject.
T-Levels	Diploma in a related subject area. 48 UCAS points minimum. To include Mathematics or related module
BTEC National Diploma/QCF Extended Diploma	Diploma/Certificate in a related subject area. 48 UCAS points minimum. To include Mathematics or related module
Access to Higher Education at level 3	48 UCAS points
Welsh Baccalaureate	24 Points. Mathematics must be included

Scottish Qualifications Authority	48 points minimum from Higher Certificate
Irish Leaving Certificate	48 points minimum from Higher Certificate
International Baccalaureate	24 Points. Mathematics must be included
Criminal Records	Students undertaking work experience or professional activity may be required to undertake a satisfactory DBS check. Criminal records should be positively disclosed upon application, in order for applicant suitability to be assessed.
Non-standard entry	Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry qualifications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment. Assessments will be graded in line with Level 3 Diploma standards.
APEL/APL	Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are welcomed. Accreditation of Prior Learning (APL) - University of Plymouth

2.10 Non Standard Regulations

Not applicable.

2.11 Progression Opportunities

Students who complete the **HNC Engineering (Electrical Electronics)**. May progress to stage 2 (**Level 5) FdSc Engineering (Electrical Electronics)** or stage 2 (**Level 5) FdSc Engineering (Photonic and Optical Electronics)**

2.12 Transitional Arrangements for existing students looking to progress onto the programme

Applicants wishing to transfer credit from other programmes of study will be required to provide evidence that the relevant HNC Engineering (Manufacturing), HNC (Electrical and Electronic) or HNC Engineering (Marine Technologies) learning outcomes are sufficiently covered.

Students on the other current Engineering programmes, have all been consulted about the new programmes and the option for transition. All students recognise that the new programmes are an improvement and will therefore enhance their academic experience and engineering knowledge and skills. Therefore, they have all willingly agreed to transition to the new programme.

Appendix 1: Programme Specification Mapping

HNC Engineering (Electrical Electronics)

Core modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings E1 (exam), E2 (clinical exam), T1 (test), C1 (coursework), A1 (generic assessment), P1 (practical)
	8.1 Knowledge and understanding			8.2 Cognitive and intellectual skills			8.3 Key and transferable skills			8.4 Employment related skills			8.5 Practical skills				
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
PILOs met at Level 4																	
SOUD1533 Engineering Science	Y	Y	Y		Y	Y										N	C1 – 50%, T1 – 50%
SOUD1536 Manufacturing and Materials	Y	Y			Y	Y							Y	Y	Y	Y	C1 – 100%
SOUD1538 Engineering Project	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C1 – 25%, P1 – 75%
SOUD1540 Engineering Mathematics	Y	Y	Y													N	C1 – 30%, T1 – 70%
SOUD1539 Digital Electronics and Microcontrollers	Y	Y	Y	Y	Y	Y							Y	Y	Y	Y	C1 – 25%, P1 – 75%
Total	5	5	4	2	4	4	1	1	1	1	1	1	3	3	3		

Appendix 2: Work Based Learning Map

<p>Level 4</p> <p>WBL and employment related activity</p>	<p>Activity</p>	<p>Relevant Programme Learning Outcome</p>	<p>Relevance</p>	<p>Assessed</p>
<p>SOUD1538 Engineering Project</p>	<p>Research into an engineering problem, relating to a design or concept.</p> <p>Develop a design and construct a concept, prototype or outcome to solve the problem.</p>	<p>8.4.1, 8.4.2, 8.4.3</p>	<p>Developing research skills</p> <p>Using a industry design tools and software packages</p> <p>Using equipment to create visualise a design concept.</p>	<p>C1 and P1</p>
<p>SOUD1541 Naval Architecture and Propulsion</p>	<p>First assessment is a technical calculations and summary report</p> <p>Second assessment is a technical report with supporting calculations</p>	<p>8.1.1, 8.2.2, 8.3.3, 8.5.3.</p> <p>8.4.1</p>	<p>Developing report writing skills,</p> <p>Demonstrating use of industry level</p>	<p>C1 – Report</p> <p>C2 - Report</p>

			equipment to gather data	
			Comparing data from hand calculation, computer simulated data and	

Appendix 3: BTEC Mapping

Module Mapping to Pearson BTEC Level 4 Higher National Certificate in Engineering (General Engineering) 603/0450/9 units

As part of the University of Plymouth's approval process it has been confirmed that the core content for the Pearson BTEC HNC in Level 4 Higher National Certificate in Engineering (General Engineering) 603/0450/9 is covered in the South Devon College HNC Engineering (Manufacturing) and HNC Engineering (Electrical Electronics)

Date completed: February 2022

RFQ Pearson BTEC Level 4 Higher National Certificate in Engineering (General Engineering) 603/0450/9	South Devon College HNC Engineering (Manufacturing)
Core – Engineering Design	SOUD1538 – Engineering Project
<ol style="list-style-type: none">1. Prepare an engineering design specification in response to a stakeholder's design brief and requirements.2. Formulate possible technical solutions by using prepared examples of engineering design specifications.3. Prepare an engineering industry standard technical design report by using appropriate design calculations, drawings, and concepts.4. Present, to an audience, a recommended technical design solution by using real examples of stakeholder briefs	<ul style="list-style-type: none">• Examine the design and operational characteristics of an Engineering system, project, problem or idea. (BTEC ILO 1, 2 & 3)• Design and concept model for your chosen Engineering project referencing a given technical brief. (BTEC ILO 2 & 3)• Professionally present an individual outcome (BTEC ILO 4)

Core – Engineering maths	SOUD1540 – Engineering Mathematics
<ol style="list-style-type: none"> 1. Identify the relevance of mathematical methods to a variety of conceptualised engineering examples. 2. Investigate applications of statistical techniques to interpret, organise and present data by using appropriate computer software packages. 3. Use analytical and computational methods for solving problems by relating sinusoidal wave and vector functions to their respective engineering applications. 4. Illustrate the wide-ranging uses of calculus within different engineering disciplines by solving problems of differential and integral calculus. 	<ol style="list-style-type: none"> 1. Analyse and provide solutions for a range of mathematical engineering problems, involving algebraic systems, trigonometrical methods, calculus and engineering statistical methods. (BTEC ILO 1) (BTEC ILO 3) 2. Demonstrate the ability to solve a range of technical calculations involving algebraic methods and engineering statistics. (BTEC ILO4) 3. Apply statistical techniques and probability to engineering situations. (BTEC ILO2)
Core – Engineering Science	SOUD1533 – Engineering Science
<ol style="list-style-type: none"> 1. Examine scientific data using computational methods. 2. Determine parameters within mechanical engineering systems. 3. Explore the characteristics and properties of engineering materials. 4. Analyse applications of electromagnetic principles and properties 	<ol style="list-style-type: none"> 1. Apply circuit theory to solve simple AC/DC passive circuits for resistance, current and power dissipation. (BTEC ILO 1, 3 & 4) 2. Apply static & dynamic theory to simple mechanical applications. (BTEC ILO 1, 2 & 3) 3. Demonstrate the ability to solve mechanical and electrical calculations for given scenarios (BTEC ILO 1, 2, 3 & 4)
Core – Managing a Professional Engineering Project	SOUD1538 – Engineering Project

<ol style="list-style-type: none">1. Formulate and plan a project that will provide a solution to an identified engineering problem, with reference to national and international engineering regulatory regimes and ethical frameworks.2. Conduct planned project activities to generate outcomes which provide a solution to the identified engineering problem, with reference to ethical frameworks, health and safety requirements and professional standards of behaviour in engineering.3. Produce a project report analysing the outcomes of each of the project processes and stages.4. Present the project report and reflect on the value gained from conducting the project and potential improvements in future projects.	<ol style="list-style-type: none">1. Examine the design and operational characteristics of an Engineering system, project, problem or idea. (BTEC ILO 1, 2 & 3)2. Design and concept model for your chosen Engineering project referencing a given technical brief. (BTEC ILO 2 & 3)3. Professionally present an individual outcome (BTEC ILO 4)
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3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD1533 **MODULE TITLE:** Engineering Science

CREDITS: 30

FHEQ LEVEL: 4

HECOS CODE(S): 100209,
100163, 100544

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Introduction to Engineering science principles that are central to the design of Mechanical and Electrical Engineering systems which will also provide broad knowledge for Engineering professionals. This module will provide an introduction to AC and DC circuit theory, along with Static and Dynamic Mechanical principles for further modules fundamental to the safe and efficient design and production of engineering systems.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50 %	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)	50%	O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Engineering

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

Introduction to Engineering Science principles to provide a broad knowledge and understanding of mechanical and electrical systems, to provide analytical techniques and knowledge required to complete a range of design scenarios and to prepare for further studies in Engineering.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Apply circuit theory to solve AC/DC passive circuits for resistance, current and power dissipation.	HNC Eng (Man) - 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3
2. Calculate static & dynamic theory to mechanical applications.	HNC Eng (EE) - 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3 HNC Eng (MT) - 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3
3. Solve mechanical and electrical calculations for given scenarios	FdSc Eng (Man) - 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3 FdSc Eng (DD) - 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3 FdSc Eng (EE) - 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3 FdSc Eng (POE) - 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3 FdSc Eng (MT) - 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3

DATE OF APPROVAL: 26/05/2022

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: 01/09/2022	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 115

MODULE LEADER: Ben Bryant

OTHER MODULE STAFF: Rob Smith, Daniel

(Mechanical), Jim Macaulay (Electrical)

Shuffell, Matthew Prowse, Carl Holden

Summary of Module Content

Introduction to circuit theorems, passive components, series and parallel circuits containing reactive components. Waveforms, filters, power, resonance, and transformer losses. Introduction to Vectors, forces and moments, Shear force and Bending moments, sectional properties, columns, Torsion. Linear and angular motion, energy systems and energy transfer, simple oscillating systems.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Practical and Tutorials	90	3 Hrs / week. 30 weeks.
Guided Independent Study	210	Moodle activities. Reading and research.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 10 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1 and LO2). (3000-word count)	100 %
Test	In class, timed test (LO3). (3hr test) (1hr 30mins Electrical) (1hr 30 mins Mechanical)	100 %

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1 and LO2). (3000-word count). New.	100 %
Test	In class, timed test (LO3). (3hr test) (1hr 30mins Electrical) (1hr 30 mins Mechanical). New.	100%

Updated by: Ben Bryant Date: 15/02/2022	Approved by: Adrian Bevin Date: 15/02/2022
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UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD1536 **MODULE TITLE:** Manufacturing and Materials

CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S):** 100209,
100163, 100544

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides an introduction to engineering material properties, selection and processing of materials for engineering applications, methods of inspection and tests. It continues to investigate the links between material structure, properties and appropriate manufacturing methods, materials properties and applies these to traditional and non-traditional manufacturing techniques. Students should gain knowledge of how material properties affect manufacturing choices.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100 %
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Engineering

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

To provide an introduction to the selection of materials based on structure, behaviour and processing methods available. An appreciation should be gained in the measurement of material properties and how these can be changed with strengthening techniques. Understanding the

relationship between material selection and processing requirements by providing an introduction to manufacturing methods.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
<ol style="list-style-type: none"> 1. Discuss the basic structure, mechanical and physical properties of a range of common engineering materials. 2. Explain effects of processing methods available to alter structure and properties and show an ability to select materials for engineering applications. 3. Discuss and contrast traditional and novel manufacturing techniques. 4. Interpret laboratory results from practical workshops. 	HNC Eng. (Man) 8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 HNC Eng. (EE) 8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 HNC Eng. (MT) 8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 FdSc Eng. (Man) 8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 FdSc Eng. (DD) 8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 FdSc Eng. (EE) 8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 FdSc Eng. (POE) 8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 FdSc Eng. (MT) 8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3
DATE OF APPROVAL: 26/05/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/2022	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE:115

MODULE LEADER: Ben Bryant

OTHER MODULE STAFF: Matthew Prowse, Dan Shuffell, Carl Holden.

Summary of Module Content

This module will cover, Primary forming techniques, Secondary forming techniques, Properties of materials with qualitative descriptions of structure and effects of processing including destructive and non-destructive techniques. Modification techniques of material properties such as heat treatment / working/alloying. Finally applications of materials in engineering with relation to manufacturing industry techniques.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Practical and Tutorials	60	4 Hrs / week. 15 weeks.
Guided Independent Study	140	Moodle activities. Reading and research.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1, LO2) (2000-word count).	50%
	Technical report (LO3 and LO4)(2000-word count).	50%
		100 %

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1, LO2, LO3 and LO4). New.	100 %

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: Ben Bryant	Date: 27/07/2023	Approved by: Adrian Bevin Date: 27/07/2023

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: **MODULE TITLE:** Engineering Project

SOUD1538

CREDITS: 30

FHEQ LEVEL: 4

HECOS CODE(S): 100209,
100163, 100184

PRE-REQUISITES: None

CO-REQUISITES:
None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces students to the frameworks and structures that modern design principles and introduction to a CAD modelling software required for use within the industry. Students will explore the importance of engineers working as the link between theory and the needs of customers.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	40 %	P1 (Practical)	60 %
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc
Engineering

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

This module aims to aid the learners in creating or improving the design of an Engineering system, problem or a determined project, to the stated requirements of a technical brief. Manage the risk of failure of the design of components/systems, with consideration to conflicting requirements, such as those of function, material and component selection, manufacturing methods and costs. To develop an understanding of structured design methodologies, approaches and linking into a CAD modelling software. To provide experience in planning and implementing design tasks as individuals and/or small collaborative groups.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Research, identify and collate information relevant to an Engineering system, project, problem or idea.	HNC Eng. (Man) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3 HNC Eng. (MT) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
2. Examine the design and operational characteristics of an Engineering system, project, problem or idea.	HNC Eng. (EE) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
3. Design and model the concept for your chosen Engineering project with reference to a given technical brief.	FdSc Eng. (Man) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
4. Work independently on your chosen project in a manner that meets professional requirements	FdSc Eng. (DD) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3

<p>5. Present and communicate the project outcome in styles appropriate for a variety of professional purposes and audiences.</p>	<p>FdSc Eng. (EE) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</p> <p>FdSc Eng. (POE) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</p> <p>FdSc Eng. (MT) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</p>
<p>DATE OF APPROVAL: 26/05/2022</p>	<p>FACULTY/OFFICE: Academic Partnerships</p>
<p>DATE OF IMPLEMENTATION: 01/09/2022</p>	<p>SCHOOL/PARTNER: South Devon College</p>
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>	<p>SEMESTER: Semester 1 & 2</p>

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 115

MODULE LEADER: Ben Bryant

OTHER MODULE STAFF: Daniel Shuffell, Jim Macaulay, Robert Smith, Carl Holden, Liam Moroney

Summary of Module Content

This module will cover, design theory frameworks and structures that modern design principles and introduction to a CAD modelling software required for use within the industry. Learners will undertake design processes development, analysis and concepts to provide technical data and reporting to aid the design process and practice. Finally, design realisation through concept generation, prototyping verification and presenting technical information and documentation to an audience.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Practical and Tutorials	90	3 Hrs / week. 30 weeks.
Guided Independent Study	210	Moodle activities. Reading and research.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 10 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1, LO2). (3000-word count)	100 %
Practical	Implementation of a design recorded through video logs and presentation. (LO3, LO4 and LO5).	100 %

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1, LO2). (3000-word count). New.	100%
Practical	Implementation of a design and presentation. (LO3, LO4 and LO5). New.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Bryant Date: 15/02/2022	Approved by: Adrian Bevin Date: 15/02/2022

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD1540 **MODULE TITLE:** Engineering Mathematics
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S):** 100209, 100163, 100544
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to provide an introduction to mathematical principles that underpin the knowledge and skills required for an engineering environment. A focus will be made on applying mathematics to practical engineering scenarios, demonstrating an effective problem-solving methodology.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	30 %	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)	70 %	O1 (online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc
Engineering

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

To provide a stable base of analytical knowledge and technique required to complete a range of design scenarios and to prepare for further studies in Engineering.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
<ol style="list-style-type: none"> 1. Analyse and provide solutions for a range of mathematical engineering problems, involving algebraic systems, trigonometrical methods, calculus and engineering statistical methods. 2. Solve a range of technical calculations involving algebraic methods and engineering statistics. 3. Solve a range of technical calculations involving Engineering Calculus and trigonometrical methods. 	<p>HNC Eng. (Man). - 8.1.1, 8.1.2, 8.1.3 HNC Eng. (MT). - 8.1.1, 8.1.2, 8.1.3 HNC Eng. (EE). - 8.1.1, 8.1.2, 8.1.3 FdSc Eng. (Man). - 8.1.1, 8.1.2, 8.1.3 FdSc Eng. (DD). - 8.1.1, 8.1.2, 8.1.3 FdSc Eng. (EE). - 8.1.1, 8.1.2, 8.1.3 FdSc Eng. (POE). - 8.1.1, 8.1.2, 8.1.3 FdSc Eng. (MT). - 8.1.1, 8.1.2, 8.1.3</p>
DATE OF APPROVAL: 26/05/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/2022	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 115

MODULE LEADER: Rob Smith

OTHER MODULE STAFF: Adrian Boatwright,
Carl Holden, Roger Hopper, Jim Macaulay

Summary of Module Content

Polynomial Division, Number sequences and series, Linear equation systems. Sinusoidal functions and co-ordinate systems, waveform properties and synthesis. Theory and application of calculus with relevant subject examples. Methods to collect, analyse and display engineering data

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Practical and Tutorials	60	4 Hrs / week. 15 weeks.
Guided Independent Study	140	Moodle activities. Reading and research.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	Technical report (LO1) (2000-word count).	100 %
Test	1-hour practical skills assessment (LO2). 1-hour practical skills assessment (LO3).	50% 50% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1) (2000-word count). New.	100 %
Test	1-hour practical skills assessment (LO2). New. 1-hour practical skills assessment (LO3). New.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Rob Smith Date: 15/02/2022	Approved by: Ben Bryant Date: 15/02/2022

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD1539 **MODULE TITLE:** Digital Electronics with Microcontrollers

CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S):** 100163,
101075

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces the fundamentals of digital electronics with microcontrollers. Students will explore contemporary electrical/electronic and electro-mechanical systems, and the common core hardware and software solutions used to enable autonomous activities regarding Engineering systems.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	25 %	P1 (Practical)	75 %
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc
Engineering

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

Introduction to digital electronic skills to provide knowledge and understanding of engineering applications and gaining a knowledge of microcontrollers, and to prepare for further studies in engineering electronics.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain the principle components, and the operations of a digitally controlled system. 2. Solve engineering problems by applying digital logic. 3. Create programs to control hardware effectively for a given requirement. 4. Construct robust Analogue to Digital and Digital to Analogue interfaces for microcontrollers.	HNC Eng. (EE) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 FdSc Eng. (EE) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3 FdSc Eng. (POE) - 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.5.1, 8.5.2, 8.5.3
DATE OF APPROVAL: 26/05/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/2022	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 119

MODULE LEADER: Jim Macaulay

OTHER MODULE STAFF: Rob Smith

Summary of Module Content

Principle components and operations of an Engineering system examining areas to include;

An understanding of how microcontrollers can be manipulated into controlling hardware for Engineering requirements. Digital logic includes areas such as: logic gates, Boolean-circuits and Boolean algebra, flip-flops, registers, memory and counter implementation.

Low-level programs to control software and hardware for engineering requirements.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Practical and Tutorials	60	4 Hrs / week. 15 weeks.
Guided Independent Study	140	Moodle activities. Reading and research.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 10 hours, etc.)

Use commands to manipulate engineering systems including areas such as; Advanced command statements, task management, and structured coding.

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1) (2000-word count)	100 %
Practical	2-Hour Practical skills assessment (LO2, LO3 and LO4).	100 %

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Technical report (LO1) (2000-word count). New.	100 %
Practical	2-Hour Practical skills assessment (LO2, LO3 and LO4). New.	100 %

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Jim Macaulay Date: 15/02/2022	Approved by: Ben Bryant Date: 15/02/2022

