



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Module Leaders

CUR03s and Exam Boards

CUR03 Semester Delivery



Section A

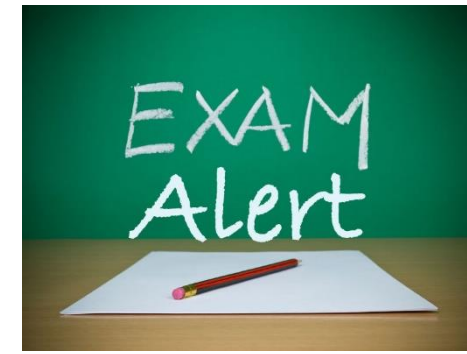
1	Module Title
	Engineering Business Skills 2
2	SIT's Module Code
	UH108438
3	SCQF Level
	8
4	SCQF Credit Points
	20
5	Module Leader (include staff id and email address)
	Robert Kay robert.kay.perth@uhi.ac.uk
6	Module Team Members (include staff ids and email addresses)
	Peter Hylton peter.hylton@uhi.ac.uk
7	Subject Network
	Engineering and the Built Environment
8	Exam Board and Exam Board Module Sub-Group
	Engineering and the Built Environment/Engineering
9	Date of Module Start/Most Recent Revision
	15 June 2017
10	Semester
	SC
11	Student Numbers in Previous Academic Session (if applicable)
	Not applicable
12	Minimum/Maximum Student Numbers
	Maximum numbers may only be stated where there are physical limits on group numbers or health and safety considerations, eg lab space, available equipment/facilities.
	Minimum numbers: 10
	Maximum numbers: Cohorts of 20
13	Pre-Requisites

10 Semester

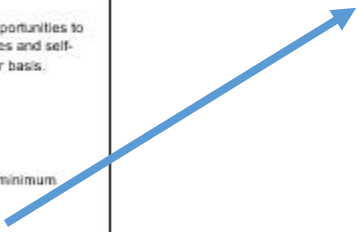
SC

- If you need to change the delivery semester then a MOD1 form must be completed.
- If this is wrong then students will NOT be able to complete their module selections correctly.

Assessment – Formative and Summative



14	Co-Requisites	
15	Mode of Study	
	Give estimate of proportions of mode of study, but also highlight main mode of study.	
	Face-to-face	12% 24 hours
	Video clips	6% 12 hours
	Online (tutor-supported study)	24% 48 hours
	Audio-conference	0% 0 hours
	Self-directed study	52% 104 hours
	Practical work	6% 12 hours
	Total	100% 200 hours
18	Assessment	
	Formative Assessment	
	With an emphasis on problem based learning, students will have opportunities to develop their understanding and application through tutorial exercises and self-assessment questions. Tutor feedback will be provided on a regular basis.	
	Summative Assessment	
	A minimum of 40% overall must be achieved for this module with a minimum achievement of 30% for each element.	
	The summative assessments for this module will be:	
	Exam: 2 hours	
	Coursework a :- Report: Reverse engineering project 1500 words	
	Coursework b:- Personal Development Plan 500 words	



16	Assessment
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Assessment Details



	Type	Details	Weighting	Minimum Pass Mark	Submission Week	Learning Outcome(s) Assessed			
Ass 1	Exam.	2 hours	50%	30%	12	1, 2			
Ass 2a	Report.	1500 words	40%	30%	12	3			
Ass 2b	Report.	500 words	10%	30%	6	4			
17	Experiential Education								
	Tick all that apply.								
	Work Placement	Case Studies	Simulations	Field Trip	Laboratory Work	Research Project	Internship	Guest Lecture	Clinical Practice
		x				x		X	
	Community Engagement	Service Learning	Job Shadowing	Study Abroad	Summer School	Volunteering	Competition	Co-operative Education	Capstone Course
18	Specialist Learning Resources								
	Include any specific software or other equipment/facilities students will require to undertake this module.								
19	Additional Costs to Students								
	Give details of any additional costs for students taking this module eg field trips.								
	None								

	Type	Details	Weighting	Minimum Pass Mark	Submission Week	Learning Outcome(s) Assessed
Ass 1	Exam.	2 hours	50%	30%	12	1, 2
Ass 2a	Report.	1500 words	40%	30%	12	3
Ass 2b	Report.	500 words	10%	30%	6	4

Important that this format is followed, A MOD1 is required if you want to change:-

- Type
- Details
- Weighting
- Minimum pass mark
- Learning Outcomes assessed

There is some leeway around the submission week

Employability Skills



20 Employability/Graduate Skills	
Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability.	
Self-Management	
Readiness to accept responsibility.	x
Resilience.	x
Self-starting.	
Appropriate assertiveness.	
Time management.	x
Readiness to improve own performance based on feedback/reflective learning.	x
Team working	
Respecting others.	x
Co-operating.	x
Negotiating/persuading.	
Contribution to discussions.	x
Awareness of interdependence with others.	x
Business and Customer Awareness	
Basic understanding of key drivers for business success.	x
Importance of innovation and taking calculated risks.	x
Need to provide customer satisfaction and build customer loyalty.	x
Creative Thinking and Problem Solving	
Analyses data and situations.	x
Evaluates facts from evidence based claims and reasoning.	x
Forms conclusions.	x
Applies creative thinking to develop appropriate solutions.	
Communication and Literacy	
Application of literacy.	x
Ability to produce clear, structured written work.	x
Ability to produce clear, structured oral discussions/presentations.	
Ability to listen and question.	
Positive Attitude	
Develops a 'can-do' approach.	x
Readiness to take part and contribute.	x

Creative Thinking and Problem Solving	
Analyses data and situations.	x
Evaluates facts from evidence based claims and reasoning.	x
Forms conclusions.	x
Applies creative thinking to develop appropriate solutions.	

- Employability skills are becoming more important to UHI and graduates and more emphasis should be placed on them.

Other names that are used:-

- Graduate Skills
- Core Skills
- Key Skills
- Soft Skills
- Functional skills (the latest name I've come across)

Learning Outcomes



Section B

21	Module Summary
	This is a multidisciplinary module aimed at instilling professional engineering skills in students. It continues on from a first year module and aims to instill professionalism in the areas of project management, business skills and personal development planning.
22	Module Keywords
	Engineering, Business, project management, personal development
23	Module Learning Outcomes
	"On successful completion of this module, students should be able to..."
	Learning Outcome 1 (LO1): Develop project management skills including the ability to develop schedule and budget and assess necessary tasks and critical path.
	Learning Outcome 2 (LO2): Analyse and evaluate business types, and management techniques and to evaluate the impacts of financial, legislative and environmental impacts,
	Learning Outcome 3 (LO3): Analyse and evaluate an engineering design to ensure it meets requirements, constraints and specifications.
	Learning Outcome 4 (LO4): Plan self-learning and develop individual knowledge and skills for personal career enhancement.

"On successful completion of this module, students should be able to..."	
Learning Outcome 1 (LO1):	Develop project management skills including the ability to develop schedule and budget and assess necessary tasks and critical path.

- This is what I call the 'legal' part of the document.
- All outcomes MUST be assessed

Indicative Content



24	Indicative Content
	<p>Project management:</p> <ul style="list-style-type: none">• Project Management, activities, network diagrams, critical path, timings.• Lifecycle Management. <p>Business :</p> <ul style="list-style-type: none">• Finance; budgets, profit/loss accounts, quick ratios.• professional and ethical conduct in engineering and a knowledge of professional codes of conduct;• commercial, economic and social context of engineering processes;• management techniques which may be used to achieve engineering objectives;• the requirement for engineering activities to promote sustainable development• legal requirements governing engineering activities, including personnel, health & safety, contracts, intellectual property rights, product safety and liability issues.• risk issues, including health & safety, environmental and commercial risk;• Understanding of the key drivers for business success, including innovation, calculated commercial risks and customer satisfaction. <p>Company types, structures and QA:</p> <ul style="list-style-type: none">• Company types and structures; sole trader, PLC (public and private), hierarchical, flat and matrix structures.• Entrepreneurship; finance, starting up a business, business plan.• Quality assurance; sampling techniques, Deming etc. <p>Design:</p> <ul style="list-style-type: none">• Reverse Engineering: to analyse an existing system to determine how it works, how it was made, materials selected and design parameters.• Customer and user needs; wider engineering context, public perception and aesthetics• Problem definition and constraints including environmental and sustainability limitations, ethical, health, safety, security and risk issues, codes of practice and standards; <p>CPD</p> <ul style="list-style-type: none">• Plan self-learning and improve performance, lifelong learning/CPD.

- legal requirements governing engineering activities, including personnel, health & safety, contracts, intellectual property rights, product safety and liability issues,

- As the name suggests this section is to give an indication on what COULD be covered in the L&T of the module.
- There is no requirement for everything to be taught and assessed.
- e.g. The extract above could have a ‘health and safety’ question in one exam and the next exam could have a question on ‘contracts’.



WHAT DOES A GOOD
LEADER LOOK LIKE?

Module Leaders

T1 Examboards



Drafting Exams and Courseworks

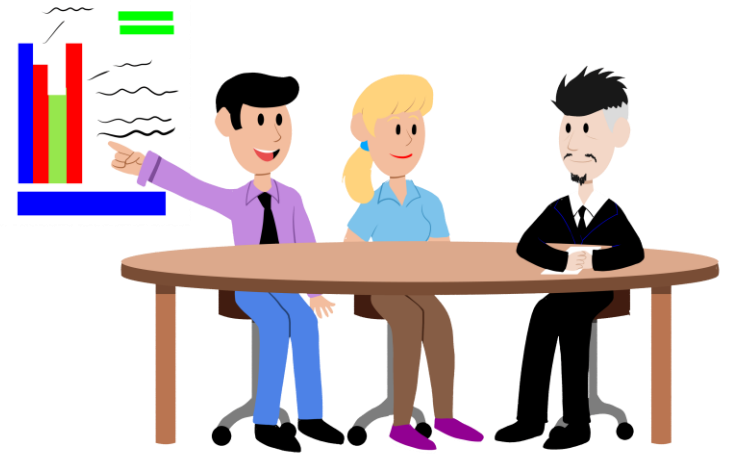
- Module Leader(ML) leads in the drafting of exams, courseworks and marking schemes, other team members can contribute to this process.
- This normally includes 1st attempt and RESIT assessments for that session.
- Draft assessments should be verified prior to going forward to the External Examiner, if there is a module team then other staff members can check assessments for:-
 - Have all the LOs in the CUR03 having been covered?
 - Typos, spelling etc ?
 - Ensure the questions are worded to give clear and unambiguous tasks
 - e.g. ('what is that on the road ahead?' as against 'what is that on the road, ahead?)
 - Is the marking clear and appropriate and does it add up to 100%?
- Draft assessments are passed to the Programme Leader(PL), they will send the assessments to External Examiner(EE) for feedback.
- PL will forward feedback from the EE to the ML who will act on this advice.
- Timing – this should all be completed in time for exams to be sent to UHI's exams office as detailed in their timetable.
- Exam papers and class lists are forwarded to the UHI Exam Office

Marking of Exams and Courseworks



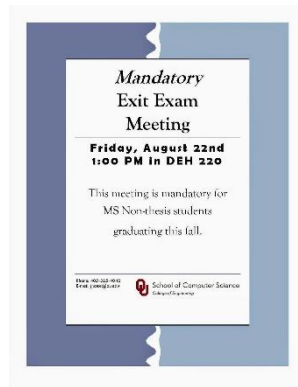
- Module Leader will either lead in the marking or lead in the organisation of the marking where cohorts are large.
- Exams and courseworks are to be second marked (sampled as per UHI regulations:- 17b.39 The sample of assessed work should include a minimum of 10% or six scripts, whichever is the greater, of the total.)
- It is good practice is to check the total marks for each student.
- Module Leader to enter student marks into SITS
- Student marks to be checked for 'correct entry' prior to the exam pre-board.

Pre Board



- All module Leaders should attend the pre-board
- The purpose of the pre-board is to:-
 - Check all student marks have been entered correctly.
 - Check all resit student marks have been entered correctly
 - Check all MC claims have been dealt with correctly
 - Check for withdrawn or suspended students and that they have been given the correct codes

T1 Exam Board



- All Module Leaders should attend
- Module Leaders should confirm their module results by exception ie the exception being only those students who have failed an assessment, the ML will indicate what the next attempt will be:-
 - 1st attempt, if Mitigating Circumstances have been given
 - 2nd attempt.
 - Where appropriate, give support (or NOT) for the retaking of the module if the resit has been failed.
 - Note: marks are not capped at 40% when retaking a module unless it is a year 4 module being used to give a student a classification when it will be capped at 40%.

After the Exam Board



- Module Leaders should work in combination with the exam board clerk & chair and with the PL to resolve any anomalies coming from the exam board.

What can you do?



Module	Creative Thinking			
Marks	Each element 30% min and an ave of 40% to pass			
	Exam	Coursework	Mark	Grade
	[50%]	[50%]		
John	44%	74%	59.00%	C
Bill	37%	77%	57.00%	C
Allan	34%	80%	57.00%	C
June	28%	75%	51.50%	F
Jacki	28%	70%	49.00%	F
Mary	29%	90%	59.50%	F
Ted	35%	83%	59.00%	C
Barry	27%	81%	54.00%	F
Average Class Marks	33%	79%	56%	

This is a new module being run for the first time

- Coursework marks were very good with an average of 79%
- Exam marks were very poor with an average of 33%
- Students were very upset at the apparent high standard of the exam and had made an informal complaint to the PL.
- Can the ML do anything?

UHI Regulations



17b.8 The Tier 1 Board of Examiners is responsible for:

- a. satisfying itself that all results presented are correct
- b. agreeing the result for each student on each module being considered
- c. where necessary, deciding on the type of reassessment to be taken
- d. approving when reassessments shall take place
- **e. if necessary, scaling the results in any component of assessment of a module (ie moving the marks for every student in the module up or down by an agreed percentage, while retaining the relative placing of each student's mark**
- f. reviewing module results by mode of study and by Home Academic Partner, to address any variation which may be attributable to these factors
- g. taking account of any recommendations of the mitigating circumstances panel
- h. submitting verified and confirmed results for modules together with recommendations for pass or fail to Tier 2 Boards of Examiners i. in addition, the Tier 1 Board of Examiners will, at the end of the meeting, invite external examiners to provide comment on any issues relating to the delivery, resourcing or design of programmes. These comments should be recorded and where appropriate conveyed in writing to the Tier 2 Board of Examiners (see below).

