



**MLA  
COLLEGE**

In partnership with



**UNIVERSITY OF  
PLYMOUTH**

**ACADEMIC PARTNERSHIPS**

**PROGRAMME QUALITY HANDBOOK  
2022-23**

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**PG Certificate Sustainable Maritime Operations**

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## 1. Welcome and Introduction

Welcome to MLA College. We are delighted that you have chosen to study with us. We will do all we can to ensure sure you get the maximum benefit from your time here – and that you will be well prepared for the next stage in your academic or professional career path.

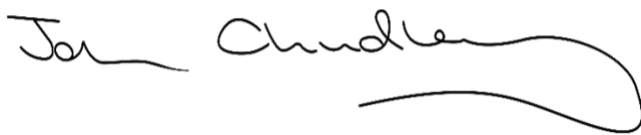
You will already know that MLA College is internationally recognised for its excellent reputation, and you will also benefit from the consistently high standards and expectations MLA College brings to all aspects of its teaching and learning.

You will find that all our staff are dedicated to ensuring you have the best experience possible. As well as being professional, intellectually challenging and up-to-date in their knowledge of the subject matter, we ensure that those teaching you do so in a research-informed, creative, responsive, and engaging way. Your tutors are supported by highly experienced professional colleagues who are here to give you advice and guidance on all aspects of your studies.

As a student at MLA College and the University of Plymouth your feedback is important to us, and we have in place a number of surveys conducted by MLA College during your period of registration. Please do take the time to complete these surveys which will inform our plans to ensure all students continue to receive the best possible experience during their time with us.

We want you to enjoy the best study experience possible and we are here to help create the best opportunities for what you want to do next.

Welcome again to the MLA College.

A handwritten signature in black ink, appearing to read 'John Chudley', with a long, sweeping underline that extends to the right.

Professor John Chudley, Rector

MLA College

## 2. About this Handbook

This Programme Quality handbook contains important information including:  
The approved programme specification  
Module records

**Note:** The information in this handbook should be read in conjunction with the current edition of:

- MLA College Student Handbook which contains student support- based information available [here](#)
- Your University of Plymouth Student Handbook available [here](#)
- Non-Standard Regulations (Exceptions to The University of Plymouth Regulations)

### 3. Programme Specification

Programme Title: PGCert Sustainable Maritime Operations

Partner Delivering Institution: Marine Learning Alliance

Start Date: 2015-16

First Award Date: 2016-17

Date(s) of Revision(s) to this Document:

New Programme Approval 9<sup>th</sup> November 2015

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education<sup>1</sup>. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and University of Plymouth at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow University of Plymouth's procedures for making changes to partnership programmes<sup>2</sup>.

#### Programme Details

Awarding Institution:	University of Plymouth
Partner Institution/delivery site (s):	MLA College The Merchant, St Andrew Street, Plymouth, PL1 2AX
Accrediting Body:	N/A
Language of Study:	English <sup>3</sup>
Mode of Study:	Part time distance e-learning
Final Award:	PGCert
Intermediate Award:	None
Programme Title:	PGCert Sustainable Maritime Operations
UCAS Code:	N/A Applications handled directly
JACS Code:	F841
Benchmarks:	Framework for Higher Education Qualifications (FHEQ); QAA Earth Sciences, Environmental Sciences and Environmental Studies (ES3) Subject Benchmark Statements, October 2014. Southern England Consortium for Credit Accumulation and Transfer (SEEC), <b>Level 7</b> Descriptors ( <a href="#">SEEC 2021</a> ) QAA Business and Management Subject Benchmark Statements, The Quality Assurance Agency for Higher Education (QAA), February 2015. QAA Master's Degrees in Business and Management Subject Benchmark Statement, The Quality Assurance Agency for Higher Education (QAA), June 2015. "Master's Degree characteristics", The Quality Assurance Agency for Higher Education (QAA), March 2010;
Date of Programme Approval:	November 2015

#### 3.1 Brief Description of the Programme

The Sustainable Maritime Operations (SMO) Postgraduate Certificate (PGCert) programme is a forward looking, balanced package of study designed to offer the opportunity for individuals with an interest, knowledge, or experience in the maritime sector to deepen and broaden their

<sup>1</sup>QAA, 2015, Chapter B1: programme Design, development and Approval: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>, last accessed 11<sup>th</sup> May 2015.

<sup>2</sup> If required, please contact Academic Partnerships Programme Administration for assistance.

<sup>3</sup> Unless otherwise approved through University of Plymouth's Academic Development and Partnerships Committee

comprehension of this industry, its drivers, limitations, operational behaviour, responsibilities, technological challenges and sustainable solutions.

Building from an appropriate honours degree or equivalent experience, the SMO PGCert is an attractive and flexible supported distance e-learning programme which is aimed at providing sea-going and shore based maritime industry deck staff, engineers, and administrative personnel with a strong framework of learning at Masters' level. During the SMO PGCert, students undertake three compulsory modules which establish the core skills and knowledge. This includes applied study skills, scientific data management and manipulation, legislation and regulation, project management and leadership practice.

### 3.2 Details of Accreditation by a Professional/Statutory Body (if appropriate)

None

### 3.3 Exceptions to University of Plymouth Regulations (Non-Standard Regulations)

(Note: University of Plymouth's Academic Regulations are available [here](#))

The University's Academic Regulations are implemented in full, with the exceptions below:

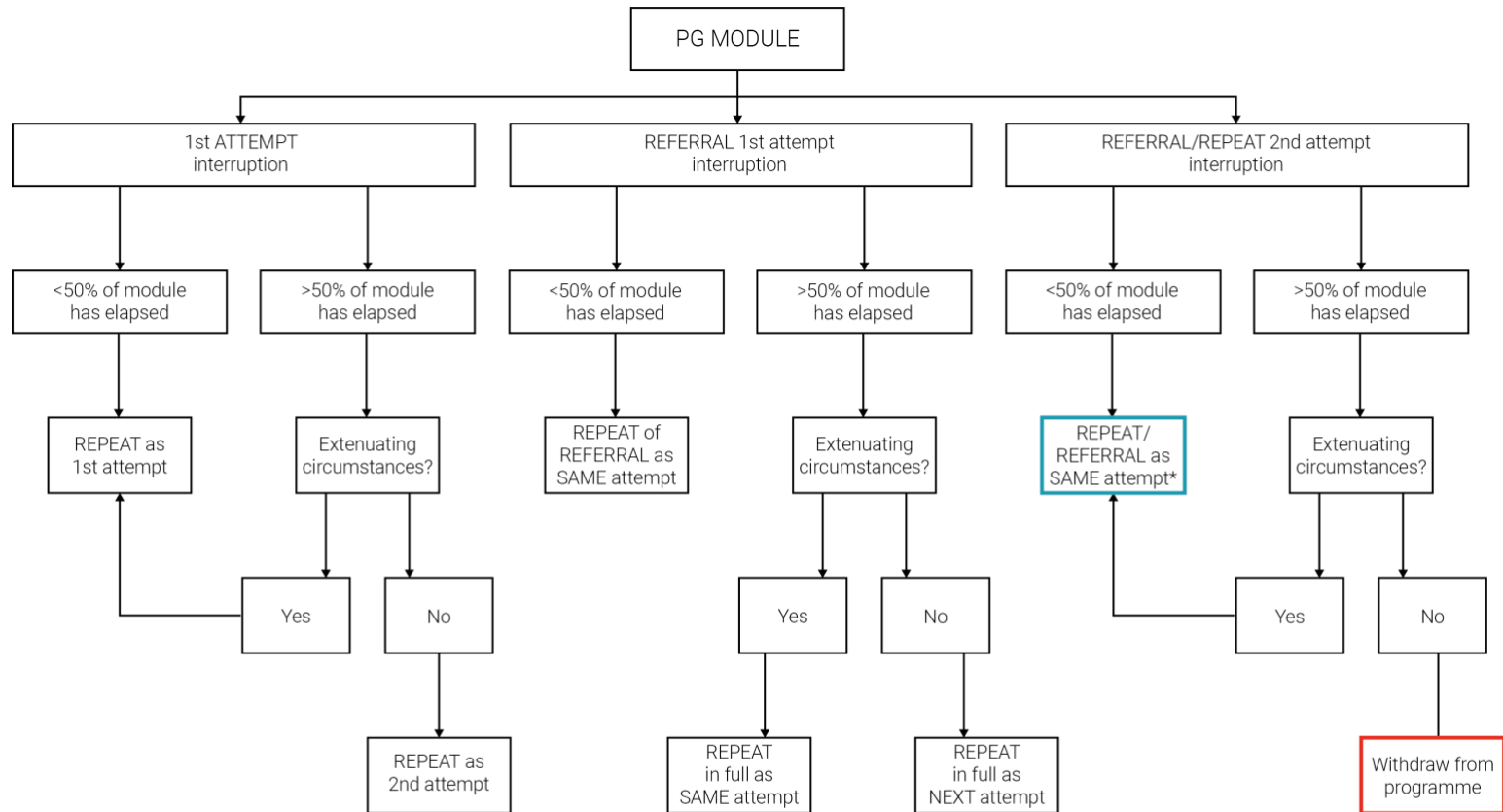
Approved by the University of Plymouth on 15th June 2021.

1. **48 Hour Extension for Late Submission:** the student's Personal Tutor may approve a 48-hr extension for Distance Learning assessment submission without need for formal Extenuating Circumstances application.
2. **28 (calendar) day Extenuating Circumstances Extension for Late Submission:** in exception to the University of Plymouth's Extenuating Circumstances Policy and Procedures, both self-certified and evidenced applications for Extenuating Circumstances (EC), considered valid by MLA College, will be offered 28 calendar days as an extension to the assessment deadline. Additionally, poor internet connection, where appropriately described as an employment driven issue causing the missing of an assessment deadline (e.g., whilst 'at sea'), may be considered as a valid extenuating circumstance.
3. **Instant Referrals in the event of Failure or Non-Submission:** with or without submission of a valid Extenuating Circumstances claim, may be approved through MLA College's Interim Assessment and Award Board (IAAB) which then reports to the next scheduled University of Plymouth Subject Assessment Panel (SAP) and/or Award Assessment Board (AAB).
4. **Maximum Period of Study:** all distance-learning awards that equate to a single level of study or more, including programmes-in-parts, have a maximum period of study of 10 years. Should completion within that timeframe appear unreasonable, University of Plymouth regulations for Accreditation of Prior Learning should be considered and followed prior to enrolment onto each part.

Examples:

- CertHE + DipHE + BSc (Hons) = 360 credits = 10 years max.
- BSc + BSc (Hons) = 120 Level 6 credits = 10 years max.
- PGCert + PGDip + MSc = 120 credits = 10 years max

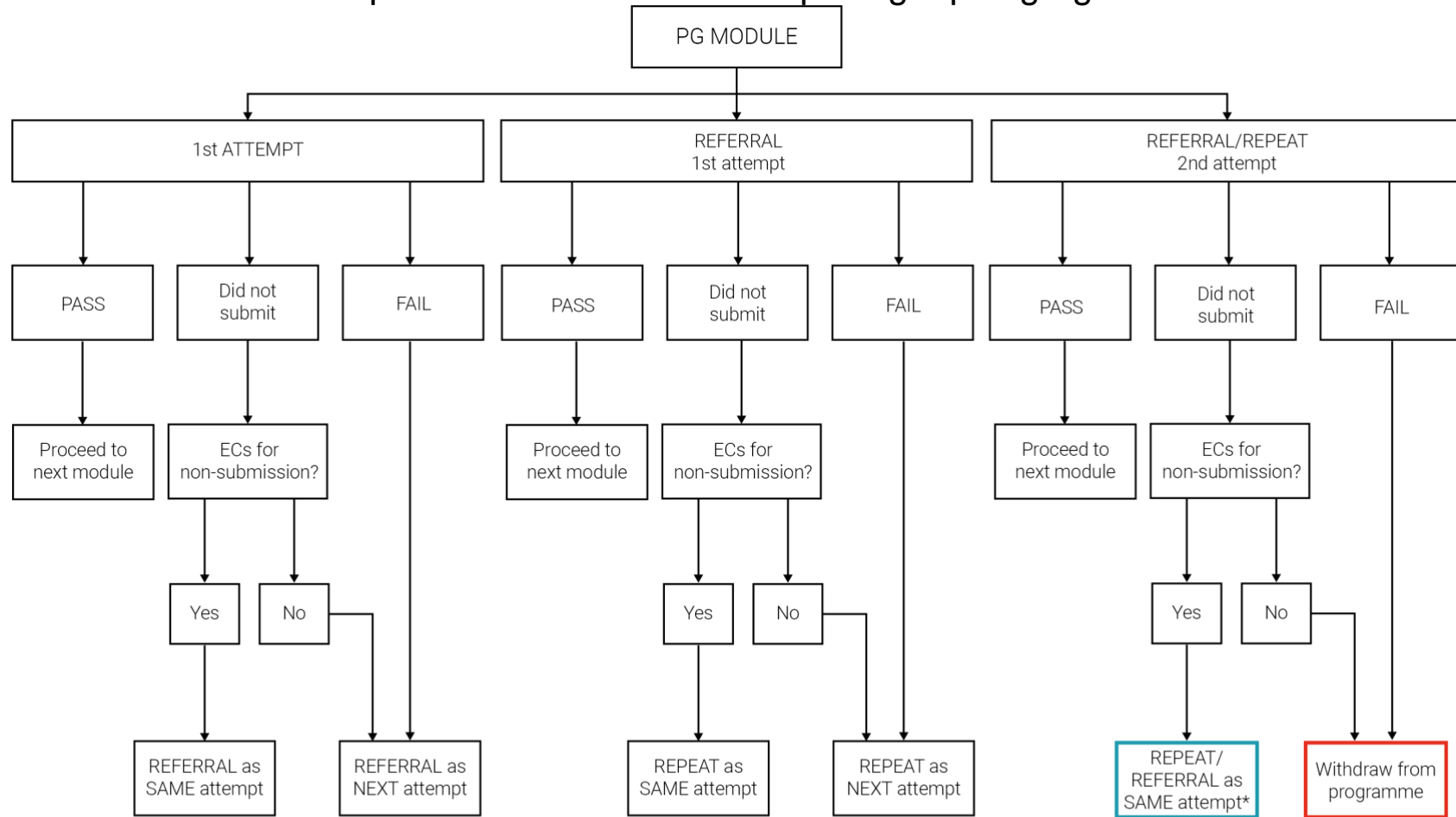
# Referral/Repeat flow for students interrupting before the completion of a postgraduate module



\* REFERRAL/REPEAT = same as previous

\*\* If previous attempt was REFERRAL the next attempt will be REPEAT. If previous attempt was REPEAT the next attempt will be REFERRAL.

## Referral/Repeat flow for students completing a postgraduate module



\* If previous attempt was REFERRAL the next attempt will be REPEAT. If previous attempt was REPEAT the next attempt will be REFERRAL.





### 3.4 Programme Aims

#### Programme Aims

The programme will deliver:

An intellectually stimulating and industry-relevant programme of study, which aims to:

1. Equip students with appropriate research and study skills in an applied maritime context while also equipping them with project and data management skills.
2. Develop students' knowledge and understanding of current trends in the maritime industry appropriate to their potential future employment.
3. Support the construction of students' understanding of how individuals, team members, employees, leaders, managers, or employers may participate and contribute to the safe, efficient, legal, ethical, and effective delivery of maritime activity.

### 3.5 Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Apply a range of tools, models, and frameworks to demonstrate critical review of the module content and to participate effectively as an e-learner and reflect on, and critically evaluate own skills and performance.
2. Demonstrate a deep and systematic understanding of the extent, nature and importance of sustainable technological design and operation in the marine environment and to apply analytical tools in establishing the factors, which drive developments and operations in the maritime environment.
3. Gather, prepare, and manipulate maritime scientific, engineering, or commercial data sets, and critically evaluate results in order to appraise the sustainability of the business environment in which students and their organisations operate and the interrelationships and integration between different marine and maritime industry sectors.
4. Apply leadership and project management skills to a range of maritime operational scenarios, recognise personal management and leadership strengths and weaknesses, and develop individual effective management techniques.

### 3.6 Distinctive Features

The PGCert Sustainable Maritime Operations is an innovative, part time distance e-learning honours degree top-up programme. The e-learning course materials are designed by a team of academics and learning technologists and delivered through a seamless Total Learning Package. This Total Learning Package may be downloaded to a variety of platforms, including tablets, smart phones, and computers. Using cutting-edge technology, the Total Learning Package is fully functional whether the device is connected to the internet or not, which enables students to study successfully in any location ashore, or whilst deployed for extended periods offshore. The Total Learning Package adds considerable value to lecture material with formative testing, transcripts and learning support materials.

This programme is a flexible, fully tutor supported, distance e-learning programme, which has broad appeal and is a gateway to professional advancement. Students' progress through the programme in a modular fashion, allowing maximum flexibility in integrating their part-time studies with a busy professional schedule and their own personal commitments. Further flexibility exists in the form of open module choices, allowing students the opportunity to focus in either a maritime scientific or commercial context, or across both areas if desired.

Use of University of Plymouth teaching and learning resources is enhanced by the availability of the extensive Institute of Marine Engineering, Science and Technology (IMarEST) e-library and virtual resources, available to all MLA students.

### 3.7 Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<b>Level 2:</b> - <b>Key Skills requirement / Higher Level Diploma: and/or</b> - <b>GCSEs required at Grade C or above:</b>	All applicants must have GCSE (or equivalent) Maths and English at Grade C or higher.
<b>Level 3: at least one of the following:</b> - <b>AS/A Levels</b> - <b>Advanced Level Diploma:</b> - <b>BTEC National Certificate/Diploma:</b> - <b>VDA: AGNVQ, AVCE, AVS:</b> - <b>Access to HE or Year 0 provision:</b> - <b>International Baccalaureate:</b> - <b>Irish / Scottish Highers / Advanced Highers:</b>	N/A
<b>Work Experience:</b>	In the case of admission to the SMO PGCert, MLA are keen to consider admission on the basis of work or life experience. Where an applicant presents with appropriate experience, this may be taken into account in lieu of certificated qualifications, regardless of age.  Relevant maritime experience will be considered on individual merit. Specific reference to APCL and APEL is made below.
<b>Other HE qualifications / non-standard awards or experiences:</b>	An undergraduate degree in a related cognate area, or equivalent level 6 credits.
<b>APEL / APCL<sup>4</sup> possibilities:</b>	The University's regulations for Accreditation of Prior Certificated Learning (APCL) and Assessment of Prior Experiential Learning (APEL) are set out in the 'University Academic Regulations' are outlined <sup>5</sup> .  Accreditation of Prior Certificated Learning will be considered on verification of formal qualifications in line with the University's regulations.  Should a student have demonstrable achievement at Level 7, APCL of up to 20 academic credits may be applied at PGCert level in lieu of MLA702, Project and Data Management.
<b>Interview / Portfolio requirements:</b>	Applicants are expected to submit a full <i>Curriculum Vita</i> or résumé and an application form. Admissions tutors for the Marine Learning Alliance will check all applications thoroughly and may also arrange an interview (usually by telephone or video conferencing) for potential students in order to assess their suitability for study. Offers of places are based on the information

<sup>4</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

<sup>5</sup>[https://www.plymouth.ac.uk/uploads/production/document/path/1/1878/Accreditation\\_of\\_Prior\\_Learning.pdf](https://www.plymouth.ac.uk/uploads/production/document/path/1/1878/Accreditation_of_Prior_Learning.pdf)

	<p>provided in the application documents and interview (where appropriate).</p> <p>In some instances students may be required to undertake an interview (online, telephone or face to face), or to complete a portfolio assessment and interview. This may take the form of a portfolio of evidence of experiential learning. In line with university regulations, the learning derived from experience or study must be identified in order to be assessed. Identification must be made by the student, on the basis of systematic reflection on the experience or study and the provision of clear and evidenced statements about that learning. This will be formally reviewed to determine that the learning has in fact occurred and that it is still current, and equivalence to university credit weightings and levels.</p> <p>In the case of students being required to complete a form of assessment it will be governed by University of Plymouth regulations and serves to demonstrate that they have satisfied the learning outcomes of the module(s) for which credit is claimed.</p>
<p><b>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</b></p>	<p>No</p>
<p><b>English language requirements</b></p>	<p>If students have not obtained or do not have the appropriate entry qualifications in the English language, they may be required to produce evidence of English language ability. This will normally be the equivalent of:</p> <ul style="list-style-type: none"> <li>➤ GCSE Grade C or above in English language.</li> <li>➤ IELTS 6.5 overall or above with a minimum of 5.5 in all four components (listening, reading, speaking, and writing)</li> <li>➤ For further information and alternatives to IELTS, see University of Plymouth’s <a href="#">International Student Entry Requirements</a>.<sup>[1][SEP]</sup></li> </ul>

### 3.8 Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important

FHEQ level: 7					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p><b>Knowledge / Understanding:</b></p> <p>Students should demonstrate:</p> <p>A deep and systematic understanding of current problems, theoretical and methodological approaches, and how these affect the interpretation of knowledge relevant to Sustainable Maritime Operations</p> <p>Relevant knowledge and understanding of organisations; the marine business environment in which they operate and their management</p> <p>An understanding of the complex interrelationships between the various disciplines within Sustainable Maritime Operations, and with other wider subject</p>	<p><b>Primary:</b></p> <p>This programme is delivered by fully tutor supported distance e-teaching and learning and integrates student theory and practice learning from: marine sector experts, marine scientists, engineers, practicing managers, entrepreneurs, and other stakeholders.</p> <p><b>Secondary/Supplementary:</b></p> <p>Webinars and guest lectures including virtual face to face and supporting technology to aid student learning.</p>	1,2,3	1,2,3	<p>Students build a series of Personal Development Portfolios (PDP) as they progress.</p> <p>Assessment methods typically include:</p> <p>Coursework reports, Reviews, and essays</p> <p>Presentations</p> <p>Project reports</p> <p>Posters</p>	<p>MLA701, MLA702, MLA703,</p>

areas within the disciplines of marine science and engineering	On and offline seminars, workshops, students' local field work, work-based learning, case studies, project work, simulation, practical work and demonstration, virtual discussion groups and mentoring.			Learning journals and portfolio Practical report writing Use of modelling and simulation software.	
<p>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</p> <p>The learning and assessment strategy is designed to embrace the nature of this distance e-learning programme and make best use of appropriate technology to inculcate the relevant aspects of knowledge and understanding at Level 7. The MLA uses a balanced approach of constructivist and behaviourist teaching and learning; whereby students are 'lectured' in an off-line web-based IT architecture, exposed to practical applications and activities, and complete formative assessment, before undertaking a period of reflection and summative assessment. For example in knowledge and understanding, teaching, learning and assessment; students are introduced to a range of appropriate data sources, software and technologies that include industry standard techniques, so that students are able to revisit the information, in context, attempt formative assessment (repeatedly if necessary), reflect, and then complete a knowledge and understanding focussed assignment, as part of their portfolio of work.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>Students should be able to:</p> <p>Critically evaluate marine scientific, engineering, and commercial paradigms, concepts, and principles.</p> <p>Develop critical responses to existing scientific, engineering, and commercial practices in the maritime industry, suggesting new concepts and approaches</p> <p>Evaluate critically current research and advanced scholarship in relevant areas of marine science, engineering, and commerce</p> <p>Approach academic literature, scientific data, and other sources of information critically</p> <p>Appraise modern maritime industry operational behaviour and outcomes.</p>	<p>Primary:</p> <p>As above: this programme is delivered by fully tutor supported distance e-teaching and learning.</p> <p>Support for cognitive and intellectual skills learning is particularly appropriate in this distance learning environment as students are mature adult learners, most of whom are employed in the off-shore industry, and who are very able to recognise their own circumstances and status, understand cognitive and intellectual skills learning outcome targets, self-motivate, take responsibility for their own learning, and use distance</p>	2,3	3,4	As above.	MLA702

	<p>learning resources to maximum effect.</p> <p>Secondary/Supplementary: As above</p>				
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</p> <p>Teaching, learning and assessment of cognitive and intellectual skills lends itself well to supported distance e-learning as testing comprehension, logical analysis and problem-solving skills may be readily achieved in formative, numerical and written summative assessments. Students are empowered and take control of their learning content and pace, attending virtual lectures, videos, demonstrations, and simulations, supported by accompanying transcripts and notes. Each lecture is followed by a series of formative tests allowing the student to test their own progress and knowledge. The learner is given the opportunity to revisit the lecture material as many times as they feel is necessary to meet the learning outcomes for that section and complete the formative assessment to an appropriate standard.</p>					
<p><b>Key Transferable Skills:</b></p> <p>Students should be able to:</p> <p>Work collaboratively as an effective team member</p> <p>Communicate information, arguments, and analysis effectively at both a scientific and professional level using structured and coherent arguments</p> <p>Use a range of techniques to initiate and undertake complex and independent problem solving</p> <p>Develop a critical ethical and sustainable dimension to professional practice</p>	<p><b>Primary:</b></p> <p>Delivered by tutor supported distance e-teaching and learning, key transferable skills are an integral part of much of the SMO programme and provide students with significant and portable enhancements to their CV. Learning material is prepared, and tutors are recruited from academically qualified marine sector experts, marine scientists, engineers, and contemporary practitioners.</p> <p><b>Secondary/Supplementary:</b></p> <p>Teaching and learning material is enhanced and its currency maintained through on and offline seminars, work-based learning, case studies, project work, practical work and</p>	2,3	1,4	As above	MLA701, MLA702,

	demonstration, virtual discussion groups and mentoring.				
<p>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</p> <p>Key transferable skills teaching learning and assessment are intimately woven into the fabric of the SMO PGCert programme. Present in many compulsory and optional modules, topics such as numeracy, research skills, teamwork, leadership and management, regulation and legislation are recurring threads by which students' knowledge, understanding, skills and wider attributes are developed. Students engage in a wide variety of marine environment content in which key transferable skills are embedded and tested. Lectures, on and offline seminars, workshops, formative, and summative assessment are readily focussed on building these qualities.</p>					
<p><b>Employment Related Skills:</b></p> <p>Students should be able to:</p> <p>Apply standard leadership and management techniques in an ethical manner to elements of professional practice</p> <p>Articulate and effectively persuade colleagues, customers, and suppliers in the maritime industry</p> <p>Communicate and listen effectively.</p> <p>Communicate in a variety of media.</p> <p>Reflect critically on own learning development and style with application to professional career development</p>	<p><b>Primary:</b></p> <p>Having a strong vocational content and being delivered to maritime industry-oriented distance learning students, employment related skills are a key part of the SMO lecture programme. Though lecture content, guided research, formative, and summative portfolio construction students learn and develop maritime industry employment related skills.</p> <p><b>Secondary/Supplementary:</b></p> <p>Work-based learning projects work, case studies, discussion groups and mentoring by tutor staff are used to support employment related skill learning.</p>	1,2	1,2,3,4	As above	<p>MLA701, MLA702, MLA703,</p>



An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:

As a maritime industry focussed programme, the SMO PGCert offers students a wide range of high-quality employment related skills, aimed at team leader/middle manager level. The majority of prospective students are expected to be drawn from marine related industries, working as junior to mid-level operational, engineering, or administrative staff and wishing to enhance their knowledge and understanding as a means to progress their careers. All modules host employment related skills teaching, learning and assessment, in lectures, discussion groups, webinars, formative and summative assessment.

<p><b>Skills:</b></p> <p>Students should be able to:</p> <p>Manage their own working priorities, to plan, organise and manage time.</p> <p>Plan and manage a project as part of a small team, including making decisions in complex and unfamiliar contexts</p>	<p><b>Primary:</b></p> <p>Students benefit from learning practical skills from a broad selection of appropriately chosen marine sector experts, marine scientists, engineers and practicing managers. Computer modelling and simulation, use of secondary data and practical demonstrations form the primary teaching and learning in this area.</p> <p><b>Secondary/Supplementary:</b></p> <p>Webinars and guest lecturers including virtual face to face question and answer assist student learning.</p>	<p>2 &amp; 3</p>	<p>1,2</p>	<p>As above</p>	<p>MLA702,</p>
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An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:

This level 7 programme is designed to offer students a carefully selected, flexible, interesting, and contemporary means of studying a wide variety of maritime industry related topics and enable graduates to contribute to their employers' business at an early stage. The challenges of teaching, learning and assessment of the practical skills, outlined above, in a distance learning programme are overcome through structured use of demonstrations, simulation, practical projects, on and offline seminars, workshops, students' manipulation of secondary data, work-based learning, virtual discussion groups and mentoring.

### 3.9 Work Based/Related Learning

FHEQ level:7					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)
Application of theory, knowledge and understanding to current problems and issues in the industry	Built into assignments and portfolio work when possible and relevant to do so	1,2,3	1,2,3	As above	All
<p>An explanation of this map:</p> <p>This programme is specifically intended for those already working within the disciplines of maritime commerce, science, and engineering. A focus remains, however, in ensuring that all teaching and learning activity demonstrates clear relevance to industry practice and requirements. This will be assured through the regular benchmarking of teaching and learning activities against clear industry requirements, a practice facilitated through the MLA’s links with the IMarEST and their participation in groups such as the Marine Industry Alliance Skills Group.</p>					

## 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:** MLA701  
**MODULE TITLE:** Marine Science and Engineering Management  
**CREDITS:** 20  
**FHEQ LEVEL:** 7  
**HECOS CODE(S):** F710  
**PRE-REQUISITES:** None  
**CO-REQUISITES:** None  
**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:**

This module equips students with many of the necessary postgraduate study skills, builds enthusiasms, develops concepts associated with maritime sustainable design and operation, and looks forward in examining future trends and developments in marine technology.

ELEMENTS OF ASSESSMENT					
<b>E1</b> (Examination)	N/A	<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	N/A
<b>E2</b> (Clinical Examination)	N/A	<b>A1</b> (Generic assessment)	N/A		
<b>T1</b> (Test)	N/A	<b>O1</b> (online open book assessment)	N/A		

**SUBJECT ASSESSMENT PANEL to which module should be linked: MLA**

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

This module aims to equip students with appropriate research skills for study at postgraduate level through a range of applied subject area tasks and explores how modern maritime design, manufacture and operation embraces sustainability. It also aims to develop students' knowledge and understanding of current trends in the maritime industry and how these may be realised and managed sustainably in the future.

**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:

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Apply a range of tools, models, and frameworks to demonstrate critical review of the module content. This should include evidence of being able to participate effectively as an online learner and reflect on, and critically evaluate own skills and performance. 2. Analyse the extent, nature and importance of sustainable technological design and operation in the marine environment. 3. Critically debate and discuss current maritime operational practice and how the global economy may evolve to steer its development in the future.	

<b>DATE OF APPROVAL:</b> 9 <sup>th</sup> November 2015	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 03/2016	<b>SCHOOL/PARTNER:</b> MLA
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> AY
<b>MODE OF DELIVERY:</b> distance learning	
<b>Notes:</b> For delivering institution's HE Operations or Academic Partnerships use if required	

**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**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- 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**

**MODULE LEADER: Dr. Carlos Martins**

**NATIONAL COST CENTRE: 111**

**OTHER MODULE STAFF: Dr. Jaimie Cross**

### **Summary of Module Content**

Research skills for postgraduates, maritime sustainability, developments in maritime technology

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures (online)	35	Indicative figures for distance learning
Tutorials and formative assessment (online)	25	Indicative figures for distance learning
Directed and self-study	60	Reading and associated study
Personal development planning	20	Reflection within portfolio
Professional portfolio	60	Completion of assessment
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	N/A	N/A
Test	N/A	N/A
Coursework	Induction report	40%
	Critical literature review and academic report	60%
Practical	N/A	N/A
Clinical Examination	N/A	N/A
Generic Assessment	N/A	N/A
Online open book assessment	N/A	N/A

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	N/A	N/A
Coursework (in lieu of the original assessment)	N/A	N/A
Coursework	Induction report	40%
	Critical literature review and academic report	60%
Practical	N/A	N/A
Clinical Examination	N/A	N/A
Generic Assessment	N/A	N/A
Test	N/A	N/A
Online Open Book Assessment	N/A	N/A

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Dr. Richard Thain Date: 6th January 2016	<b>Approved by:</b> MLA Date: 9th November 2015

## 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:** MLA702                      **MODULE TITLE:** Project and Data Management  
**CREDITS:** 20                              **FHEQ LEVEL:** 7                      **HECOS CODE(S):** G200  
**PRE-REQUISITES:** None              **CO-REQUISITES:** None              **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:**

**MLA702 seeks to build students' postgraduate study skills in an applied maritime context while also equipping them with project and data management skills appropriate to their possible future employment as mid ranking and senior staff in the marine industry.**

ELEMENTS OF ASSESSMENT					
<b>E1</b> (Examination)	N/A	<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	N/A
<b>E2</b> (Clinical Examination)	N/A	<b>A1</b> (Generic assessment)	N/A		
<b>T1</b> (Test)	N/A	<b>O1</b> (online open book assessment)	N/A		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** MLA

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This Project and Data Management module aims to ensure students have data gathering, manipulation and evaluation skills to critically analyse maritime engineering and commercial data. It also aims to build students' knowledge and understanding further through the practice and development of informal and structured product-based project management practice, project assurance, quality control, change and risk management skills.

**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:

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
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<ol style="list-style-type: none"> <li>1. Gather, prepare and manipulate maritime scientific, engineering, or commercial data sets, using industry-appropriate software, and critically evaluate results.</li> <li>2. Model and analyse the behaviour of maritime commercial and engineering systems.</li> <li>3. Apply leadership and project management skills to a range of maritime operational scenarios, recognise personal management and leadership strengths and weaknesses, and develop individual effective management techniques.</li> <li>4. Evaluate advanced structured product-based project management, project assurance, quality control, change and risk management techniques to marine environment projects.</li> </ol>	<p>(Please align all the relevant PILOs to each ALO as appropriate and expand this box as necessary to include all required information)</p>
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<b>DATE OF APPROVAL:</b> 9 <sup>th</sup> November 2015	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 03/2016	<b>SCHOOL/PARTNER:</b> MLA
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> AY
<b>MODE OF DELIVERY:</b> distance learning	
<b>Notes:</b> Notes: For delivering institution's HE Operations or Academic Partnerships use if required	

### **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**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- 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**

**MODULE LEADER: Dr. Carlos**

**Martins**

**NATIONAL COST CENTRE: 111**

**OTHER MODULE STAFF: Dr. Jaimie Cross**

### **Summary of Module Content**

**Data management and statistics, research methods, modelling and analysis, project management and leadership.**

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures (online)	35	Indicative figures for distance learning
Tutorials and formative assessment (online)	25	Indicative figures for distance learning
Directed and self-study	60	Reading and associated study
Personal development planning	20	Reflection within portfolio
Professional portfolio	60	Completion of assessment
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	N/A	N/A
Test	N/A	N/A
Coursework	Data analysis	40%
	Problem based and reflective report	60%
Practical	N/A	N/A
Clinical Examination	N/A	N/A
Generic Assessment	N/A	N/A

Online open book assessment	N/A	N/A
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#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		N/A
Coursework (in lieu of the original assessment)	Data analysis	40%
	Problem based and reflective report	60%
Coursework	N/A	N/A
Practical	N/A	N/A
Clinical Examination	N/A	N/A
Generic Assessment	N/A	N/A
Test	N/A	N/A
Online Open Book Assessment	N/A	N/A

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Dr. Richard Thain Date: 6th January 2016	<b>Approved by:</b> MLA Date: 9th November 2015

## 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:** MLA703B                      **MODULE TITLE:** Maritime Industry Practice  
**CREDITS:** 20                              **FHEQ LEVEL:** 7                      **HECOS CODE(S):** 100810  
**PRE-REQUISITES:** None              **CO-REQUISITES:** None              **COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:**

Operations within the wider maritime industry for practicing/prospective scientific/commercial managers is discussed, along with aspects of international legislation, global economics and harbour and shipping industry practice. Corporate ethics, sustainable development and corporate and social responsibility are introduced. The nature of integration and interaction between aspects of the maritime industry is discussed.

ELEMENTS OF ASSESSMENT					
<b>E1</b> (Examination)	N/A	<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	N/A
<b>E2</b> (Clinical Examination)	N/A	<b>A1</b> (Generic assessment)	N/A		
<b>T1</b> (Test)	N/A	O1(online open book assessment)	N/A		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** MLA

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to facilitate the balanced analysis of the global maritime industry and support the construction of students’ understanding of how individuals, team members, employees, leaders, managers, or employers may participate and contribute to the safe, efficient, legal, ethical and effective delivery of maritime activity.

**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. Relate the necessity to apply current maritime legislative and regulatory	

<p>statements to complex maritime scenarios and the importance of compliance.</p> <p>2. Evaluate critically the financial and economic models and data in an applied maritime business context.</p> <p>3. Justify and evaluate modern maritime industry operational behaviour and outcomes through the analysis of case studies.</p> <p>4. Critically discuss and evaluate concepts, methods, techniques, and practice related to sustainable and ethical operation in the maritime sphere.</p>	
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<b>DATE OF APPROVAL:</b> 24/09/2018	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 10/2017	<b>SCHOOL/PARTNER:</b> MLA
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> AY
<b>MODE OF DELIVERY:</b> distance learning	
<b>Notes</b> For delivering institution's HE Operations or Academic Partnerships use if required	

#### **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**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- 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**

**MODULE LEADER: Dr. Carlos Martins**

**NATIONAL COST CENTRE: 111**

**OTHER MODULE STAFF: Dr. Jaimie Cross**

### **Summary of Module Content**

**Marine industry practice, finance and economics, legislation, regulation, and ethics.**

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures (online)	35	Indicative figures for distance learning
Tutorials and formative assessment (online)	25	Indicative figures for distance learning
Directed and self-study	60	Reading and associated study
Personal development planning	20	Reflection within portfolio
Professional portfolio	60	Completion of assessment
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	<b>N/A</b>	N/A
Test	N/A	N/A
Coursework	Essays, Case study Report, Economic analysis	100%
Practical	N/A	N/A
Clinical Examination	N/A	N/A
Generic Assessment	N/A	N/A

Online open book assessment	N/A	N/A
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#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	N/A	N/A
Coursework (in lieu of the original assessment)	Essays, Case study Report, Economic analysis	100%
Coursework	N/A	N/A
Practical	N/A	N/A
Clinical Examination	N/A	N/A
Generic Assessment	N/A	N/A
Test	N/A	N/A
Online Open Book Assessment	N/A	N/A

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Dr Carlos Martins	<b>Approved by:</b> Richard Thain
Date: 23/10/2018	Date: 29/10/18

