Level 5 Specific Purpose Certificate in International Foundation Studies

MODULE SPECIFICATIONS

ABOUT THIS DOCUMENT
This module specification applies from the academic year 2023-24. Last revised: February 2023. Property of UniHaven Limited, Merits, Devoy Quarter, John Devoy Road, Naas, Co. Kildare

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PG25170 Level 5 Specific Purpose Certificate in International Foundation Studies

Name of Provider	Unihaven Limited						
Programme Title	PG25170 Level 5 Specific Purpose Certificate in International Foundation Studies						
Award Title	Level 5 Specific Purpose Certificate				Exit Award		N/A
Teaching and learning modalities	Directed Learning; E-learning (self-directed); Laboratory / Studio; Lectures / Classes; One-on-One Sessions; Practical Sessions; Practical/workshop/Laboratories/studio sessions; Self Directed Learning; Tutorials; Tutorials/One on one supported learning; Group Discussions; Group Discussions/Interactions						

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Full time	Special Purpose	5	4	Award Stage	5	120	04 Sep 2023	02.3.1

Module				Total Student Effort Module (Hours)					Allocation of Marks				
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
English for Academic Purposes	All	M	60	600	225	0	375	0	75	0	25	0	0
Intercultural Studies and Communications	All	M	10	100	60	0	40	0	100	0	0	0	0
Mathematics Ordinary	All	E	20	200	100	0	100	0	0	0	0	100	0
Business Studies	All	E	15	150	100	0	50	0	100	0	0	0	0
Information Systems	All	E	15	150	100	0	50	0	50	0	0	50	0
Global Politics	All	E	15	150	100	0	50	0	50	0	0	50	0
Introduction to Social Sciences	All	E	15	150	100	0	50	0	50	0	0	50	0
Mathematics Higher	All	E	20	200	100	0	100	0	0	0	0	100	0
Biology	All	E	15	150	100	0	50	0	40	0	0	60	0
Chemistry	All	E	15	150	100	0	50	0	54	0	0	46	0
Physics	All	E	15	150	100	0	50	0	50	0	0	50	0
Computer Science	All	E	15	150	100	0	50	0	50	0	0	50	0

Programme Structure

Module Number	Module Title	Mandatory / Optional	FET credits	Taught Hours per Week	Duration (weeks)
UNI001	English for Academic Purposes (EAP)	Mandatory	60	8	25
UNI002	Intercultural Studies and Communications	Mandatory	10	2	25
Business and Social Science Pathway – Choose 2 from 4 Optional Modules					
UNI003	Mathematics (Ordinary)	Mandatory for this Pathway*	20	4	25
UNI004	Business Studies	Optional	15	4	25
UNI005	Information Systems	Optional	15	4	25
UNI006	Global Politics	Optional	15	4	25
UNI007	Introduction to Social Sciences	Optional	15	4	25
Engineering and Science Pathway – Choose 2 from 4 Optional Modules					
UNI008	Mathematics (Higher)	Mandatory for this Pathway*	20	4	25
UNI009	Biology	Optional	15	4	25
UNI010	Chemistry	Optional	15	4	25
UNI011	Physics	Optional	15	4	25
UNI012	Computer Science	Optional	15	4	25

* Unless the student's choice of HEI degree programme necessitates a different level of Mathematics in which case such choice will be accommodated.

GENERAL INFORMATION	
1. Module title	English for Academic Purposes (EAP)
2. Module code	UNI001
3. Level	5
4. Credit Equivalency	60 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 8 hours plus 1 tutorial per week
AIMS AND OBJECTIVES	
6. Overall aim	The purpose of this module consists of three main aims: To raise students' language competency to a B2+ level equivalent on the CEFR. Familiarise students with the necessary academic language, competencies and practices required to undertake third-level study through English. Develop students' autonomy and independence.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: Demonstrate an overall English language competency equivalent to a B2+ level on the CEFR in the four skills of reading, writing, listening, and speaking; identity and appropriately use register, lexis, vocabulary, and grammar according to context. Give presentations, engage in discussions and seminars with peers, express ideas and communicate with lecturers and peers appropriately in an academic environment. Demonstrate various writing skills, such as note-taking and summarizing; plan, research and write discipline-specific essays using a library database/ online journal. Attend lectures, seminars, and presentations with an ability to follow content and comprehend and extract main ideas. Manage the demands of academic reading by utilizing strategies to cope with the volume and range of required texts at third level, showing a capacity to evaluate and assess texts for research and study purposes; extracting main ideas. Show a degree of student autonomy through independent learning and responsibility for the direction of his/her education.
8. Intended skills-based outcomes	Completing this module will also help students to develop listening skills.
CONTENT	
9. Module content	This module will cover the following: Academic Writing Skills. These will include how to analyse task requirements and respond appropriately; analyse/deconstruct model texts; recognise key components of typical written formats (e.g. essay, case study, report); understand different purposes of written text (e.g. descriptive, discursive, analytical); plan and draft essays; find, select and incorporate relevant sources; reference; synthesise information into a coherent text; use cohesive devices to create coherent text and distinguish between main and supporting ideas; present, describe and

analyse data; present a position on a topic and comment on relevant sources; prepare a bibliography; understand and adhere to discipline-specific structuring conventions and referencing; understand how complexity is typically achieved in academic writing (e.g. nominalisation); evaluate their own writing from an objective perspective; understand and avoid plagiarism.

Academic Reading Skills. These will include how to recognise different types of texts (e.g. journal articles, coursebooks, manuals, books, etc.); deal with large reading lists; distinguish between primary and secondary sources; use keyword searches to locate relevant sources; store scan texts to determine relevance, purpose, reliability; skim texts to find key information and determine whether to read further; summarise information; evaluate sources considering criteria such as author, age of text, bias, reliability, relevance; in-depth reading to get and demonstrate a deeper understanding of the topic; build general academic vocabulary and subject-specific language; find alternative sources and make comparisons; make notes whilst reading; analyse and discuss texts in terms of format/organisation; analyse and discuss texts in terms of content.

Academic Listening Skills. These will include how to take notes during a lecture; deal with different lecture styles, speeds of delivery and accents; analyse lectures in terms of presentation of ideas, cohesion, verbal signposting, delivery style, exposition; prepare for the lecture in advance; understand sufficient to be able to pose or respond to relevant questions; follow discussion involving multiple participants and be able to contribute; request clarification, repetition or elaboration if required; deal with lapses in understanding; assimilate and analyse ideas being listened to.

Academic Speaking Skills. These will include how to participate in pair and group work tasks; participate in debates, presenting and defending own view; give clear, organised presentations on a variety of topics; ensure audience comprehension by means such as emphasis, stress, verbal signposting, highlighting, rephrasing, example; speak fluently on complex topics; respond to questions; expand on the information in slides without the need to refer to notes; use appropriate linguistic repertoire; pose questions; express disagreement and agreement; ask for help if required.

TEACHING, LEARNING AND ASSESSMENT	
10. Indicative Reading List / Resources	Barry, M. (2013) Developing Summary and Note-taking. Cambridge (ISBN: 978-1108811330) Stanek, W. Knowles, R. et al. (2006) Effective Writing for Business, College, and Life (Audio Book) Houge, A. & Oshima, A. (2014). Academic Writing Series 4, Longman Pearson Education (ISBN-13: 978-0134663319) De Chazel, E & McCarter, S. (2012) Oxford EAP: B2. Oxford: OUP (ISBN-13: 978-0194001786)
11. Learning and Teaching Methods	The teaching and learning strategies of this module are based upon student-centred and communicative methodologies and the structure of the programme of both classes as well as tutorials. Pair work and group work are used to facilitate in-class communication through English and also to allow for discussion of emerging concepts and employment of new skills. In-class tasks are staged appropriate to the level of the class, becoming more challenging as the students' proficiency levels increase. The teacher will often act as a facilitator, allowing students opportunities to be independent and fostering student autonomy. With its communicative approach to learning, students interact with peers in meaningful and authentic ways and learn to self-regulate in these activities. Coursebooks are used with a mix of adapted and authentic materials (i.e., journals) to assist in building solid foundations of English knowledge. The use of authentic texts relevant to the students' disciplines allows for a rich and relevant resource bank from which the students can begin to unpack the typical linguistic and structural patterns of texts in their field.
12. Assessment Methods	Students will be assessed at various stages throughout the module. Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade. Assessors must engage with other module tutors when designing assessments for the EAP module. As far as is reasonably possible all English language assessments should be integrated within the assessment strategies of the other modules, especially in terms of presentations, written and group work. The assessment schedule should be structured to ensure students are not overburdened with multiple assessments due on the same days/times. Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
Essay	Written Essay	25%	50%
Presentation	Oral Presentation	25%	50%
Annotated Bibliography	Written Annotated Bibliography	25%	50%
Listening Task	Aural Listening Task	25%	50%

13. Assessment Criteria to meet Learning Outcomes

Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Demonstrate an overall English language competency equivalent to a B2+ level on the CEFR in the four skills of reading, writing, listening, and speaking.	The assessment of this MLO will include a written essay, presentation, annotated bibliography and listening task. These tasks are integrated with other modules, for instance, the topic of the essay will be set by a content teacher. Formative assessment will also be carried out via in class quizzes.
Give presentations, engage in discussions and seminars with peers, express ideas and communicate with lecturers and peers appropriately in an academic environment.	The assessment of this MLO will be integrated with presentations (individual and group) of other modules
Demonstrate various writing skills, such as note-taking and summarizing; plan, research and write discipline-specific essays using a library database/online journal.	Evidence of the achievement of this MLO will be via the essay and the annotated bibliography.
Attend lectures, seminars, and presentations with an ability to follow content and comprehend and extract main ideas with general comfortability.	Evidence of the achievement of this MLO will be via the listening task.
Manage the demands of academic reading by utilizing strategies learned to cope with the volume, application of skills to improve reading efficiency; showing a capacity to evaluate and assess texts for research and study purposes; extracting main ideas.	Assessed through an annotated bibliography.
Show a degree of student autonomy through independent learning and responsibility for the direction of his/her education.	Assessed via achievements of all assessments

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods. For MCQ assessments, correct answers are marked and counted to give a final mark. For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector. For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric. Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard. A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction. For the purpose of this programme: A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%. A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%. A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over. When a student has not achieved the minimum standards for an award the grade is recorded as Referred. Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows: For the Award of Distinction, a student must have:

Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.
Used the language of the vocational/specialised area fluently and confidently.
Demonstration-depth understanding of the subject matter.
Demonstrated a high level of initiative, and evaluation skills.
Demonstrated analytical and reflective thinking.
Clearly expressed and developed ideas, systematically, and comprehensively.
Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:
Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.
Used the language of the vocational/specialised area with a degree of fluency.
Expressed and developed ideas.
Demonstrated initiative, evaluation, and analytical skills.
Presented coherent and comprehensive evidence.

A Pass indicates that the student has:
Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.
Used the language of the vocational/specialised area competently.
Attempted to apply the theory and concepts appropriately.
Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Intercultural Studies and Communications
2. Module code	UNI002
3. Level	5
4. Credit Equivalency	10 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 2 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	The purpose of this module is to: Support international students in transitioning to third-level education in Ireland, comparing personal learning experiences with peers. Support international students with integration into Irish culture, comparing differing cultures with peers. Provide the student with a solid understanding of the basics of using a computer for third-level study, specifically demonstrating a good understanding of how to use Microsoft Office Suite and referencing software to complete third-level assignment tasks confidently.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: Compare and contrast academic culture and conventions in Ireland with students' home countries. Identify and understand various stressors, challenges and barriers third-level students encounter, particularly international students. Identify personal strengths and weaknesses with a capacity to overcome obstacles. Produce a Personal Development Plan. Create, format, save and print MS Word, Excel, and PowerPoint files.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	
9. Module content	This module will cover the following: Academic cultures (Ireland and abroad), Irish customs and habits. Email etiquette. Reflective journals. Characteristics of successful learning and goal setting. Time management strategies. What a Personal Development Plan is and how to create one. Introduction to how to use the library and library resources. Basics of MS Word, Excel and PowerPoint.

TEACHING, LEARNING AND ASSESSMENT	
10. Indicative Reading List / Resources	Bangor University (2014). How to develop a Personal Development Plan? McMillan, K. (2010). Study Skills for International Students, Prentice Hall. Read, H, R. (2018) Academic Writing Skills for International Students. McMillian. (ISBN-13: 978-1352003758) Wallwork, A. (2013). A-Z Discussion Advance, Cambridge. Teachers also supplement with authentic online and offline resources.
11. Learning and Teaching Methods	This module is to support students to reflect on their personal experiences in learning and planning for their academic futures. Students are encouraged to self-reflect and document their learning through the use of reflective journal writing as well as using this to assist in creating a Learning Development Plan. This Learning Development Plan further fosters student autonomy and is beneficial for students in preparing for education at the tertiary level in Ireland. This module is embedded in sociocultural theory and encourages students to develop language competency by engaging in various activities in pair or group work. Students work together using their own cultural experiences in how to cope with the various stressors experienced when transitioning to life in Ireland. Communication and active learning are paramount in this module and further develop language learning, confidence, and social skills. Lastly, this module also assists students in developing the necessary IT skills required in third-level education. Students learn to send emails appropriate to the receiver and how to format and print MS Word, Excel and PowerPoint documents.
12. Assessment Methods	Students will be assessed at various stages throughout the module. Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade. Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
Assignment	Written Assignment	25%	50%
Presentation	Oral Presentation	25%	50%
Personal Development Portfolio	Written Assignment and MS Office Outputs	50%	50%

13. Assessment Criteria to meet Learning Outcomes

Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Compare and contrast academic culture and conventions in Ireland with students' home countries.	Written Assignment
Identify and understand various stressors, challenges and barriers third-level students encounter, particularly international students	Presentation
Identify personal strengths and weaknesses with a capacity to overcome obstacles	Personal Development Plan Portfolio
Produce a Personal Development Plan	Personal Development Plan Portfolio
Create, format, save and print MS Word, Excel and PowerPoint	Assessed in conjunction with other modules.

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods. For MCQ assessments, correct answers are marked and counted to give a final mark. For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector. For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric. Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard. A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

For the purpose of this programme:

A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.

A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.

A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.

When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:

For the Award of Distinction, a student must have:

Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.

Used the language of the vocational/specialised area fluently and confidently.

Demonstration-depth understanding of the subject matter.

Demonstrated a high level of initiative, and evaluation skills.

Demonstrated analytical and reflective thinking.

Clearly expressed and developed ideas, systematically, and comprehensively.

Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.

Used the language of the vocational/specialised area with a degree of fluency.

Expressed and developed ideas.

Demonstrated initiative, evaluation, and analytical skills.

Presented coherent and comprehensive evidence.

A Pass indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.

Used the language of the vocational/specialised area competently.

Attempted to apply the theory and concepts appropriately.

Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Mathematics Ordinary
2. Module code	UNI003
3. Level	5
4. Credit Equivalency	20 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	This module aims to enable students to understand mathematical concepts and techniques that promote confidence and provides them with the skills required to progress to further study in higher education. Topics covered are algebra, coordinate geometry, trigonometry, sequences and series, differentiation, probability, and statistics.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: Formulate, solve, graph, and interpret linear functions. Solve problems using trigonometry. Differentiate functions using a variety of rules. Recognise patterns and apply relevant formulas in arithmetic and geometric sequence and series in both theoretical and practical situations. Use statistics and probabilistic techniques for presenting, analysing, and drawing conclusions from data.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	

9. Module content	This module will cover the following:
	Algebra & Functions
	  o Identify and solve polynomial functions
	  o Factorising algebraic expressions
	  o Algebraic identities
	  o Quadratic equations
	  o The factor theorem
	  o Inequalities
	Functions
	  o Sketching the graphs of functions
	Coordinate Geometry
	  o Equation of a line, slope, distance and mid-point.
	  o Dividing a line segment in a given ratio
	Trigonometry
	  o Pythagoras Theorem
	  o Sine and cosine rule
	  o Graphs of trigonometric functions
	Sequence and Series
	  o Arithmetic sequence and series
	  o Geometric sequence and series
	Differentiation

	o Differentiate various functions
	o Apply differentiation to calculate the equations of tangents, turning points, and maximum and minimum points.
	o Second derivatives
	o Calculate rates of change
	Statistics - Sampling
	o Collecting data
	o Populations and sampling
	o Measures of tendency and variability
	o Line plots, bar charts, histograms, pie charts and stem & leaf.
	o The shape of a distribution
	Statistics – Correlation and Normal Distribution
	o Scatter diagrams
	o Measuring correlation
	o Normal distribution

TEACHING, LEARNING AND ASSESSMENT

10. Indicative Reading List / Resources	Paul Cooke, Deborah Crean, O.D. Morris. (2020) Text & Test 3. The Celtic Press. ISBN: 978-1-907705-2830-7
11. Learning and Teaching Methods	The student will engage with the content of the module through a mixture of lectures and tutorials. Acknowledging the perceived difficulty of mathematics, this module will concentrate on the skills and procedures needed to be able to tackle context-based mathematical problems using problem-based worksheets for students to practice the procedures.
12. Assessment Methods	Knowledge of the module content will be assessed by written tests. A written assessment will be given at the end of semester 1 and semester 2. An open-book assessment will be given in the middle of semester 1 and the middle of semester 2.

Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade.

Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
Written Assessment	Written Assessment	35%	50%
Open-book Assessment	Open-book Assessment	15%	50%
Written Assessment	Written Assessment	35%	50%

		Open-book Assessment	Open-book Assessment	15%	50%

13. Assessment Criteria to meet Learning Outcomes

Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Formulate, solve, graph, and interpret linear functions.	Written Assessment.
Solve problems using trigonometry.	Written Assessment.
Differentiate functions using a variety of rules.	Written Assessment.
Recognise patterns and apply relevant formulas in arithmetic and geometric sequence and series in both theoretical and practical situations.	Written Assessment.
Use statistics and probabilistic techniques for presenting, analysing, and drawing conclusions from data.	Written Assessment.

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods. For MCQ assessments, correct answers are marked and counted to give a final mark. For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector. For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric. Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard. A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will

follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

For the purpose of this programme:
>A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
>A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
>A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.
>When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:

For the Award of Distinction, a student must have:
>Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.
>Used the language of the vocational/specialised area fluently and confidently.
>Demonstration-depth understanding of the subject matter.
>Demonstrated a high level of initiative, and evaluation skills.
>Demonstrated analytical and reflective thinking.
>Clearly expressed and developed ideas, systematically, and comprehensively.
>Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:
>Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.
>Used the language of the vocational/specialised area with a degree of fluency.
>Expressed and developed ideas.
>Demonstrated initiative, evaluation, and analytical skills.
>Presented coherent and comprehensive evidence.

A Pass indicates that the student has:
>Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.
>Used the language of the vocational/specialised area competently.
>Attempted to apply the theory and concepts appropriately.
>Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Business Studies
2. Module code	UNI004
3. Level	5
4. Credit Equivalency	15 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	The purpose of this module is to provide the student with a general introduction to the business environment taking into consideration the relationship between the internal and external environments of an organisation. Prior knowledge of the environments that businesses operate in is crucial to any student contemplating continuing to study business at the undergraduate level.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: Describe the structure of the internal business. Assess how social, economic, and political environments impact a business. Describe the process of formally registering a business start-up and the various types of business enterprises. Discuss the role management play in the success of a business enterprise.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	

9. Module content	This module will cover the following:
	Introduction to the Module
	  o Definitions of 'business' and 'business environment'.
	  o History of business.
	Business Management
	  o The concepts and theories of 'management'.
	  o Planning, Control, Organise, Forecast, Coordinate, Leading.
	  o The importance of the above on business success.
	Functions of Business
	  o Marketing.
	  o Human Resources.
	  o Finance/Accounting.
	  o Operations.
	Structure of Business
	  o How businesses are structured internally.
	  o Simple structure, functional structure, product-based structure, geographic structure, shamrock structure.
	  o How businesses evolve from one structure to another.
	Business External Environment

	- Political, Social, and Economic environments and how they impact the business. - The relationship between a dynamic/competitive business environment and the structure of the business. - The relationship between a stable/non-competitive environment and its impact on the structure of the business. Types of Business Enterprises - Sole Trader, Partnership, Private Limited Companies. - Advantages and Disadvantages of each. - For-Profit and Not for Profit. - Legal implications of each.

TEACHING, LEARNING AND ASSESSMENT	
10. Indicative Reading List / Resources	Worthington, Ian., Britton, Chris., Thompson, Ed., The Business Environment: A Global Perspective (2018). Eight Edition. Pearson. Harlow. Worthington, Ian & Britton, Chris., The Business Environment. (2014). Seventh Edition. Pearson. Harlow. Campbell, D & Craig, T. Organisations and the Business Environment. (2005). Elsevier, Butterworth & Heinemann. Oxford. Media: Irish Independent, Irish Time, Business Post. Online: www.rte.ie; www.bbc.com; www.skynews.com. YouTube - Introduction to Business Environment: Introduction to Business: Business Environment - YouTube - Business Environments: Business Environments - YouTube Case Studies

11. Learning and Teaching Methods	The teaching and learning modes include:
	
	Lectures
	    In-class lectures will be used to present and explain concepts, and theories on the business environment. These lectures will be supported with handouts of presentations, issuing tasks to students, case studies and real-time practical examples of business.
	In-Class Discussion
	    Included in the class lectures will be topics to develop in-class discussion. The discussion topics will be based on, and supported by the handouts, but will include references to issues within case studies and real-time business examples. Students will be encouraged to discuss their own experiences as part of the learning process.
	Individual and Group Work
	    Included in class discussion the cohort will be broken into groups to discuss the issued task. The use of group work is crucial in any business-related subject as it encourages the development of communications and networking skills and also satisfies MIPLO 6.

	Case Studies
	The use of case studies allows for the development of investigative skills in terms of inquiry, research and understanding of both the theories and concepts of business while at the same time allowing for the development of decision making and application.
12. Assessment Methods	The module will be assessed via two assessments one each semester. The first is an assignment at the end of semester 1 and the second is a group presentation near the end of semester 2. The presentation is a group presentation and includes a reflective practice section. The reflective practice is individual.

The module will be assessed via two assessments one each semester. The first is an assignment at the end of semester 1 and the second is a group presentation near the end of semester 2. The presentation is a group presentation and includes a reflective practice section. The reflective practice is individual.

Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade.

Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
Assignment	Written Assignment	50%	50%
Group Presentation	Group Presentation	30%	50%
Reflective Practice	Individual Reflective Practice	20%	50%

13. Assessment Criteria to meet Learning Outcomes

| Learning Outcomes

Upon successful completion of this module, students will be able to: | Assessment Criteria

The student will be assessed as follows: |
|---|---|
| Describe the structure of the internal business; | Written Assessment |
| Assess how social, economic and political environments impact businesses; | Presentation |
| Describe the process of formally registering a business start-up and the various types of business enterprises; | Written Assessment |
| Discuss the role management plays in the success of a business. | Presentation |
| | |

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.

15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each.
	The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods.
	For MCQ assessments, correct answers are marked and counted to give a final mark.
	For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector.
	For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric.
	Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard.
	A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

	For the purpose of this programme:
	    A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
	    A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
	    A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.
	    When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

	Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:
	For the Award of Distinction, a student must have: Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.

23 | P a g e	Used the language of the vocational/specialised area fluently and confidently.
	Demonstration-depth understanding of the subject matter.
	Demonstrated a high level of initiative, and evaluation skills.
	Demonstrated analytical and reflective thinking.
	Clearly expressed and developed ideas, systematically, and comprehensively.
	Presented coherent, detailed, and focused evidence.
	
	A Merit indicates that the student has:
	    Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.
	    Used the language of the vocational/specialised area with a degree of fluency.
	    Expressed and developed ideas.
	    Demonstrated initiative, evaluation, and analytical skills.
	    Presented coherent and comprehensive evidence.
	
	A Pass indicates that the student has:
	    Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.
	    Used the language of the vocational/specialised area competently.
	    Attempted to apply the theory and concepts appropriately.
	    Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Information Systems
2. Module code	UNI005
3. Level	5
4. Credit Equivalency	15 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	The purpose of this module is to provide the student with knowledge of a practical approach to understanding information systems and describe the role of information systems in the organisation and introduce the student to the fundamentals of electronic business and electronic commerce. This will enable the student to develop an understanding of data processes. It will also support the preparation of students for further study in a wide range of courses such as Computer Science, Business Computing, Social Science and Engineering.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: Identify problems in computational terms and understand concepts such as abstraction, logic, algorithms, computer systems, data representation and evaluation. Explain the role of information systems in a business enterprise and describe how they support business operations and managerial decision-making. Identify and describe the main types of business applications supported by the Internet, intranets, and extranets. Assess the ethical, environmental, and technological aspects of information processing, and how it impacts the social and economic development of society. Reflect and communicate on the information systems processes.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	
9. Module content	This module will cover the following: The use of Computers in the Workplace and Society (Investigate) A review of computing technologies and their application in the workplace and wider society. Big Data. Discussion on the ethical implications of further use. Governance of Data (Plan and Design) Examining the theory of governance of data e.g., privacy by design or default, personal and sensitive data, and subject access rights. Cyber security. Business Applications (Evaluate) Databases. The Internet, intranets, and extranets in business. Electronic business systems and electronic commerce fundamentals. Enterprise communication, coordination, and collaboration.

	Information Systems
	System concepts, components of an information system, information system resources, IS acquisition/hosting options, and information processing activities. Classifications of information systems and trends in information systems. The IS function in an organisation.
	Communicating Ideas (Document)
	Communicate about information systems and show their benefit to the organization. Creation of design and development documentation. Code maintenance reports, version control, and team dissemination of work.
TEACHING, LEARNING AND ASSESSMENT	
10. Indicative Reading List / Resources	Rainer & Prince. (2021), Introduction to Information Systems, 9th Edition. Wiley. (eBook also available)
11. Learning and Teaching Methods	The teaching and learning modes include:
	Lectures
	In-class lectures will be used to present and explain concepts and practices. These lectures will be supported with notes provided in advance of lectures via the LMS. Case studies, in-class group work and in-class formative assessment will also be used.
	Laboratory
	Learning practical computer skills, such as system processes and procedures, will support and exemplify conceptual computing theory. Students will work in pairs or groups to encourage peer learning, promote communication skills, and facilitate social learning. In-lab formative assessment will be reinforced via informal in-class feedback and interaction.
	Case studies
	These will provide opportunities for the investigation of real-world information systems and at the same time will help students develop decision-making and evaluation skills. Case study topics will align with module concepts to support concept learning. Students will work in groups to encourage peer learning and promote communication skills. Formative assessment will be reinforced via informal in-class interaction and discussion.
12. Assessment Methods	The Information Systems module will be assessed via an end-of-term Multi-choice Questionnaire (MCQ) test, 4 X individual laboratory practical sessions (40%, 10% each) which will be completed during class sessions, two of which will be scheduled in the first semester and two in the second, and a group case study.

Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade.

Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for |

	peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
Multi-choice Questionnaire (MCQ)	MCQ Test	50%	50%
Individual Laboratory Practical x 4	Individual Laboratory Practical Session	40% (4 x 10%)	50%
Group Case Study	Group Case Study	10%	50%

13. Assessment Criteria to meet Learning Outcomes

Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Identify problems in computational terms and understand concepts such as abstraction, logic, algorithms, computer systems, data representation and evaluation.	End-term closed book MCQ tests
Explain the role of information systems in a business enterprise and describe how they support business operations and managerial decision-making.	Individual laboratory practical (2 in total) completed in class.
Identify and describe the main types of business applications supported by the Internet, intranets, and extranets.	Individual laboratory practical (2 in total) completed in class.
Assess the ethical, environmental, and technological aspects of information processing, and how it impacts the social and economic development of society.	Group case study presentation.
Reflect and communicate on the information systems processes.	Assessed through all the assessment tasks above.

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods. For MCQ assessments, correct answers are marked and counted to give a final mark. For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking

scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector.

For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric.

Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard.

A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

For the purpose of this programme:
> A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
> A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
> A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.
> When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:

For the Award of Distinction, a student must have:
> Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.
> Used the language of the vocational/specialised area fluently and confidently.
> Demonstration-depth understanding of the subject matter.
> Demonstrated a high level of initiative, and evaluation skills.
> Demonstrated analytical and reflective thinking.
> Clearly expressed and developed ideas, systematically, and comprehensively.
> Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:
> Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.

	Used the language of the vocational/specialised area with a degree of fluency. Expressed and developed ideas. Demonstrated initiative, evaluation, and analytical skills. Presented coherent and comprehensive evidence. A Pass indicates that the student has: Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard. Used the language of the vocational/specialised area competently. Attempted to apply the theory and concepts appropriately. Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Global Politics
2. Module code	UNI006
3. Level	5
4. Credit Equivalency	15 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	This module introduces students to the core concepts and issues in Global Politics. It investigates critical phenomena such as war, conflict, culture, and geo-political development. Students will explore issues about past and ongoing societal debates and their associated historical and contemporaneous global contexts.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: Understand key concepts of political thought. Describe the major political ideologies and perspectives in contemporary politics. Evaluate key contemporary issues in international politics: Human security; refugees; migration; peacekeeping; conflict resolution; terrorism; and cultural globalization. Explore the relationship between International Relations theories against 'real-time' global events on the information systems processes.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	
9. Module content	This module will cover the following: Political Perspectives & Ideologies Introduction to theoretical perspectives: liberalism; liberal capitalism; nationalism, and socialism Political Concepts & Issues: Defining key concepts and key units of politics: nation; state; democracy; power; legitimacy; sovereignty; ideology; freedom; class; equality. Issues in World Politics: Contemporary international issues such as Climate, UN SDGs, Human Security; Refugees; Migration; Peacekeeping & Conflict Resolution; Terrorism & Globalization; Cultural Differences in World Affairs. Political Structures & Processes of Governance: Introduction to the principal contemporary political systems with a strong emphasis on the bicameral political systems: institutions; electoral systems; judiciary, and constitution.

TEACHING, LEARNING AND ASSESSMENT	

10. Indicative Reading List / Resources	Baylis, J., Smith S, Owens, P.. (2016), The Globalization of World Politics, 7th. OUP Oxford.
	 Dunne, T., M Kurkiy, M., Smith, S., (2016), International Relations Theories: Discipline & Diversity, 4th. OUP Oxford.
	 Edkins, Jenny, & Zehfus, Maja (2019) Global Politics: A New Introduction, 3rd Edition, Routledge
	 Haywood, A.. (2017), Political Ideologies, Palgrave Macmillan.
	 Rodgers, D., A. Rodgers, K., Crawford, F., (2018), Human Security: Theory and Action (Peace & Security in the 21st Century), Rowman & Littlefield.
	 Saunders, N., (2018), International Political Theory and The Refugee Crisis, Routledge.
	 Steger, Manfred B. (2017) Globalization: A Very Short Introduction, [4th ed.]. Oxford UP
	 SDG Resources:
	    ◦ https://www.un.org/sustainabledevelopment/sdgbookclub/
	    ◦ https://www.ibby.org/awards-activities/activities/sustainable-development-goals-book-club

11. Learning and Teaching Methods	The teaching and learning modes include lecture format, readings, exercises and questions for class discussion. Students will be expected to complete homework, tests, and quizzes to assess the student's knowledge, attitudes, and skills about the module content. This will enable the teacher to assess the student's comprehension and understanding, as well as the strengths and weaknesses of their learning style. Such knowledge will enable the teacher to adopt and adapt particular teaching and learning strategies based on need. Such formative assessments will also assess higher-order/critical thinking.
12. Assessment Methods	The Global Politics module will be assessed via two end-of-semester examinations and two mid-semester assessments. Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade. Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
End of Semester Examination x 2	Written Examination/Quiz	50% (2 x 25%)	50%
Mid-Semester Assessments x 2	Written Assessment/Report	50% (2 x 25%)	50%

13. Assessment Criteria to meet Learning Outcomes	
Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Understand key concepts of political thought.	Completion of a Quiz
Describe the major political ideologies and perspectives in contemporary politics.	Completion of an Essay/report
Evaluate key contemporary issues in international politics: Human security; refugees; migration; peacekeeping; conflict resolution; terrorism; and cultural globalization.	Completion of a Quiz
Explore the relationship between International Relations theories against 'real-time' global events.	Completion of an Essay/report

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods. For MCQ assessments, correct answers are marked and counted to give a final mark. For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector. For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric. Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard. A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

For the purpose of this programme:

A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.

A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.

A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.

When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:

For the Award of Distinction, a student must have:

Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.

Used the language of the vocational/specialised area fluently and confidently.

Demonstration-depth understanding of the subject matter.

Demonstrated a high level of initiative, and evaluation skills.

Demonstrated analytical and reflective thinking.

Clearly expressed and developed ideas, systematically, and comprehensively.

Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.

Used the language of the vocational/specialised area with a degree of fluency.

Expressed and developed ideas.

Demonstrated initiative, evaluation, and analytical skills.

Presented coherent and comprehensive evidence.

A Pass indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.

Used the language of the vocational/specialised area competently.

Attempted to apply the theory and concepts appropriately.

Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Introduction to Social Sciences
2. Module code	UNI007
3. Level	5
4. Credit Equivalency	15 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	This module will introduce students to sociological and ethical perspectives and develops a sociological understanding of contemporary society. Sociological concepts are introduced as a way of understanding society, locally and globally. Also, the module will help students understand processes of continuity and social change in society, through an exploration of globalisation Finally, module materials will require learners to reflect critically on social arrangements in society through an examination of education, family, and religion.

7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to:
	  Identify major theoretical perspectives and the main methodological approaches used to produce sociological knowledge.
	  Understand stratification and inequality in industrialised and globalised societies.
	  Explore the impact of social institutions on the construction of society.
	  Examine the factors that influence and impact globalisation.

8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	

9. Module content	This module will cover the following:
	  Key concepts of Sociology as a perspective and discipline.
	    o Introduction to key theoretical perspectives and concepts associated with these as evidenced in the classical writings of Marx, Weber, Durkheim.
	
	  Globalisation:
	    o Definition of globalisation- independence versus interdependence of countries; Different aspects of globalisation (economic, technological, social and cultural);
	    o Positive aspects of globalisation: international solidarity, free trade and protectionism, efforts towards fair trading, cultural enrichment, global mass media, the flexibility of transnational companies (multinationals);
	    o Negative effects of globalisation: child labour, uneven distribution of wealth, international debt, environmental degradation, threats to national identity and sovereignty, and monopolies of transnational companies.

	Social Institutions:
	    o Sociology of education: The relationship between the education system and society: a rights-based approach; Educational attainment in society and factors that influence educational outcomes; Political, economic, cultural and religious values implicit in the education system.
	    o Sociology of the family: Definitions of family and changing family forms, historical, economic, value and policy perspectives; roles and relationships within the family, kinship obligations and reciprocities; Divisions based on gender, ethnicity, age and disability.
	    o Sociology of Religion: Overview of principal world religions (Christianity, Islam, Buddhism, Hinduism, Judaism). Functions of religion. Issues associated with religious freedom and tolerance; secularisation and social change.

TEACHING, LEARNING AND ASSESSMENT	

10. Indicative Reading List / Resources	Barkan, Stephen, (2016) Sociology: Understanding and Changing the Social World, (University of Minnesota Libraries Publishing).
	 Ken Brown, (2019) An Introduction to Sociology, 5th ed., Cambridge, Polity Press
	 Fitzpatrick, Tony, (ed) (2014) International Handbook on Social Policy and the Environment, (Edward Edgar Publishing, London).
	 Humphreys, J. (2015) Unthinkable- Great ideas for Now. Dublin, Ireland: Irish Times Books.
	 Web Resources:
	    o Margaret Andersen and Howard Taylor, Sociology: Understanding a Diverse Society. http://www.newtexts.com/newtexts/book.cfm?book_id=31
	    o Dalton Conley. 2009. You May Ask Yourself: An Introduction to Thinking Like a Sociologist. New York: W.W. Norton. http://www.wwnorton.com/COLLEGE/titles/soc/conley/
	    o Susan J. Ferguson, Mapping the Social Landscape.
	    o http://web.grinnell.edu/sociology/faculty/mapsocland.html
	    o Anthony Giddens, Mitchell Duneier, and Richard Appelbaum. Introduction to Sociology.
	    o http://www2.wwnorton.com/college/titles/soc/context/
	    o John J. Macionis and Ken Plummer, Sociology: A Global Introduction. http://wps.prenhall.com/ema_uk_he_plummer_sociology_2/0,5445,395997-main,00.html
	    o Crossman, Ashley. "The Sociology of Education." ThoughtCo, Feb. 16, 2021,

	o www.thoughtco.com/sociology-of-education-3026280
11. Learning and Teaching Methods	Lecture format, readings, exercises and questions for class discussion. Students will be expected to complete homework, tests, and quizzes to assess the student's knowledge, attitudes, and skills about the module content. This will enable the teacher to assess the student's comprehension and understanding, as well as the strengths and weaknesses of their learning style. Such knowledge will enable the teacher to adopt and adapt particular teaching and learning strategies based on need. Such formative assessments will also assess higher-order/critical thinking.
12. Assessment Methods	Students will be required to complete an end-of-semester written examination on materials covered in the semester to test their learning, comprehension, application, and overall academic achievement in the context of the topics presented in the module.

Examinations will be scheduled at the end of each semester and assessments will include two mid-semester assessments.

Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade.

Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment.

Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate. |

Assessment Name	Assessment Type	Module Weighting	Pass mark
End of Semester Examination x 2	Written Examination/Quiz	50% (2 x 25%)	50%
Mid-Semester Assessments x 2	Written Assessment/Report	50% (2 x 25%)	50%

13. Assessment Criteria to meet Learning Outcomes

| Learning Outcomes

Upon successful completion of this module, students will be able to: | Assessment Criteria

The student will be assessed as follows: |
|---|---|
| Identify major theoretical perspectives and the main methodological approaches used to produce sociological knowledge. | Completion of an Exam |

Understand stratification and inequality in industrialised and globalised societies	Completion of an Essay/report
Explore the impact of social institutions on the construction of society.	Completion of an Exam
Examine the factors that influence and impact globalisation.	Completion of an Essay/report

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each.

The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods.

For MCQ assessments, correct answers are marked and counted to give a final mark.

For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector.

For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric.

Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard.

A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

For the purpose of this programme:
    A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
    A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
    A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over. |

| | When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:

For the Award of Distinction, a student must have:
  Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.
  Used the language of the vocational/specialised area fluently and confidently.
  Demonstration-depth understanding of the subject matter.
  Demonstrated a high level of initiative, and evaluation skills.
  Demonstrated analytical and reflective thinking.
  Clearly expressed and developed ideas, systematically, and comprehensively.
  Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:
  Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.
  Used the language of the vocational/specialised area with a degree of fluency.
  Expressed and developed ideas.
  Demonstrated initiative, evaluation, and analytical skills.
  Presented coherent and comprehensive evidence.

A Pass indicates that the student has:
  Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.
  Used the language of the vocational/specialised area competently.
  Attempted to apply the theory and concepts appropriately.
  Provided sufficient evidence which has relevance and clarity. |

GENERAL INFORMATION	
1. Module title	Mathematics Higher
2. Module code	UNI008
3. Level	5
4. Credit Equivalency	20 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	The module aims to enable students to understand mathematical concepts and techniques that promote confidence and provide them with the skills required to progress to further study in higher education where mathematics at a higher level is a requirement. Topics covered are algebra, coordinate geometry, trigonometry, sequences and series, differentiation, integration, probability, and statistics.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: Formulate, solve, graph and interpret linear, quadratic and cubic functions. Use the laws of indices and logs to solve equations arising in applied problems. Solve problems using trigonometry. Differentiate and integrate functions using a variety of rules. Recognise patterns and apply relevant formulas in arithmetic and geometric sequence and series in both theoretical and practical situations. Use statistics and probabilistic techniques for presenting, analysing, and drawing conclusions from data.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	

9. Module content	This module will cover the following:
	Algebra & Functions
	   o Identify and solve polynomial functions
	   o Factorising algebraic expressions
	   o Algebraic identities
	   o Quadratic equations
	   o The factor theorem
	   o Inequalities
	Functions
	   o Sketching the graphs of functions
	   o Inverse functions
	Exponentials and Logarithms
	   o Exponentials and logarithmic functions
	Coordinate Geometry
	   o Equation of a line, slope, distance and mid-point.

	o Perpendicular distance from a point to a line
	o The angle between two lines
	o Dividing a line segment in a given ratio
	Trigonometry
	o Pythagoras Theorem
	o Sine and cosine rule
	o Graphs of trigonometric functions
	o Trigonometric identities
	Sequence and Series
	o Arithmetic sequence and series
	o Geometric sequence and series
	Differentiation
	o Differentiate various functions
	o Apply differentiation to calculate the equations of tangents, turning points, and maximum and minimum points.
	o Second derivatives
	o Calculate rates of change
	Integration
	o Integrate various functions
	o Apply integration to solve problems.
	Statistics- Sampling
	o Collecting data
	o Populations and sampling
	o Measures of tendency and variability
	o Line plots, bar charts, histograms, pie charts and stem & leaf.
	o The shape of a distribution
	Statistics – Correlation and Normal Distribution
	o Scatter diagrams
	o Measuring correlation
	o Normal distribution
	Inferential Statistics – Hypothesis Testing and Confidence Interval
	o Confidence Interval for population proportion
	o Hypothesis testing for population proportion
	o Confidence Interval for a population mean
	o Hypothesis testing for a population mean

TEACHING, LEARNING AND ASSESSMENT

10. Indicative Reading List / Resources	Morris, O, D., & Cooke, P. (2018) Text and Tests 4 & 5 Leaving Certificate Maths. Publisher: The Celtic Press Text & Tests 4/5 ISBN: 978-0-7144-2464-4 (Text & Test 4) ISBN: 978-0-7144-2465-1 (Text & Test 5)
11. Learning and Teaching Methods	The student will engage with the content of the module through a mixture of lectures and tutorials. Acknowledging the perceived difficulty of mathematics this module will concentrate on the skills and procedures needed to be able to tackle context-based mathematical problems using problem-based worksheets for students to practice the procedures.
12. Assessment Methods	Knowledge of the module content will be assessed by a written test. A written Exam will be given at the end of semester 1 and semester 2.

	An open-book assessment will be given in the middle of semester 1 and the middle of semester 2.
	Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade.
	Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
Written Assessment	Written Assessment	35%	50%
Open-book Assessment	Open-book Assessment	15%	50%
Written Assessment	Written Assessment	35%	50%
Open-book Assessment	Open-book Assessment	15%	50%

13. Assessment Criteria to meet Learning Outcomes

Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Formulate, solve, graph, and interpret linear functions.	Written Assessment.
Solve problems using trigonometry.	Written Assessment.
Differentiate functions using a variety of rules.	Written Assessment.
Recognise patterns and apply relevant formulas in arithmetic and geometric sequence and series in both theoretical and practical situations.	Written Assessment.
Use statistics and probabilistic techniques for presenting, analysing, and drawing conclusions from data.	Written Assessment.

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods.

For MCQ assessments, correct answers are marked and counted to give a final mark.

For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector.

For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric.

Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard.

A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

For the purpose of this programme:
> A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
> A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
> A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.
> When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:

For the Award of Distinction, a student must have:
> Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.
> Used the language of the vocational/specialised area fluently and confidently.
> Demonstration-depth understanding of the subject matter.
> Demonstrated a high level of initiative, and evaluation skills.
> Demonstrated analytical and reflective thinking.
> Clearly expressed and developed ideas, systematically, and comprehensively.

Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.
Used the language of the vocational/specialised area with a degree of fluency.
Expressed and developed ideas.
Demonstrated initiative, evaluation, and analytical skills.
Presented coherent and comprehensive evidence.

A Pass indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.
Used the language of the vocational/specialised area competently.
Attempted to apply the theory and concepts appropriately.
Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Biology
2. Module code	UNI009
3. Level	5
4. Credit Equivalency	15 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	The purpose of this module is to provide the learner with a comprehensive knowledge of a broad range of Biology principles and concepts and to foster academic development by attention to conceptual, skills and social aspects of learning. The module will enable the learner to develop an understanding of some of the processes that underpin the functions of living organisms and how they interact with their environment. It will support the preparation of students for further study in a wide range of courses, with particular relevance to the life and health sciences.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: Demonstrate knowledge of a broad range of concepts in Biology. Analyse information to evaluate scenarios and make decisions. Communicate effectively in the field of Biology. Engage with the scientific method in a biological context and create knowledge. Work both independently and with peers in an academic environment. Synthesise an output following the completion of specified tasks.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	

9. Module content	This module will cover the following:
	The scientific method
	The cell as the basic unit of life
	   o Structure and function of the cell
	   o Biological macromolecules
	   o Transport across the cell membrane
	   o Biochemical processes including photosynthesis and respiration
	   o The cell cycle
	   o Fundamentals of genetics
	The five kingdoms of life and their interdependence
	   o Overview of the five kingdoms of life
	   o The microorganisms

<table>
<tr><td rowspan="18">44 | P a g e</td><td>o   Ecology and ecosystems</td></tr>
</table>

	o Ecology and ecosystems
	Fundamentals of plant physiology
	o Plant structure and growth
	o Transport in the plant
	o Plant nutrition
	o Reproduction in the flowering plant
	Human Biology
	o Homeostasis and fluid balance
	o Blood
	o Nervous system
	o Musculoskeletal system
	o Gastrointestinal system
	o Respiratory system
	o Cardiovascular system
	o Endocrine system
	o Immune system
	o Reproductive system
	o Renal system

TEACHING, LEARNING AND ASSESSMENT

10. Indicative Reading List / Resources	Williamson, G. (2015) Advanced Biology For You. Oxford University Press Urry, I.A. et al. Campbell Biology In Focus 3E, Global Edition (2020) Pearson Education Limited Campbell, N. et al. (2020) Biology, a Global Approach. 12th Edn. Pearson Education Limited OpenStax College (2013) Concepts of Biology https://openstax.org/details/books/concepts-biology Case Studies from the National Science Teaching Association https://www.nsta.org/case-studies/all YouTube Polling software eg. PollEverywhere or Turning Point
11. Learning and Teaching Methods	The teaching and learning strategy will include a combination of the following: Classes • Concepts presented in classes. Notes are provided in advance via LMS. In-class formative assessment via polling software. Laboratory experiments • Experiential learning is an important part of the sciences - supports conceptual and skills learning and motivates students toward the subject matter. Students work in pairs or groups to encourage peer learning, promote communication skills, and facilitate social learning. Formative assessment via informal in-class feedback and interaction. Case studies • Provide opportunities for the application of concepts in real-world scenarios and promote the development of higher-level thinking skills such as analysis and evaluation. Case study topics will align with module concepts to support concept learning. Learners work in groups to encourage peer learning, promote communication skills and facilitate social learning. Formative assessment via informal in-class interaction and discussion.

12. Assessment Methods	Knowledge of the module content will be assessed by 2 MCQ tests of 50 questions each – one test at the end of each semester. Throughout the year, learners will have 6 laboratory sessions which will be assessed in-class through laboratory reports. They will also complete 4 case study sessions and they will be selected to give a group presentation on one of these sessions.

Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade.

Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
Multi-choice Questionnaire x 2	Written MCQ	60% (2 x 30%)	50%
Laboratory Sessions x 6	Laboratory Practicals	30% (6 x 5%)	50%
Case Studies x 4	Written Assessment/1 being a Group Presentation also	10% (4 x 2.5%)	50%

13. Assessment Criteria to meet Learning Outcomes

Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Demonstrate knowledge of a broad range of concepts in Biology.	End-semester closed book MCQ tests (one at the end of each semester).
Analyse information to evaluate scenarios and make decisions.	Group case study presentation.
Communicate effectively (oral and written) in the field of Biology.	Group case study presentation. Individual laboratory reports (6 in total) completed in-class
Engage with the scientific method in a biological context and create knowledge.	Individual laboratory reports (6 in total) completed in class.
Work both independently and with peers in an academic environment.	Assessed through all of the assessment tasks above.
Synthesise an output following the completion of specified tasks.	Group case study presentation. Individual laboratory reports (6 in total) completed in-class.

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.

15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each.
	The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods.
	For MCQ assessments, correct answers are marked and counted to give a final mark.
	For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector.
	For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric.
	Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard.
	A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.
	For the purpose of this programme:
	A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
	A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
	A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.
	When a student has not achieved the minimum standards for an award the grade is recorded as Referred.
	Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:
	For the Award of Distinction, a student must have:
	Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.

	Used the language of the vocational/specialised area fluently and confidently.
	Demonstration-depth understanding of the subject matter.
	Demonstrated a high level of initiative, and evaluation skills.
	Demonstrated analytical and reflective thinking.
	Clearly expressed and developed ideas, systematically, and comprehensively.
	Presented coherent, detailed, and focused evidence.
	
	A Merit indicates that the student has:
	    Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.
	    Used the language of the vocational/specialised area with a degree of fluency.
	    Expressed and developed ideas.
	    Demonstrated initiative, evaluation, and analytical skills.
	    Presented coherent and comprehensive evidence.
	
	A Pass indicates that the student has:
	    Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.
	    Used the language of the vocational/specialised area competently.
	    Attempted to apply the theory and concepts appropriately.
	    Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Chemistry
2. Module code	UNI010
3. Level	5
4. Credit Equivalency	15 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	The purpose of this module is to provide the student with comprehensive knowledge and understanding of the structure of the atom, compound formulae and naming, type of bonding, balancing equations, the fundamental calculation for quantitative analysis and parameters affecting equilibrium systems. The module will also provide the student with the knowledge and understanding of the fundamentals of organic chemistry, the main organic functional groups, and the identification, naming and properties of organic compounds. The module will provide the student with the laboratory skills needed to set up and run experiments based on the related theory topics covered. The concept of teamwork will be emphasised.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: • Demonstrate knowledge of the topics of chemistry associated with this module. • Critically analyse and evaluate data and evidence and have the oral and written communication skills to present the outcome. • Communicate effectively in the field of chemistry. • Work autonomously or as part of a team to execute tasks in the field of chemistry.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	
9. Module content	This module will cover the following: Atomic structure: Structure of the atom, elements and compounds. Formation of ions, isotopes, the periodic table, electronegativity and electron affinity. Type of bonding and Bonding and compound formation: empirical and molecular formulae, common polyatomic ions. Stoichiometry: balancing chemical equations, moles, molarity and yield. Acids and bases and chemical equilibrium: properties, pH and pOH, titration, le Chatelier's principle, equilibrium constant and buffers. Thermochemistry: heat capacity, endothermic and exothermic reactions.

	Gas Laws: Boyle's, Charles', Avogadro's laws, Ideal gas law and Dalton's law of partial pressure.
	Introduction to organic chemistry: nature of bonding, chemistry and geometry of carbon.
	Bonding, IUPAC nomenclature, properties and some reactions of:
	o Alkanes, alkenes and alkynes
	o Alcohols and Ethers.
	o Aldehydes and Ketones.
	o Carboxylic acids.
	o Amines and amides.
	o Aromatic hydrocarbons.
	o Preparative methods and identification of organic compounds.

TEACHING, LEARNING AND ASSESSMENT

10. Indicative Reading List / Resources	A. Blackman, S. Bottle, S. Schmid, M. Morcersino, U. Wille, (2018), Chemistry, Willey
	L. J. Malone, T. Dolter, (2013) Basic concepts of chemistry. Willey
	John McMurry, (2011), Fundamentals of organic chemistry, Brooks/cole CENGAGE learning
	Michael P. Garoutte, (2014), General Organic and biological chemistry, Willey
11. Learning and Teaching Methods	The module theory will be delivered through lectures with the lecture notes provided in advance on the LMS.
	Practical sessions will focus on teamwork where the student involvement will illustrate various competencies both as an individual and as a team member.
12. Assessment Methods	For each semester, students will be assessed via two mid-semester tests and an end of term exam. Laboratory work will be assessed via the submission of six laboratory reports plus two end of term lab exams.
	Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Formative assessment will be based on reports and demonstration of laboratory competencies through the student's level of engagement with the work.
	Summative assessments are a final piece of work or exam that count towards their final grade.
	Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
Mid-Semester Tests x 2	Written Test	30% (2 x 15%)	50%
End Semester Exams x 2	Written Exam	40% (2 x 20%)	50%
Laboratory Reports x 6	Written Report	24% (6 x 4%)	50%
End Semester Laboratory Exam x 2	Written Exam	6% (2 x 3%)	50%

13. Assessment Criteria to meet Learning Outcomes

Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Demonstrate knowledge of the topics of chemistry associated with this module.	Two closed book mid-semester assessments. One closed book assessment at end of term.
Critically analyse and evaluate data and evidence and have the oral and written communication skills to present the outcome.	In-class assessment and laboratory reports.
Communicate effectively in the field of chemistry.	In-class assessments. Laboratory report to be completed for each of the 6 practicals.
Work autonomously or as part of a team to execute tasks in the field of chemistry.	Assessed through all the assessment tasks above.

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods. For MCQ assessments, correct answers are marked and counted to give a final mark. For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector. For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric. Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of

plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard.

A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

For the purpose of this programme:

A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.

A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.

A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.

When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:

For the Award of Distinction, a student must have:

Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.

Used the language of the vocational/specialised area fluently and confidently.

Demonstration-depth understanding of the subject matter.

Demonstrated a high level of initiative, and evaluation skills.

Demonstrated analytical and reflective thinking.

Clearly expressed and developed ideas, systematically, and comprehensively.

Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.

Used the language of the vocational/specialised area with a degree of fluency.

Expressed and developed ideas.

Demonstrated initiative, evaluation, and analytical skills.

Presented coherent and comprehensive evidence.

A Pass indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.

	Used the language of the vocational/specialised area competently. Attempted to apply the theory and concepts appropriately. Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Physics
2. Module code	UNI011
3. Level	5
4. Credit Equivalency	15 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	This module aims to empower students to understand physical phenomena and methods that will promote confidence and supports the skills required to progress to further study at university.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: • Explain how physics is fundamental to many technological developments and affects everyday life. • Understand basic physical principles and how to solve physical properties. • Measure physical quantities in the appropriate units. • Define physical principles, terminology, facts and methods.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	

9. Module content	This module will cover the following:
	Mechanics:
	    o Linear Motion
	    o Vectors and Scalars
	    o Forces
	    o Conservation of Momentum
	    o Gravity
	    o Density and Pressure
	    o Energy
	Simple use of equations of motion, including vertical motion under gravity. Newton's three laws of motion, their meaning and application. Laws of universal gravitation: relation between G and g. Force as the rate of change of momentum and a special case of force equals mass multiplied by acceleration. Simple problems. Weight as a force. Electrification by friction, charging by induction. Coulomb's law of force. Electric field patterns. Capacitors in series and parallel: factors affecting capacitance.
	Waves
	    o Properties of Waves
	    o Wave Phenomena
	    o Doppler Effect
	Transverse and longitudinal waves. Meaning of frequency, wavelength, amplitude, and velocity. Interference and diffraction patterns: ripple tank. Interference and diffraction of light waves. Nature of light. Electromagnetic spectrum.

Light
- o Reflection
- o Refraction
- o Wave Nature of Light

Laws of reflection and refraction of light treated experimentally. Refractive index and total internal reflection. Real and virtual images. Simple exercises on a single lens, mirror, by either ray-tracing or application of a formula. Sign convention optional. Method of measuring focal lengths of lenses and mirrors, method optional. Magnification. The optical system of a simple telescope, and, a compound microscope, without calculations.

Labwork 4 - 6

Electricity
- o Charges
- o Capacitance
- o Electric Current
- o Electromagnetism
- o Applied Electricity

Electric current as a flow of electrons. Magnetic effect of current. Definition of unit current. Potential difference. Relations between current and potential difference for various kinds of conduction. Ohm's law. Resistance. Heating effect of current. Magnetic field patterns due to a current flowing in a straight wire, loop and solenoid. Simple electrical calculations

Labwork 7 - 10

Experiments
- o To show that a $\propto$ F.
- o Verification of the principle of conservation of momentum.
- o Measurement of g
- o Measurement of the focal length of a concave mirror.
- o Verification of Snell's law of refraction/measurement of the refractive index of a solid.
- o Measurement of the focal length of a converging lens.
- o Verification of Joule's law (as $\Delta\theta \propto I^2$).
- o Measurement of the resistivity of the material of a wire.
- o To investigate the variation of the resistance of a metallic conductor with temperature.
- o To investigate the variation of current (I) with pd (V) for
  - ▪ metallic conductor
  - ▪ filament bulb
  - ▪ copper sulphate solution with copper electrodes
  - ▪ semiconductor diode.

TEACHING, LEARNING AND ASSESSMENT	
10. Indicative Reading List / Resources	O'Regan, D. Real World Physics. Folens. 1st Edition. Crowe, M. Physics. Celtic Press. 1st Edition.
11. Learning and Teaching Methods	Teaching and learning will consist of both Lecture style and Flipped classes informed heavily by Universal Design for Learning (UDL) and Assessment for Learning (AFL) methodologies. These will include group work, peer assessment and peer teaching. Content will be delivered in multi-modal formats to try and personalise the learner experience, conscious that different learning styles will require different teaching approaches. Some lessons will be conducted in a physics lab to enable practical application and study of certain physical theories. Some lessons will involve the reviewing of case studies and individual problem-solving activities.
12. Assessment Methods	Knowledge of the module content will be assessed by 2 written examinations – one test at the end of each term. Throughout the year, students will have 10 laboratory sessions which will be assessed in-class through laboratory reports. They will also complete 10 open book written tests to assess their ability to apply known and available data to problem solve given challenges. The end-of-term examinations will consist of four questions with students having to answer three. Each question will assess one learning outcome. Each examination will be of 1.5 hours duration. The laboratory reports will involve 10 sessions and will be in a group format. The students will complete 10 open book written tests. Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade. Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

Assessment Name	Assessment Type	Module Weighting	Pass mark
End Semester Exams x 2	Written Exam	50% (2 x 25%)	50%
Laboratory Reports x 10	Written Report	30% (10 x 3%)	50%
Open Book Tests x 10	Written Test	20% (10 x 2%)	50%

13. Assessment Criteria to meet Learning Outcomes	
Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Explain how physics is fundamental to many technological developments and affects everyday life.	Written Assignment/Exam
Understand basic physical principles and how to solve physical properties.	Written Assessment/Exam
Measure physical quantities in the appropriate units.	Practical Experiments/Exam
Define physical principles, terminology, facts, and methods.	Practical Experiments/Exam

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods. For MCQ assessments, correct answers are marked and counted to give a final mark. For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector. For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric. Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard. A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction. For the purpose of this programme: A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.

A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.

A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he must have achieved a mark of 80% or over.

When a student has not achieved the minimum standards for an award the grade is recorded as Referred.

Section 7.4.2 of the UniHaven Quality Assurance Manual sets out the grading descriptors, following QQI policy, for each grade as follows:

For the Award of Distinction, a student must have:

Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.

Used the language of the vocational/specialised area fluently and confidently.

Demonstration-depth understanding of the subject matter.

Demonstrated a high level of initiative, and evaluation skills.

Demonstrated analytical and reflective thinking.

Clearly expressed and developed ideas, systematically, and comprehensively.

Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.

Used the language of the vocational/specialised area with a degree of fluency.

Expressed and developed ideas.

Demonstrated initiative, evaluation, and analytical skills.

Presented coherent and comprehensive evidence.

A Pass indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.

Used the language of the vocational/specialised area competently.

Attempted to apply the theory and concepts appropriately.

Provided sufficient evidence which has relevance and clarity.

GENERAL INFORMATION	
1. Module title	Computer Science
2. Module code	UNI012
3. Level	5
4. Credit Equivalency	15 (FET)
5. Term of Delivery (or teaching pattern)	25 weeks/2 terms 4 hours per week
AIMS AND OBJECTIVES	
6. Overall aim	The purpose of this module is to provide the student with knowledge of a range of computer science skills and enable the student to develop an understanding of computing and algorithmic processes. It will also support the preparation of students for further study in a wide range of courses, such as Computer Science, Business Computing, and Engineering.
7. Intended subject specific learning outcomes	Upon successful completion of this module, students will be able to: • Identify problems in computational terms and understand concepts such as abstraction, logic, algorithms, computer systems, data representation and evaluation. • Evaluate and design computational artefacts such as applications and websites. • Read, implement, test, and modify basic computer programs. • Assess the ethical, environmental, and technological aspects of computer science, and how it impacts the social and economic development of society. • Reflect and communicate on the design and development process.
8. Intended skills-based outcomes	Completing this module will also help students to develop skills including: n/a
CONTENT	

9. Module content	This module will cover the following:
	The use of computers in the workplace and society (Investigate)
	   o A review of computing technologies and their application in the workplace and wider society. Big Data. Discussion on the ethical implications of further use.
	Algorithms, Pseudocode and Software Design (Plan and Design)
	   o Problem Solving and Algorithmic thinking; What is pseudocode; Using pseudocode to plan the program and structure the code. Plan the code so that it can be tested. Website design.
	Software Development (Create)
	   o Putting it all together: writing computer programmes that work; Decision-making statements, loops, arrays, variable assignment, input, and output. Website development.
	Programme Debugging (Evaluate)

	o The use of debugging tools to identify and solve problems in a structured computer programme. Communicating ideas (Document) o Creation of design and development documentation. Code maintenance reports, version control, and team dissemination of work.
TEACHING, LEARNING AND ASSESSMENT	
10. Indicative Reading List / Resources	Mueller, (2018) Beginning Programming with Python for Dummies 2nd ed. (eBook also available) Becker & Quille (2020) Computer Science Textbook for Leaving Certificate, Golden Key
11. Learning and Teaching Methods	Lectures • In-class lectures will be used to present and explain concepts and practices. These lectures will be supported with notes provided in advance of lectures via the LMS. Case studies, in-class group work and in-class formative assessment will also be used. Laboratory • Learning practical computer skills, such as programming, will support and exemplify conceptual computing theory. Students will work in pairs or groups to encourage peer learning, promote communication skills, and facilitate social learning. In-lab formative assessment will be reinforced via informal in-class feedback and interaction. Case studies • These will provide opportunities for the investigation of real-world information systems and at the same time will help learners develop decision-making and evaluation skills. Case study topics will align with module concepts to support concept learning. Learners will work in groups to encourage peer learning and promote communication skills. Formative assessment will be reinforced via informal in-class interaction and discussion.
12. Assessment Methods	The Computer Science module will be assessed via an end-of-semester closed book multi-choice Questionnaire (MCQ) exams, in-class lab work, and a group case study presentation. Formative assessments are designed to improve their understanding, help track their own progress and prepare them for their final assessments. Summative assessments are a final piece of work or exam that count towards their final grade. Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment. Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.

	Assessment Name	Assessment Type	Module Weighting	Pass mark
	End Semester Group Presentation	Case Study Presentation	10%	50%
	Laboratory Practical x 2	Laboratory Practical	40% (2 x 20%)	50%
	End Semester Multichoice Questionnaire (MCQ) x 2	Written MCQ	50% (2 x 25%)	50%

13. Assessment Criteria to meet Learning Outcomes

Learning Outcomes Upon successful completion of this module, students will be able to:	Assessment Criteria The student will be assessed as follows:
Identify problems in computational terms and understand concepts such as abstraction, logic, algorithms, computer systems, data representation and evaluation	End-term closed book MCQ tests
Evaluate and design computational artefacts such as applications and websites	Individual laboratory practical (2 in total) completed in class.
Read, implement, test, and modify basic computer programs	Individual laboratory practical (2 in total) completed in class.
Assess the ethical, environmental, and technological aspects of computer science, and how it impacts the social and economic development of society	Group case study presentation.
Reflect and communicate on the design and development process	Assessed through all the assessment tasks above.

14. Inclusive Module Design	This module will be delivered in accordance with UniHaven's UPOL018 UniHaven Student Disability Policy.
15. Grading	Assessment tasks will be based upon the intended learning outcomes of modules and the programme and should provide students with an opportunity to demonstrate their level of achievement in each. The amount, type and timing of assessment will be designed to facilitate student learning, and students should acquire experience in a range of assessment methods. For MCQ assessments, correct answers are marked and counted to give a final mark. For all other assessments, where some subjectivity is involved, marks must be allocated according to the assessment criteria, marking scheme and standards as set out in the rubric. The marking scheme will have room for some subjectivity on the part of the corrector. For presentations, where subjectivity is more directly involved, marks must be allocated according to the assessment criteria and standards set out in the rubric.

Assignments will be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard.

A percentage grading scheme will be adopted where the maximum mark is 100% per module. The final classification of the award will follow the standard for QQI Awards at Levels 4, 5 and 6 where final awards are classified as Pass, Merit or Distinction.

For the purpose of this programme:

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Demonstration-depth understanding of the subject matter.

Demonstrated a high level of initiative, and evaluation skills.

Demonstrated analytical and reflective thinking.

Clearly expressed and developed ideas, systematically, and comprehensively.

Presented coherent, detailed, and focused evidence.

A Merit indicates that the student has:

Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.

Used the language of the vocational/specialised area with a degree of fluency.

Expressed and developed ideas.

Demonstrated initiative, evaluation, and analytical skills.

Presented coherent and comprehensive evidence.

A Pass indicates that the student has:

	Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard. Used the language of the vocational/specialised area competently. Attempted to apply the theory and concepts appropriately. Provided sufficient evidence which has relevance and clarity.