Northumbria University NEWCASTLE

Northumbria University Programme Framework for Northumbria Awards - Module Specification

Faculty	Engineering and Environment	**Department**	BEng (Hons) Mechanical Engineering (Manufacturing Systems and Design), SeoulTech	**Subject**		**Module Tutor**	Hyonchu OH		
Module Title	Professional Communications for Engineers II (MSDE 291)					**Module Code**	MSDE 291		
Module Type* *(see key below)*	**STAN**								
Module size credits	**Level 3:**		**Level 4:**	**10**	**Level 5:**		**Level 6:**		**Level 7:**	
Home programme/s for which the module is designed				BEng (Hons) Mechanical Engineering (Manufacturing Systems and Design), SeoulTech			**Code/s**		
Additional Programme/s other than that/those for which the module for specifically designed							**Code/s**		
Delivery Pattern (Please tick)		**Semester based** *(please specify)*	Sem 1 ☐ Sem 2 ☒	**Year Long**	☐		**Full-time** **Part-time** **Distance Learning**	☒ ☐ ☐	
Location(s) of delivery: If delivered at EPWO partners please give partner name and location						SeoulTech, Korea (ROK)			

KEY:

APL	*Accreditation for prior learning*	*P/F*	*Pass/fail module*	*PLIN*	*Placement - Industrial*
CORE	*PNVQ core skills module*	*P/F_DS*	*Pass/fail dissertation module*	*PRAC*	*Practical*
DISS	*Dissertation*	*P/F_PJ*	*Pass/fail project module*	*PROJ*	*Project*
FLDW	*Fieldwork*	*P/F_PL*	*Pass/fail placement module*	*STAN*	*Standard module*
INDS	*Independent study*	*PLAY*	*Placement – academic study abroad FT*	*WKBS*	*Work base study*
MAFOUN	*MA foundation modules - ASS*	*PLCL*	*Placement – Clinical*	*WORK*	*Workshop*

Version Dated 04/03/2024 06:50:00

Module Overview (Max 250 words per section) (This section is aimed at providing a prospective or current student with a brief overview of the module in answer to the specific questions and will form an element of the module handbook)

What will I learn on this module? (SRS 0001) Please give a brief indication of the content of the module including the main topic / subject areas studied
This module offers a multifaceted learning experience. You will acquire vital workplace skills, focusing on effective communication, career planning, and preparation for the IELTS test. Through group work, formal meeting simulations, and resume crafting, you will build essential competencies. The comprehensive learning journey also includes mastering professional presentations, audience analysis, and readiness for the IELTS examination.
How will I learn on this module? (SRS 0002) Please provide a brief overview the learning and teaching approaches the student can expect to experience.
Learning on this module will be facilitated primarily through a dynamic and interactive approach. Classroom activities will centre around collaborative teamwork, with small group discussions to explore communication strategies. These discussions will be followed by presentations of ideas to the entire class, leading to engaging debates. Additionally, students will participate in hands-on exercises and coursework that will enhance their practical communication and presentation skills.
How will I be supported academically on this module? (SRS 0003) Please provide a brief overview of the academic support available to students, including any support that may be accessed outside formal scheduled teaching.
Academic support is a cornerstone of this module. The dedicated instructor will provide ongoing guidance and feedback, ensuring you navigate the curriculum effectively. Resources such as job shops, web recruitment information, and connections to prominent engineering institutions will enrich your understanding of industry practices. This module is meticulously designed to foster a supportive academic environment where you can readily seek assistance, participate in group activities, and collaborate with peers to cultivate a robust academic community.
What will I be expected to read on this module? (SRS 0004) All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: http://readinglists.northumbria.ac.uk (Reading List service online guide for academic staff, this contains contact details for the Reading List team – http://library.northumbria.ac.uk/readinglists)

Northumbria University Library Reading List Service (please confirm the following)	**Please give date added**
A draft reading list has been created and on the university Library Reading List Service	Click here to enter a date.
Reading material has been acquired and digitised (following approval)	Click here to enter a date.
Reading list has been published to students (for module delivery)	Click here to enter a date.

NB – for PFNA alignment process only, module authors should complete either the University Library e-Reading List, or Appendix 1.

Module Learning Outcomes (MLOs) *(Max of five in total*, for standard 20-credit modules)*

**this can increase to a maximum of 10, for modules with more than 20 credits*

What will I be expected to achieve? (SRS 0005)	**How will I be assessed?** (SRS 0006) *Please give details of all formative and summative assessment process indicating which MLOs will be addressed and how feedback will be provided.*	**Programme (Level) Learning Outcomes that this module contributes to:** *[Please insert PLO number as listed on the programme specification]*
• C4: Select and evaluate technical literature and other sources of information to address complex problems. • C17: Communicate effectively on complex engineering matters with technical and non-technical audiences.	**Formative Assessment** Academic staff will provide formative feedback during scheduled teaching sessions to enhance your understanding of theoretical and professional concepts, boost your confidence, and prepare you for summative assessment. **Summative Assessment** Academic staff on the module will assess you in a summative manner by three pieces of assessment: Component 1, Collaborate effectively, produce a comprehensive report, and showcase professional presentation skills. Component 2, Evaluate your readiness for the IELTS test, covering listening, speaking, structure, and reading comprehension. Component 3, Craft a professional resume showcasing your skills and experiences. It will be assessed for clarity, relevance, and industry alignment. This evaluates your resume writing proficiency, a vital skill for job applications in the engineering sector.	**Knowledge & Understanding:** • KU3: Identify and utilise basic methodologies to create solutions to specific engineering problems. • KU4: Define and investigate complex problems and constraints that occur in engineering design with the aid of advanced tools. **Intellectual / Professional skills & abilities:** • IPSA2: Communicate established engineering concepts to expert and non-expert audiences using standard formats and media. • IPSA3: Recognise health and safety, sustainability and environmental issues in the engineering sector. **Personal Values Attributes** (Global / Cultural awareness, Ethics, Curiosity) (PVA): • PVA1: Describe standard solutions to benefit society by applying sound engineering practise with an awareness of ethical considerations. • PVA3: Able to evaluate how sustainable engineering techniques may be applied to engineering systems and products

Pre-requisite(s) (SRS 0007) Any module which must already have been taken, or any stipulated level of prior knowledge required in order to study this module, (co-requisite core models need not be listed	
Co-requisite(s) (SRS 0008) Modules at this level which must be taken with this module	

Module abstract (SRS 0009)

Please provide a brief a brief abstract of the module (150 words max). This section acts as the 'shop window' for the module, therefore it needs to engage and inspire the student. This is the first thing that the student will read about this module, so it must immediately grab their attention. The main aim is to encourage the student to read on, however the summary should be written in such a way that if the student reads nothing else this section will convey all key messages and benefits that the module will offer. Start by explaining the module title where necessary. Then highlight any selling points relating to the four pillars: Research-Rich Learning; Technology Enhanced Learning; Assessment and Feedback; Employability and Entrepreneurship. Examples may include student satisfaction rates, learning environment, state-of-the-art facilities etc. Finally indicate benefits of the module such as the key skills that the students will gain for future employment and career paths that are open to them.
Embark on a transformative journey with our Professional Communications for Engineers ll module, your key to a successful engineering career. This course is designed to master the art of effective English communication, with a special focus on crucial skills in oral presentations and report writing. You'll immerse yourself in real-world engineering scenarios, honing strategies to engage diverse audiences, organize complex information, and deliver compelling work. Experience an engaging learning environment with collaborative classroom activities that cultivate practical communication and presentation skills. Your progress will be assessed through written projects and presentations, offered as both group and individual tasks, with comprehensive written and verbal feedback from experienced tutors and peers. Acquire highly sought-after skills that will not only enrich your academic journey but also set the stage for a successful engineering career. Prepare to excel, enhance your employability, and unlock a world of opportunities within the engineering sector through this module.

Programme Framework for Northumbria Awards Research Rich Learning Design Pillar (SRS 0090)

Embedding Research Rich Learning into the curriculum: Indicate how students will be actively engaged in research rich learning in this module through: research/enquiry based learning, research tutored learning, research led learning and/or research oriented learning, providing a brief overview of how this / these will feature within the delivery of the module (250 words max) **Note:** • **Research/enquiry Based:** L&T_Based on student-centred enquiry and research activities (conducting research). • **Research Tutored**: L&T Emphasises learning focused on students actively discussing research, and critically engaging with research outputs

- **Research Led**: T&L structured around subject content and that content is based on the research (learning about research)
- **Research Orientated:** T&L Emphasises understanding of the knowledge production process, and methods of enquiry in the subject (learning how to research)

The module immerses students in research-rich learning by actively involving them in conducting research for real-world engineering communication scenarios. This practical approach enhances communication skills and understanding.
Through research tutored learning, students critically engage with research outputs, gaining insights into effective communication practices.
The curriculum is research-led, aligning content with research findings applicable to engineering.
Additionally, it's research-oriented, emphasizing knowledge of the knowledge production process and research methods for professional engineering communication. This equips students with valuable skills for successful engineering careers.

Notional Student Workload (NSW) for each mode of delivery

Complete for each delivery mode where the distribution of NSW **Full Time Mode of Delivery**				**Part Time Mode of Delivery**			
Activity type	**Hours**	KIS category	KIS category hours		**Hours**	KIS category	KIS category hours
Lecture	30	Scheduled	75	Lecture		Scheduled	
Seminar	20			Seminar			
Tutorial				Tutorial			
Project Supervision				Project Supervision			
Demonstration				Demonstration			
Practical classes and workshops	25			Practical classes and workshops			
Supervised time in studio/ workshop				Supervised time in studio/ workshop			
Fieldwork				Fieldwork			
External visits				External visits			
Tutor guided independent learning	25	Independent	25	Tutor guided independent learning		Independent	
Student independent learning				Student independent learning			
Placement		Placement	0	Placement		Placement	
Study abroad				Study abroad			
Work based learning				Work based learning			
Total workload *200 hours for 20 credit module*	*100*		*100*	**Total workload**			

Summative Assessment

Sequence *001, 002 etc.*	**Activity type** *indicate **ONE** of the following types:*	**Brief description of assessment (max.120 characters)** *e.g. type/ length of exam, type/ word limit of coursework*	**Weighting** % or Pass/Fail (for grade only components) *Note: % weightings should add up to 100% for module overall*	**Final assessment**		**Anonymous submission**		**ESAF submission**	
				Yes	*No*	*Yes*	*No*	*Yes*	*No*
001	CW (Coursework)	IETLS Preparation	30	☐	☒	☐	☒	☐	☐
002	CW (Coursework)	Final group Report/ Presentation	50	☒	☐	☐	☒	☐	☐
003	PRE (Presentation)	Individual Presentation	20	☐	☒	☐	☒	☐	☐
004	Choose an item.			☐	☐	☐	☐	☐	☐
005	Choose an item.			☐	☐	☐	☐	☐	☐
006	Choose an item.			☐	☐	☐	☐	☐	☐
007	Choose an item.			☐	☐	☐	☐	☐	☐
008	Choose an item.			☐	☐	☐	☐	☐	☐
009	Choose an item.			☐	☐	☐	☐	☐	☐
010	Choose an item.			☐	☐	☐	☐	☐	☐
011	Choose an item.			☐	☐	☐	☐	☐	☐
012	Choose an item.			☐	☐	☐	☐	☐	☐

Reassessment (specify either synoptic or non-synoptic)

Synoptic reassessment *One form of reassessment that tests all module learning outcomes*	Yes	☐	No	☒
Non-synoptic reassessment *Where module referred overall, individual failed components of assessment are reassessed*	Yes	☒	No	☐

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Date of FPARSC Approval Click here to enter a date.

Date of entry onto SITS	Click here to enter a date.

LOG OF CHANGES POST-APPROVAL

Please indicate any changes to the approved module descriptor from 2012/13 onwards

Section No.	**Brief description of change**	**Date of Approval**	**Semester and year of first implementation**
		Click here to enter a date.	
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Appendix 1

Indicative Reading for PFNA alignment approval only *(to be completed only if e-reading list unavailable at point of alignment approval)*

N.B. This outline indicative reading list will be utilised for approval purposes only, and **a full e-reading list must be produced and available by the June of the academic year prior to the first delivery date of the module** (at which point the section of p.2 referring to University Library Reading Lists should be completed).

Please list below essential key text underpinning the module content and ultimately the learning outcomes:

1) Alley, M., (2002) The craft of Scientific Presentations, Pub. Springer, ISBN 0-387-95555-0.
2) Hirsch, H. L., (2002) Essential Communication Strategies For Scientists, Engineers and Technology Professionals", 2nd Ed., Pub. Wiley Interscience, ISBN 0-471-27317-1.
3) Sustainability in Engineering Design by Johnson and Gibson: publisher Elsevier 2014