



**MLA  
COLLEGE**

**IN  
PARTNERSHIP  
WITH  
PLYMOUTH  
UNIVERSITY**

# Marine MSc Suite Entry Criteria

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Qualification(s) Required for Entry to this Programme	Details
<p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>- <b>Key Skills requirement / Higher Level Diploma:</b></li> <li>and/or</li> <li>- <b>GCSEs required at Grade C or above:</b></li> </ul>	<p>All applicants must have GCSE (or equivalent) Maths and English at Grade C or higher.</p>
<p><b>Work Experience</b></p>	<p>In the case of admission to the MSc, MLA are keen to consider admission on the basis of work or life experience. Where an applicant presents with significant and entirely appropriate experience, this may be taken into account in lieu of certificated qualifications, regardless of age.</p> <p>Relevant maritime experience will be considered on individual merit. Specific reference to APCL and APEL is made below.</p>
<p><b>Other HE qualifications / non-standard awards or experiences</b></p>	<p>120 level 7 credits in a related cognate area, or equivalent experience (see APEL section below this table).</p>
<p><b>Interview / Portfolio requirements</b></p>	<p>Applicants are expected to submit a full <i>Curriculum Vita</i> or résumé and an application form together with a personal statement. Admissions tutors for the Marine Learning Alliance will check all applications thoroughly, and arrange an interview (usually by telephone or video conferencing) for potential students in order to assess their suitability for study. Offers of places are based on the information provided in the application documents and interview (where appropriate).</p> <p>Students will be required to undertake an interview (online, telephone or face to face), and may be required to complete a portfolio assessment. This may take the form of a portfolio of evidence of experiential learning where appropriate. In line with University regulations, the learning derived from experience or study must be identified in order</p>

	<p>to be assessed. Identification must be made by the student, on the basis of systematic reflection on the experience or study and the provision of clear and evidenced statements about that learning. This will be formally reviewed to determine that the learning has in fact occurred and that it is still current, and equivalence to University credit weightings and levels.</p> <p>In the case of students being required to complete a form of assessment it will be governed by Plymouth University regulations, and serves to demonstrate that they have satisfied the learning outcomes of the module(s) for which credit is claimed.</p>
<p><b>English language requirements</b></p>	<p>If students have not obtained or do not have the appropriate entry qualifications in the English language, they may be required to produce evidence of English language ability. This will normally be the equivalent of:</p> <ul style="list-style-type: none"> <li>➤ GCSE Grade C or above in English language.</li> <li>➤ IELTS 6.5 overall or above with a minimum of 5.5 in all four components (listening, reading, speaking and writing)</li> <li>➤ For further information and alternatives to IELTS, see Plymouth University's <u><a href="#">International Student Entry Requirements</a></u>.</li> </ul>

The University's regulations for Accreditation of Prior Certificated Learning (APCL) and Assessment of Prior Experiential Learning (APEL) are set out in the 'University Academic Regulations', whereby up to 120 credits at Master's level can be APL.

Admission to the Marine MSc Suite will require assessment of APCL, APEL or a combination of the two as part of the admissions process. Plymouth University's standard regulations on Accreditation of Prior Learning will be followed, and the relevant and programme-specific detail is outlined below:

- The maximum amount of prior credit which a student may claim towards a Plymouth University award, and the minimum credit which must then be studied at the University in relation to specific awards, is 120 credits, including at least 60 credits at Level 7.
- Students can seek credit through APCL or APEL.
- A student can claim APCL credit from CPD short courses as well as from named awards.
- Decisions on the award of credit are a matter of academic judgement, and are therefore final. The procedure for making an APCL or APEL claim is set out in the table below.
- Credit for prior certificated learning which occurred more than eight years ago will not be accepted. A student may be able to combine outdated (i.e. more than eight years prior) certificated learning with more recent experiential learning. In this case, the certificated learning should be considered as part of an APEL claim.
- A student who has submitted an assessment for an APEL claim that does not meet the required learning outcomes will either be offered the opportunity to submit an appropriate piece of referred coursework for the module(s).
- Claims for APEL will be examined in line with the standard quality assurance procedures, including external examining where appropriate.

**Appendix 1** lists the characteristics, attributes and skills that Master's degree graduates are expected to display.

Taking from these are the profiles most relevant to the MSc Advanced Hydrography for Professionals. Any prospective student for the Marine MSc suite who is seeking credit through APEL, or a combination of APEL/APCL will have to ensure that they are able to meet the learning outcomes below:

- 1. To demonstrate a deep and systematic understanding within the discipline and its interrelationship with other relevant disciplines.**
- 2. To demonstrate, with appropriate examples, the flexible and creative application of knowledge in unfamiliar contexts.**
- 3. To provide evidence, with reflection, of having undertaken the analysis of complex, incomplete or contradictory evidence/data and making appropriate judgements.**

- 4. To demonstrate advanced technical or professional activity, with evidence of accepting accountability for related decision making.**

The programme Admissions Tutor will ensure that an assignment is set which meets the needs of both the individual applicant and the standards requirement.

## APPENDIX 1. QAA Master’s degree characteristics summary, and SEEC level descriptors for use in APEL

In addition to the five characteristics listed below (QAA, 2015, Master’s degree graduates are also expected to display the attributes and skills listed in Table 1 below:

1. use initiative and take responsibility
2. solve problems in creative and innovative ways
3. make decisions in challenging situations
4. continue to learn independently and to develop professionally
5. communicate effectively, with colleagues and a wider audience, in a variety of media

**TABLE 1: SEEC Level 7 Descriptors:** *For consideration in accessing entry to the MSc Advanced Hydrography for Professionals programme* ([www.seec.org.uk](http://www.seec.org.uk), 2016)

<b>Summary credit level descriptors</b>	<b>Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making, including use of supervision.</b>
Setting	
<i>Operational context</i>	Operates in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.
<i>Autonomy and responsibility for actions</i>	Acts with initiative in decision-making and accessing support within professional or given guidelines, accepting full accountability for outcomes.
Knowledge and understanding	
<i>Knowledge and understanding</i>	Has a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.
Cognitive skills	
<i>Conceptualisation and critical thinking</i>	Uses ideas at a high level of abstraction. Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches
<i>Synthesis and creativity</i>	Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.
<i>Problem solving, research and enquiry</i>	Designs and undertakes substantial investigations to address significant areas of theory and/or practice. Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.

<i>Analysis and evaluation</i>	Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.
Performance and practice	
<i>Adaptation to context</i>	Autonomously adapts performance to multiple contexts.
<i>Performance</i>	Autonomously implements and evaluates improvements to performance, drawing on innovative or sectoral best practice.
<i>Ethical awareness and application</i>	Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas. Works proactively with others to formulate solutions.
Personal and enabling skills	
<i>Personal evaluation and development</i>	Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change.
<i>Interpersonal and communication skills</i>	Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts.