



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Science and Science Communication Project				
Module Code	USSJPR-60-M	Level	M	Version	2
UWE Credit Rating	60	ECTS Credit Rating	30	WBL module?	No*
Owning Faculty	Health and Applied Sciences	Field	Environmental		
Department	Biological, Biomedical and Analytical Sciences	Module Type	Project		
Contributes towards	MSc Science Communication MSc Advanced Wildlife Conservation in Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	2008	Valid from	September 2008		
Revision CAP Approval Date	2 June 2015	Revised with effect from	January 2016		

<b>Review Date</b>	September 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• appraise and integrate current scientific or science communication theory, policy or professional practice in an analytical, critical way and at an advanced level (A1, A3);</li> <li>• justify use of appropriate practical, research and/or evaluation strategies (A1, A2, A3);</li> <li>• set, negotiate and meet own objectives and deadlines to agreed standards (A1);</li> <li>• design reliable and valid methods for generating project interventions or gathering data and information in relation to their research project (A2, A3);</li> <li>• analyse data and information objectively and relate these to existing knowledge structures, contemporary practice and/or theoretical perspectives (A2, A3);</li> <li>• reflect critically and objectively on methods, processes and outcomes related to their project (A3);</li> <li>• develop proposals or recommendations for new areas of investigation, new</li> </ul>

	problems, creative strategies or methodologies that would build on their project (A3).
Syllabus Outline	<p>The module includes three days of compulsory training on research methods that provides the basis from which students will develop individual projects. The research methods portion of the module encompasses four key threads:</p> <ul style="list-style-type: none"> <li>• The research process and ethical considerations.</li> <li>• Qualitative and quantitative research methodologies: such as survey research (including questionnaire design and administration), interviewing, observational research, content analysis.</li> <li>• Research and evaluation strategies: aims and objectives, design, sampling methods and data analysis.</li> <li>• Project planning and proposal writing.</li> </ul> <p>It is anticipated that students will develop a project in one of the following areas:</p> <p><i>Empirical research</i></p> <p>An issue appropriate for a small scale science or science communication empirical research project will be identified by the candidate and agreed with the tutor. The research should involve field or desk methods, including for example, meta-analysis, design of a survey, experiment or media content analysis as appropriate. Data analysis, interpretation and evaluation should be appropriate to the research methodology chosen, including statistical analysis if appropriate.</p> <p><i>Professional Practice</i></p> <p>The project should focus on creating a scientific or science communication intervention or part of an intervention designed to meet a specific professional practice requirement; this may include creative treatment or development of an installation or design of evaluation and consultancy projects. The research must clearly demonstrate the theoretical basis of the planning. In this category, presentation may include audio/visual and/or exhibition material or other resources such as a computer programme, manual or learning package. The project should include a method of evaluating the programme once implemented, at an appropriate level to that which has been produced.</p>
Contact Hours	<p>Students will be supported through the all stages of their project by suitable academic and academic-related staff, as well as during three days of scheduled teaching. Contact time is likely to be highly variable depending on the style of project and needs of each student. Agreements between academic supervisors and students will be made on a one-to-one basis concerning the best format and frequency of non-scheduled interactions.</p> <p>In the case of students carrying out laboratory-based projects, supervision of laboratory time will depend upon the competence demonstrated by the student. Laboratory supervision may be by a member of academic staff, a member of technical staff, or an appropriately experienced Postgraduate Research student (with academic supervisory oversight).</p>
Teaching and Learning Methods	<p>The compulsory research methodology section of the module will be taught across three days of lectures, workshops and small group discussion. In addition electronic resources will be provided via blackboard to present supplementary support for students during the period of independent study.</p> <p>The research project itself provides an opportunity for students to demonstrate their independent research, creative and planning skills. Students learn by active application of their knowledge to the research, evaluation or creative task and by extending their knowledge as appropriate to complete the research objectives.</p>

	<p>Professional and academic supervisors support student learning, offering guidance where requested or appropriate. Students are expected to keep their supervisors informed about the progress of the research and to discuss results regularly. No formal reporting is scheduled and there is no formal teaching for this part of the module. Students are expected to drive the project, with the supervisor providing guidance and direction only where necessary to maintain progress.</p>
<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p>
<p>Indicative Reading List</p>	<p><b>Books</b></p> <p>Latest editions of:</p> <p>Ackland, R. (2013) <i>Web Social Science: Concepts, Data and Tools for Social Scientists in the Digital Age</i>. Sage: Los Angeles.</p> <p>Bryman, A. (2012) <i>Social Research Methods</i>. Oxford University Press: Oxford.</p> <p>Denzin, N. and Lincoln, Y. (2011) <i>The Sage Handbook of Qualitative Research</i>. Sage: Thousand Oaks, CA.</p> <p>De Vaus, D. A. (2002) <i>Surveys in Social Research</i>. Sage: London.</p> <p>Hansen, A. Cottle, S. Negrine, R, and Newbold, C. (1998) <i>Mass Communication Research Methods</i>. Palgrave: Basingstoke.</p> <p>May, T (2011). <i>Social Research: Issues, Methods and Processes</i>. Open University Press: Buckingham.</p> <p>Manly, B. F., &amp; Alberto, J. A. N. (Eds.). (2014). <i>Introduction to Ecological Sampling</i>. CRC Press.</p> <p>Ford, E. D. (2000). <i>Scientific method for ecological research</i>. Cambridge University Press.</p> <p>Hill, D. (Ed.). (2005). <i>Handbook of biodiversity methods: survey, evaluation and monitoring</i>. Cambridge University Press.</p> <p><b>Journals</b></p> <p>Social Research Online</p> <p>Methods in Ecology and Evolution</p> <p><b>Electronic Books and Resources</b></p> <p>Bell, J (2010) <i>Doing your research project</i>. Open University Press: Buckingham.</p> <p>Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i>. Maidenhead: Open University Press.</p> <p>Denscombe, M. (2010) <i>The Good Research Guide: for Small-Scale Social Research Projects</i>. Maidenhead: Open University Press.</p> <p>Pallent, J. (2010) <i>SPSS Survival Guide: A Step by Step Guide to Data Analysis Using SPSS</i>. McGraw Hill: Maidenhead.</p> <p>RCUK (2011) Evaluation Practical Guidelines  <a href="http://www.rcuk.ac.uk/Publications/policy/Pages/Evaluation.aspx">http://www.rcuk.ac.uk/Publications/policy/Pages/Evaluation.aspx</a></p> <p>Riffe, D., Lacy, S. and Fico, F. (2005) <i>Analyzing Media Messages</i>. Lawrence Erlbaum Associates, Mahwah, NJ.</p>

### Part 3: Assessment

Assessment Strategy	<p>Strategy:</p> <p>The assessments are designed to test the module learning outcomes while using two of the summative assessments to provide formative opportunities for students to build their understanding and capabilities within their chosen research topic.</p> <p>The mark allocation across the elements reflects the importance of the thesis, making it virtually impossible to pass the module if the thesis fails.</p> <p>The Assessment:</p> <p>The assessment comprises three elements: a research proposal (WR1: 2,000 words), a thirty-minute seminar presentation and defence (SM1) and final project report (PROJ; 7,500 – 10,000 words).</p>
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Identify final assessment component and element	<b>Need final assessment ie. A1/A2 or A3</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	<b>0</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Project Proposal	20%	
2. Seminar Presentation and Defence	20%	
3. Project Report	60%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. na		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Project Proposal	20%	
2. Individual Presentation and Defence	20%	
3. Project Report	60%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. na		
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		