ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Research Experimental Project					
Module Code	USSK5K-30-3		Level	3	Version	2.1
Owning Faculty	Health and Applied Sciences		Field	Biological, Biomedical and Analytical Sciences		
Contributes towards	Biological Sciences Environmental Sciences Biomedical Sciences Biomedical Sciences Clinical Wildlife and Conservation Sciences Forensics Sciences					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	USSKAR-30-2 Practise and Communication of Science or USSKAP30-2 Research Skills or USSKAU-30-2 Forensic Analysis or USSK5G-30-2 Environmental and Field Techniques or equivalent		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • demonstrate a knowledge of the research/information-gaining process (Component A,2,3,4); • understand and engage with relevant research governance (Component A2); • develop further their investigative skills (Component A2,3,4); • master the organisational challenge of research/information-gathering processes within time constraints (Component A 2,3,4); • apply skills in data analysis (as appropriate) in order to test hypotheses (Component A2,3,4); • critically evaluate their findings/creations (Component A2,3,4); • put their work and findings in the context of the work of others (Component

	A2,3,4);
	• communicate their work to others by a variety of methods, including both written and oral (Component A2,3,4).
	• Demonstrate learning and understanding of, and engagement with, the skills and attributes required to maintain a position of employment and to act effectively and progress within a work based team environment (Component A1).
Syllabus Outline	The project may be based on a laboratory, fieldwork, communicative or survey investigation. Students will be required to undertake an individual piece of research. This should include a review of the literature which forms the background to the project, and then an element of information gathering, either through use of lab/field work, survey-based work and use of further literature. Information obtained will need to be analysed in a suitable manner. Background, aims and objectives, and findings will need to be presented for assessment. It is expected that students will be able to discuss their work in a critical way, both in written and oral formats. Students will be encouraged to work towards and submit a summative "progression report" which will inform both their summative research journal paper, and their poster with oral defence. Where appropriate part-time students in full-time employment may carry out research for their project at their place of work and the project topic must be approved by the UWE internal supervisor. Students are encouraged to seek advice from their supervisor with regard to what constitutes suitable work-based learning experience and appropriate reflection in order to meet the requirements of the reflective work-based skills portfolio.
Contact Hours	Contact time may take several forms which are appropriate to individual projects. This will include research governance lectures, induction session to laboratories, explanation of how to use equipment, one-to-one sessions on the theory behind the project, and supervisor sessions on writing of assignments and presentation skills. As projects may include library work, laboratory sessions, site visits, studio-based sessions, field work or work-based learning, project supervision will be tailored for each project. As well as face-to-face discussion, contact will also be also be maintained via phone/email and other technologies appropriate to the project. Supervisors are given workload to the equivalent of 20 hours per student for supervision and assessment of each project. QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx
Teaching and Learning Methods	The student will be required to produce a project "Progression Report" in a prescribed format once the topic has been agreed with the supervisor. The supervisor, and if appropriate technical and research staff, will be available regularly to instruct and support the student in the necessary techniques for the work. The student will be expected to work conscientiously and with due consideration of safety and ethical issues. Full use will be made of the library for literature searching and referencing. There will be no supervision available for the period from the summer assessment period to the re-sit assessment period to enable students to undertake laboratory and field work. All assessment criteria against which the assessed elements of the module will be judged will be given to the students at the beginning of the academic session as part of the module handbook (which will be available on Blackboard).

Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	20	280	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Total assessment of the module:		
Reflective Portfolio		5%
Progression Report		5%
Poster Presentation and Defence		20%
Research Journal Paper		70%

Reading Strategy	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. Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. 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. If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
Indicative Reading List	The most recent edition of Allen, K. *Study skills: A student survival guide*. Oxford: Wiley-Blackwell. Bell, J. *Doing your research project*. Buckingham: Open University Press. Berry, R. *The research project*. London: Routledge. Blaxter, L., Hughes, C. and Tight, M. *How to Research*. Maidenhead: Open University

	Press.
	Bultitude, K. Presenting Science. In: Brake, M. & Weitkamp,E. eds. *Introducing Science Communication*. London: Palgrave MacMillan.
	Gosling, P. *Scientist's guide to poster presentations*. London: Plenum Publishers.
	Reynolds, G . *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Berkeley: New Riders.
	Van Emden, J. and Becker, L. *Presentation skills for students*. Basingstoke: Palgrave.
	Relevant journals in the appropriate discipline in the library.
	On-line resources such as: http://www.learnhigher.ac.uk/learningareas/reportwriting/betterreportwriting.htm http://www1.uwe.ac.uk/students/studysupport/studyskills/researchskills.aspx

Part 3: Assessment	
Assessment Strategy	Summative assessment will be in four parts:
	A1 – Reflective Work-Based Skills Portfolio Students will be required to produce an evidence-based, reflective work-based portfolio detailing their engagement with the skills required for work-based learning as an integral part of their degree studies. The portfolio should reflect on work based transferable skills acquired/learned such as aspects of team work and leadership, personal time management and responsibilities, communication skills, other presentational skills and general attitude towards employment together with a current curriculum vitae with evidenced completed application for employment paperwork. Submission of the portfolio will be online *via* an appropriate web based submission form.
	A2 = Progression report, which include 'scene setting' background, aims and approaches and elements of Research Governance
	A3 - Research Journal Paper, which will include background, methods, data presentation and discussion and conclusions;
	A4- Poster presentation and oral defence of a poster.
	All assessments will be expected to be referenced appropriately.
	Students are encouraged to seek advice from their supervisor on all aspects of the assessments for formative feedback.
	All students will be encouraged to gain summative feedback through the submission of a 'Progression Report' which is expected to inform the summative Research Journal Paper. The progression report should include background, aims and approaches and elements of Research Governance. The progression report should also include a timeline of research activity and this can be generated as a research diary (e.g. a blog) or as a Gantt chart, as appropriate to the project. Further details of this feedback opportunity will be available in the module handbook.

Identify final assessment component and element			
		A:	**B:**
% weighting between components A and B (Standard modules only)			
First Sit			

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Reflective Work-Based Skills Portfolio This element must achieve a mark of 40% or above to pass the module	5%
2. Progression Report (1000 word limit)	5%
3. Research Journal Paper (5000 word limit) Final Assessment	70%
4. A poster presentation and oral defence of a poster	20%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Reflective Work-Based Skills Portfolio This element must achieve a mark of 40% or above to pass the module	5%
2. Research Journal Paper (5000 word limit) Final Assessment	70%
3. A poster presentation and oral defence of a poster	25%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	