ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Dissertation Project					
Module Code	USSKBC-30-3		Level	3	Version	1
Owning Faculty	Health and Life Sciences		Field	Applied Sciences		
Contributes towards	Biological Sciences Environmental Sciences Biomedical Sciences Biomedical Sciences Clinical Wildlife Ecology and Conservation Sciences Integrated Wildlife Conservation Forensics Sciences					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	USSKAR-30-2 Experimental Design and Analysis or USSKAU-30-2 Forensic Analysis or USSK5G-30-2 Environmental and Field Techniques or current equivalents of the above.		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: • The ability to define an appropriate area of research and frame an appropriate research question (assessed through Component A). • The ability to design and realise a piece of sustained research. • The ability to initiate and conduct bibliographical research (assessed through Component A). • The ability to locate and critique issues relevant to the field of science (assessed through Components A). • The ability to identify and use appropriate analysis methodologies and techniques for their chosen area of research (assessed through Components A). • The ability to organise research activity into manageable stages and complete within a specified time-scale (assessed through Component A).

	• The ability to structure, write and reference an extended piece of research that reaches the required academic standards (assessed through Component A). • A 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 (assessed through component B).
Syllabus Outline	The syllabus comprises two components, A and B. Component A comprises a dissertation project which forms the summative assessment work for the module. Component B, which comprises the formative assessment for the module, consists of a reflective portfolio of work based learning. **Component A – Project** The project will be based on the review and analysis of current literature published in an area of either scientific research or interest in order to answer an up-to-date hypothesis driven question. Students will be required to undertake an individual piece of bibliographic research. This should include an in-depth review of the current literature pertaining to the subject matter of the project, a substantial element of relevant information gathering from published material and appropriate analysis of the information obtained in order to provide a critical evaluation of the question(s) asked within the project topic. The project background, aims and objectives and appropriately analysed 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 required to work towards and submit a "progression report" and subsequently a full written report. Finally students will be required to produce a poster of their project work and to defend this at an oral presentation. Where appropriate part-time students in full-time employment may carry out their dissertation project at their place of work, but the project topic must be approved by the UWE internal supervisor. **Component B – Reflective Work-Based Skills Portfolio** Students will be required to produce an evidence-based, reflective work-based portfolio detailing their engagement in a period of work-based learning as an integral part of their degree studies. Such learning may be obtained during either paid or voluntary employment, as part of a training programme or in another agreed and relevant manner that provides the appropriate learning environment. 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. Submission of the portfolio will be online *via* an appropriate web based submission form. Assessment of this component will be at the pass or fail level, but students will be required to pass this component in order to pass the module overall.
Contact Hours	Contact time may take several forms which are appropriate to individual projects. This will include one-to-one tutorial sessions on the theory behind the project and supervisor mediated sessions on researching literature and other informatics databases, analysing information, writing of assignments and presentation skills. As projects may be diverse in their subject matter and require a variety of search methodologies, project supervision will be realistically tailored for each project. As well as by face-to-face discussions, contact will also be also be maintained *via* email and other online technologies appropriate to the project.

	Supervisors are allowed workload equivalent to 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 will be available regularly to instruct and support the student in the necessary approaches for the work and to discuss their findings and to give interim feedback on drafts of their dissertation. The student will be expected to work conscientiously to deadlines and to make full use of the library and other online sources of information for literature searching, information analysis and for referencing. Supervision will also be given with regard to providing instruction in the appropriate design of posters and in terms of oral presentation skills. All assessment criteria, against which both the summative and formative assessed elements of the module will be judged, will be made clear to the students at the beginning of the academic session as part of the module handbook which will be available online *via* 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:			
Progression Report			10%
Oral defense of a Poster			20%
Final Report			70%
Work Portfolio (pass/fail)			0%
			100%

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*. New York ; London : Kluwer Academic / Plenum Reynolds, G . *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Berkeley: New Riders. Van Emden, J. and Becker, L. *Presentation skills for students*. Palgrave. On-line resources such as: http://www.learnhigher.ac.uk/learningareas/reportwriting/betterreportwriting.htm http://iskillzone.uwe.ac.uk http://www1.uwe.ac.uk/students/studysupport/studyskills/readingandwriting/writing.aspx Cottrell, S. (2010) *Skills for success: the personal development planning handbook* 2nd ed. Basingstoke: Palgrave Macmillian. Kirton, B. (2011) *Brilliant workplace skills for students and graduates* Harlow: Prentice Hall. Moon, J. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer. Work-Based and Placement Learning. [Online] Quality Assurance Agency Available: www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section9/PlacementLearning.pdf skills4study (2011) Structured reflection [Online] Palgrave MacMillan Available: http://www.palgrave.com/skills4study/pdp/structured Trought, F. (2011) *Brilliant employability skills* Harlow: Prentice Hall.

Part 3: Assessment	
Assessment Strategy	**Component A** assessment comprises three parts: A1 - Progression Report, which includes a background to the project and proposed bibliographic search approaches and information analysis methods. The progression report will include a timeline of activity and can be generated as a dissertation diary (*e.g.* a blog) or as a Gantt chart, as appropriate to the project ; A2 - Final Report, which will include background, bibliographic search approaches and information analysis methods, a comprehensive review incorporating the analysis and discussion of information gathered and conclusions; A3 - 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 additional formative feedback. Guidelines about how many times supervisors can edit student's work, and which sections should not be edited, will be clearly stated in the module guide at the beginning of the module. **Component B** B1 – Online submission of a reflective portfolio of work-based learning and experience undertaken by the student. Submission of the portfolio will require the student to reflect on periods of work-based learning that they have undertaken as an integral part of their degree studies. As with the assessment in component A, students are encouraged to seek advice from their supervisor with regard to what constitutes suitable work-based learning experience and appropriate reflection.

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100**	**Pass or Fail**
First Sit			
Component A (controlled conditions) **Description of each element**		**Element weighting** (as % of component)	
1. Progression Report		10%	
2. Final Report		70%	
3. A poster presentation and oral defence of a poster		20%	
Component B **Description of each element**		**Element weighting** (as % of component)	
1. Reflective Work-Based Skills Portfolio		Pass or Fail	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) **Description of each element**		**Element weighting** (as % of component)
1. Final Report		75%
2. A poster presentation and oral defence of a poster		25%
Component B		**Element weighting**

Description of each element	(as % of component)
1. Reflective Work-Based Skills Portfolio	Pass or Fail

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.