University of the West of England BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Research Dissertation Project					
Module Code	USSKBC-30-3		Level	3	Version	1.1
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 Practise and Communication of Science or USSKAP-30-2 Research Skills 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 (Component A2) • The ability to design and realise a piece of sustained research (Component A2,3,4) • The ability to initiate and conduct bibliographical research (Component A2,4). • The ability to locate and critique issues relevant to the field of science (Component A2,3,4). • The ability to identify and use appropriate analysis methodologies and techniques for their chosen area of research (Components A2).

	• The ability to organise research activity into manageable stages and complete within a specified time-scale (Component A2,3,4). • The ability to structure, write and reference an extended piece of research that reaches the required academic standards (Component A2,3,4). • 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 (Component A1).
Syllabus Outline	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 encouraged to work toward and submit a formative "progression report" which will inform both their summative final research journal paper, and their poster with oral defence. 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. 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 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:				
Portfolio				5%
Progression Report				5%
Poster Presentation and Defence				20%
Research Journal Paper				70%
				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	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 will include 'scene setting' background, aims and approaches and elements of Research Governance

| | A3 – Research Journal Paper, which will include background, bibliographic search approaches and information analysis methods, a comprehensive review incorporating the analysis and discussion of information gathered 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. |
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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** (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. Progression Report (1000 word limit)	5%
3. Research Journal Paper (8000 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 (8000 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.