



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research project				
Module Code	USSJ6C-60-M	Level	M	Version	7.1
UWE Credit Rating	60	ECTS Credit Rating	30	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Applied Sciences		
Department	Biological Biomedical and Analytical Sciences	Module Type	Project		
Contributes towards	MSc Biomedical Science and all associated named routes MSc Advanced Forensic Analysis				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements			
First CAP Approval Date	30 th May 2012	Valid from	September 2012		
Revision CAP Approval Date	2 nd February 2016	Revised with effect from	September 2016		

Review Date	~ 5 years post approval for PSRB requirements
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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"> demonstrate an in-depth understanding of the research process. (all assessments) demonstrate the ability to define a hypothesis. (all assessments) plan and perform an investigation of a well-defined research problem. (all assessments) demonstrate the ability to draw valid conclusions based on experimental observation. (all assessments) discuss critically the significance and contribution of their project to existing published work. (all assessments) utilise electronic information sources effectively as learning aids. (all assessments)
Syllabus Outline	No specific syllabus for project module – however projects will be assigned in a topic cogent to students intended route of specialism.
Contact Hours	Students are expected to undertake approximately 300 hours of laboratory based work within this 60 credit module. 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

	<p>experienced Postgraduate Research student (with academic supervisory oversight).</p> <p>Students will also be supported through the preparatory stages of their project – design and proposal writing and through the writing up phase of their project by suitable academic and academic-related staff.</p> <p>Thus contact time is likely to be highly variable depending on the abilities and needs of each student – much of the project module is self-guided activity with academic and technical support; supported by modules in first semester. The bulk of the project module is taken during the second and third semesters of the programme.</p> <p>The project module is supported by two modules undertaken in the first semester. During USSJYS-15-M (Practical Skills for Biomedical Science) students will have spent time in the laboratory undertaking a range of practical exercise to demonstrate their basic laboratory competency; this module will also have given them an opportunity to practice writing a practical report of a similar structure to the project report. In USSJYT-30-M (Research and Diagnostic Methodologies) students will have looked at the theory that underpins many of the methods used in the projects offered at UWE; this module also includes teaching of a range of statistics methods that will support students in undertaking the statistics on their project data. Additional support for statistics will also be available to students during their data analysis phase. USSJYT-30-M also covers other skills supportive of the project module including presentation skills and academic writing.</p>
Teaching and Learning Methods	<p>The learning is delivered primarily on a one-to-one basis between the supervisor and their assigned student. The module is essentially an independent learning module, but with guidance and support appropriate to the needs of the student throughout. Students will also receive appropriate training in the methods of their project, and relevant research governance by their supervisor, technical staff or other research staff as relevant to the activity.</p> <p>Contact time will vary across the duration of the module – during the project design phase there will be meetings with their supervisors to discuss and plan the project, during the early phase of laboratory work there will be substantial contact between the student and appropriate staff to facilitate the learning of methods etc. Then contact will be likely to reduce as the student becomes familiar with their activities and acquires a degree of independence. During the writing up stage of the project students are likely to need more contact again to support the writing process.</p>
Key Information Sets Information	Not applicable for level M programmes/modules
Reading Strategy	<p>The individual nature of the projects undertaken by the students means that they are expected to undertake significant amounts of literature searching and reviewing. The guidance on doing this is provided in the programme's research preparation module (e.g. Research methods and Practical Skills module on the MSc Biomedical Science or its equivalent on other awards that utilise this project module) and supplemented by their supervisor when they embark on their project work.</p> <p>Unlike taught modules there is no set reading or essential reading.</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>
Indicative Reading List	Selected Texts – Current Editions of:

	<p>The individual nature of the projects means that the only common material is background books on aspects such as the research process, scientific writing, statistical analysis of biological/biomedical data.</p> <p>Example texts include current editions of:</p> <p>Day, R. and Gastel, B. (2006) <i>How to write and publish a scientific paper</i>. 6th ed. Cambridge: Cambridge University Press.</p> <p>Shortland, M. and Gregory, J. (1991) <i>Communicating Science - a Handbook</i>. Harlow: Longman Scientific and Technical.</p> <p>Malmfors, B., Garnsworthy, P. and Grossman, M. (2004) <i>Writing and presenting scientific papers</i>. 2nd ed. Nottingham: Nottingham University Press.</p> <p>Northey, M. and McKibbin, J. (2007) <i>Making sense - a student's guide to research and writing</i>. 5th ed. Oxford: Oxford University Press.</p> <p>Bland, M. (2000) <i>An introduction to medical statistics</i>. 3rd ed. Oxford: Oxford University Press</p>
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Part 3: Assessment	
Assessment Strategy	<p>The MSc BMS Programme has a programme level assessment strategy (see Programme Specification appendix 1), and all modules have their assessments designed to relate to that document.</p> <p>The assessment of this module has been designed to mimic the PhD process, enabling students to gain an experience of researching and reporting their research in the style that those who progress to a PhD will be required to do (albeit with shorter word counts and shorter viva durations).</p> <p>The mark allocation across the elements reflects the importance of the thesis.</p> <p>The assessments are marked to the BBAS standard PG marking criteria, and students are full briefed on the assessment both in writing and through a tutorial session. Students also develop several transferable skills during this assessment including negotiation (they work with their supervisor during the design of the project), critiquing of published literature, scientific writing etiquette, and editing documents to a high editorial standard.</p>

Identify final assessment component and element	A2	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Progression report (1000 words)	10	
2. Project report (5000 words) and associated viva voce examination	90	
Component B Description of each element	Element weighting (as % of component)	
1.		

2.(etc)	
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Project report (5000 words) and associated viva voce examination	100
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1.	
2.(etc)	

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.