



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Training and Professional Development (RTPD)				
Module Code	USSKDB-30-M	Level	M	Version	2
Owning Faculty	Health and Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Contributes towards	MRes/MPhil/PhD Programmes				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Current MRes/MPhil/PhD Student	

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"> • Show evidence of project management and good practice in running a research project. • Show an understanding of elements of research governance including but not limited to Health and Safety and ethics. • Disseminate their research in a variety of formats. • Critically review the work of others from a variety of formats, including from lectures, seminars and research papers. • Reflect on the value of events that they have attended. • Demonstrate their involvement in public engagement events.
Syllabus Outline	<p>The QAA 'Doctoral Characteristics' (Sept 2011) review is clear that Graduate Schools should play a key role in the delivery of professional and personal skills for research degrees. Such skills are an essential component of UK research degrees with particular emphasis on professional development and enhancing employability. The QAA Quality Code for Research Degrees includes 2 key indicators (Nos 13 and 14) to ensure that institutions provide and monitor the provision of professional and personal skills for research degree students. Vitae (http://www.vitae.ac.uk/) has been financially supported over a number of years by the UK Research Councils to enable 'personal, professional and career development of doctoral researchers'. They have proposed a very widely used Researcher Development Framework (RDF) that underpins the design of the syllabus for this module so that it meets current needs. The RDF has two domains and this module has particular focus on aspects of three of them (B, C</p>

and D).

The module will require the collecting of portfolio-based evidence of work and engagement. To fulfil the learning outcomes the student will have to collect evidence for each element of the learning outcomes as follows:

Show evidence of personal effectiveness (RDF domain B) in research, including project management and good practice in running a research project.

- Students will be expected to complete and keep a record of all RD forms throughout the duration of their project.
- Students will be expected to organise and keep minutes of at least 6 supervisory meetings a year (or *pro rata*) during their project.

Show an understanding of elements of research governance (RDF domain C) including Health and Safety, ethics, the use of genetic organisms and animal welfare.

- Students will be expected to keep records of all research governance forms used for the duration of their project.
- Students will be required to write a 500 word reflection of their engagement with research governance, including considerations of Health and Safety, ethics, the use of genetic organisms and animal welfare.

Show an understanding of research dissemination in a variety of formats in order to engage and influence a variety of audiences (RDF domain D).

- Students will be required to present their work at university organised events, such as research seminars, post-graduate fora, and faculty research events – with an average of at least three events over the duration of their project.
- Critically review the work of others from a variety of formats, including from lectures, seminars and research papers
- Students will write reviews and critiques of the work of others, including from lectures/seminars held at UWE, external events and from primary research papers. Students will need to write one 500 word reflection of one such research work for each of the first three years of their project.
- Students will be expected to attend seminars/lectures/conferences and write reflections of these events. Over the duration of the project they will be required to attend at least six such events and write appropriate reflections (at least 200 words each).
- Demonstrate their involvement in public engagement events. Students will be required to be involved in at least two public engagement events and write a reflection on their involvement in each (at least 200 words).

Contact Hours/Scheduled Hours

Formal timetabling will not be used in this module, as it will use experiential learning and evidence-based assessment. However, attendance at lectures and seminars run by the department, the faculty or research centres will be expected - these are typically an hour in length. Furthermore, attendance at some workshops will be required, which are typically 3 hours in length, along with attendance at open days and public engagement events, which may be all day.

Teaching and Learning Methods	<p>Teaching & Learning Strategy. This will be a 'Research-Based Learning' module which will utilize the pedagogy of Work-Based Learning but in a research context.</p> <p>The engagement in the module will be student-led but with guidance from the supervisory team. Each student has at least two supervisors, a director of Studies and at least one second supervisor, and they will be expected to advise on the attendance of appropriate events and the writing of critics and reflections.</p> <p>Students will keep a reflective portfolio of evidence of engagement in each of the elements above, with a overview tick-box form to keep a track of their progress – this will be able to be monitored by the supervisory teams at their regular meetings. Progress of the Portfolio will monitored as part of annual Progress Monitoring.</p> <p>Scheduled learning: there will be no fixed schedules but engagement with various scheduled events will be expected.</p> <p>Independent learning: research-based evidencing and reflection, essential reading and preparation of assessment materials.</p>
Reading Strategy	<p>Key reading will be discussed with the supervisory teams, but will also be student-led as their projects develop.</p>
Indicative Reading List	<p>Hinchcliffe R, Bromley AP, Hutchinson SJ (2007) <i>Skills Training in Research Degree Programmes</i>. Open University Press.</p> <p>Boud D, Lee A (2009) (Eds) <i>Changing Practice in Doctoral Education</i>. Routledge.</p> <p>Marshall S & Green N (2010) <i>Your PhD Companion: The Insider Guide to Mastering the Practical Realities</i>. How to Books Ltd 3rd Ed.</p> <p>Phillips E.M & Pugh D.S. (2010) <i>How to get a PhD: a handbook for students and their supervisors</i> Open Uni Press, 5th Ed.</p>

Part 3: Assessment

Assessment Strategy	<ul style="list-style-type: none"> • A completed tick-box overview form to show engagement with each element of the work required- outlined in the handbook. • A completed portfolio of evidence, including copies of relevant materials and M-level critical reflections. Assessment by Director of Studies/supervisor and 2nd marker from, for example, Faculty Research Degrees Committee. This Portfolio will provide evidence of professional competency mapped against the researcher Development Framework (figure 1)k.
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Figure 1. Researcher Development Framework for Research Degree Candidates.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio of evidence	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	
N/A		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio of evidence	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	
N/A		
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.		

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First CAP Approval Date	20/11/2014			
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