University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Interim Report					
Module Code	USSJFS-30-M		Level	M	Version	2.1
Owning Faculty	Health and Applied Sciences		Department	Biological, Biomedical and Analytical Sciences		
Contributes towards	Professional Doctorate in Biomedical Science					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	28/03/2014		Valid from	January 2014		
Revision CAP Approval Date	March 2015		Revised with effect from			

CAP Approval Date	2020

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • demonstrate an in-depth understanding of the research process involved with completion of a research study; (comp A & B) • demonstrate the ability to define and execute objectives; (comp A & B) • perform an investigation of a well-defined research problem related to biomedical science practice; (comp B) • demonstrate the ability to draw valid conclusions based on research observation; (comp A & B) • discuss critically the significance and contribution of their project to existing published work and biomedical science practice; (comp A & B) • develop their scientific writing skills by preparing a systematic review; (comp B) • utilise electronic information sources effectively as learning aids; (comp A & B) • demonstrate an awareness of doctorate level trajectory by the oral presentation

	and defence of interim research study; (comp A) • develop a concept of lateral thinking and appreciation of future research strategies.(teaching, comp A & B)
Syllabus Outline	A series of one-to-one tutorials will run which are designed to offer support and guidance during the project process and generation of the interim report, whose recommended length is 10,000 words maximum. The supervisory team, and particularly the Director of Studies (DoS) will meet with the student at least four times a year to discuss progress and the interim report will be written and submitted for a progression exam viva voce examination. The interim report will detail the hypothesis, research results, statistical analyses, discussion of these results in the context of published work and future planned work. The report is assessed by the supervisory team plus an internal examiner; appropriate forms are filled out following the standard progression examination protocol set out by the appropriate research degrees committee. It is anticipated that the students pass the progression exam by the middle of year three of the five year programme; and certainly by no later than the end of year three. The outcome of both the report and oral defence of the research will support progress towards the DBMS. For the purpose of assessment, the progression report and viva voce examination is uncoupled from this module so that it is instead embedded into the normal doctoral/postgraduate journey through the research degrees committee. Instead, this module requires the students to develop their critical thinking and science communication skills by preparing a systematic review based on the background of the doctoral research project, and to present a brief talk (in the style of a talk typically presented at scientific meetings) that outlines their research aims, preliminary results and future work plans. The systematic review will be submitted in the December DBMS session in year two, and marked independently by two members of staff. The talk will be given in the January DBMS session in year three, namely a few months before the progression report is due to be examined. The talk will also be marked by two members of staff, taking into account the presentation, clarity, scientific content and ability to answer questions. The students will have the opportunity to receive feedback on their review and talk, all of which help them prepare for the progression examination.
Contact Hours	The contact hours (12) are distributed as follows: • 12 hours tutorials (8 hours in year 2, 4 hours in year 3).
Teaching and Learning Methods	Support for the research studies takes the form of a series of meetings with the supervisory team and one-to-one support in the preparation of the interim report. Preparation for the systematic review and talk will be undertaken in a tutorial context.
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	12	288	0	300

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

Coursework: Systematic review

Practical Exam: Oral Presentation

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	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. As key reading for the preparation of coursework will be intrinsically linked to the research subject of the student concerned, students will be instructed on how to appropriately access key journal references relevant to their field. 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.
Indicative Reading List	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. As indicated in the reading strategy, the indicative reading list is intrinsically linked to the student's area of research, and so they will be instructed in how to retrieve relevant information and encouraged to engage with library resources, electronic journals and appropriate databases. Key indicative texts identified for this module are: Gregory, I (2003) Ethics in Research. London, Continuum.

	Hesse-Biber, S.N. & Leavy, P. (2004) Approaches to Qualitative Research. New York: Oxford University Press. Lindsay, DA (1995) Guide to Scientific Writing. Melbourne: Longman Flint, MF (1990) Users Guide to Copyright. Oxford: Butterworth-Heinemann. Sortland, M and Gregory, J (1991) Communicating Science. Harlow: Longman. Bland M. (1995) An Introduction to Medical Statistics. Oxford: oxford University Press. And relevant Journals on Biological and Biomedical Sciences available in the Bolland Library

Part 3: Assessment	
Assessment Strategy	The Assessment for this module is designed to test the breadth and depth of students' knowledge, as well as their ability to analyse, synthesize and summarise information critically, including published research and data from the 'grey' literature. The module will be assessed through a professionally prepared systematic review and oral presentation which will be first and second marked, with detailed feedback provided to the student. This module requires the students to develop their critical thinking and science communication skills which outline their research aims, preliminary results and future work plans. Systematic reviews are intended to be unbiased reviews of the literature pertaining to the topic area that the student is researching. As a prequel to writing their progression dissertation, and as a framework for their final thesis, students will be required to analyse the literature, filter the retrieved journals and present a systematic review which will represent a typical introduction to a thesis. Presentation of a brief talk (in the style of a talk typically presented at scientific meetings) enhances the student's communication skills and prepares them for defence of their progression and final thesis. The talk will be assessed by taking into account the presentation, clarity, scientific content and ability to answer questions. The students will have the opportunity to receive feedback on their review and talk, all of which help them prepare for the progression examination. Opportunities for formative assessment and feedback are built into the assignment and oral presentations.

Identify final assessment component and element	**Component A (exam)**	
% weighting between components A and B (Standard modules only)	**A:** **50%**	**B**: **50%**
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**	
1. Oral presentation (20mins)	100%	
Component B	**Element weighting**	

Description of each element	**(as % of component)**
2. Systematic review (up to 5000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Oral presentation (20 mins)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
2. Systematic review (up to 5000 words)	100%
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.	