

## University of the West of Scotland

## Module Descriptor

Session: 24-25

<b>Title of Module: Science Independent Study</b>			
<b>Code: CHEM08005</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Ciaran Ewins		
<b>Summary of Module</b>			
<p>This module will involve the production of a substantial report on a science topic involving a review literature sources.</p> <p>Typically a final report of approximately 6000 word equivalents will be produced. This should encompass a general review of the topic concerned, and clear analysis of technical aspects independently written to demonstrate a good depth of understanding, together with some discussion broader in context, perhaps covering social and/or economic implications.</p> <p>Once the topic has been agreed, and the academic supervisor identified, responsibility for progressing the exercise lies with the student, under guidance from the supervisor. Student and supervisor will agree an outline specification for the study and the time frame for completion of work. The student will be required to submit a draft report at least three weeks before the due date for the submission of the final report. This module is available to student from any science subject area who need to gain general credit.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate the ability to prepare a substantial, technically sound and proficiently presented report
L2	Search the scientific literature and select good quality relevant publications for review
L3	Interpret and communicate scientific information
L4	Use appropriate literature referencing
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 8</b> Broad knowledge and understanding of the main principles and concepts associated with the chosen subject area.</p> <p>Detailed knowledge of some aspects of the chosen topic.</p> <p>Some knowledge and understanding of major current issues associated with the chosen topic.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 8</b></p> <p>Using a variety of sources (including electronic) to retrieve, interpret, evaluate and integrate information relevant to the chosen topic.</p>
Generic Cognitive skills	<p><b>SCQF Level 8</b></p> <p>Undertaking a critical analysis of relevant information to draw conclusions on issues associated with the chosen topic.</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 8</b></p> <p>Making effective use of IT skills to obtain, process and evaluate numerical (where suitable) and graphical data (where suitable) to enable the production of an appropriate written report on the chosen topic.</p>

Autonomy, Accountability and Working with others	<b>SCQF Level 8</b> Identifying and addressing individual learning needs in the subject area associated with the chosen topic.  Planning effectively, including setting and meeting targets, the overall work involved in the production of the report on the studied topic (agreed under supervision).  Taking advice on professional and ethical matters relating to the chosen topic.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	2
Tutorial/Synchronous Support Activity	22
Independent Study	176
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Writing the literature review : a practical guide, Sara Efrat Efron, Ruth Ravid. New York : The Guilford Press, 2019

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

**Attendance of all classes, regular engagement with supervisor and keeping to agreed schedules and submission of draft and final report.**

### Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	Physical Sciences
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<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Physical Sciences
<b>Moderator</b>	Mohammed Yaseen
<b>External Examiner</b>	M Paterson
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	2.12

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Written Assignment 100%
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Report	✓	✓	✓	✓		100	0
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0. hours</b>