Module Descriptor

Title	Masters Research Project		
Session	2026/27	**Status**	Published
Code	BIOL11005	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Health and Life Sciences**		
Module Co-ordinator	Gordie Mackay		

Summary of Module

The research project will provide students with the opportunity to undertake an original investigation of an advanced or specialised topic relating to their course. It aims to put into practice the taught elements of their course. Students will gain experience of many aspects of research work including planning, experimentation and analysis, interpretation and presentation of results in the form of a research journal manuscript. Students will be expected to take responsibility for their own work while under the supervision of staff.

The supervisory research team will give formative feedback throughout the project (via weekly meetings with minutes and actions and critical examination of the literature review, project conduct, oral presentation, and report). All are part of the summative assessment of reports. On occasion there may be opportunities to undertake this project within the NHS or industry.

Graduate attributes which will be developed in this module are critical thinking, analytical skills, research ethics, wide range of research skills, problem solving, self-motivation, leadership skills, autonomy, drive and resilience.

NOTE 1: The distance learning version of the module is available only to HCPC-registered Biomedical Scientists enrolled on the IBMS accredited MSc Advanced Biomedical Science programme.

NOTE 2: Students registered for the MSc Neurodiversity Programme can undertake the development of a project proposal rather than undertaking a research project or systematic review. This option is not available for students on other Masters courses.

This module will work to develop a number of the key 'I am UWS' Graduate Attributes to make those who complete this module:

Universal:

Critical Thinker

Ethically-minded

Research-minded

Work Ready:

Knowledgable

Effective Communicator

Ambitious

Successful:

Autonomous

Resilient

Driven

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically evaluate and summarise current understanding of key scientific or health-related research in the form of a written report.
L2	Design and carry out appropriate research in order to rigorously test a hypothesis or revise current understanding.
L3	Critically evaluate project results using appropriate methods and to draw conclusions as to their relevance to current understanding of the field.
L4	Generate a formatted, structured, critical report detailing the background of the research, research aims, methods and analysis and a critical assessment of the research in terms of current understanding of that research area.
L5	

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:**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Knowledge and Understanding (K and U)	**SCQF 11** Critical and integrated understanding of current literature, available research techniques and practice, applicability of appropriate statistical approaches and methods to the project.
Practice: Applied Knowledge and Understanding	**SCQF 11** Application of advanced research techniques, safety and calculation protocols.
Generic Cognitive skills	**SCQF 11** Critically reviewing current, literature relevant to the research topic. Making judgements where information comes from a number of sources. Demonstrating a high degree of originality in dealing with professional level issues relating to the research project.
Communication, ICT and Numeracy Skills	**SCQF 11** Interpreting, using and evaluating a unique range of numerical or graphical data. Presentation of subject knowledge through report writing, poster and oral communication skills.
Autonomy, Accountability and Working with Others	**SCQF 11** Designing a work profile, meeting deadlines for reports and presentations. Integrating project requirements with technical support staff responsible for laboratories and specialist equipment.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
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. The aim of this module is to experience a short independent research project. This module is student- led in so far as students are responsible for the planning and implementation of the project work (in consultation with relevant staff members). Planning will require a review of the appropriate literature and identification of the project aims. Work to achieve the agreed aims while also working within health and safety and ethical guidelines. Practical work will be appropriately recorded and analysed. The completed work is presented as a research paper, consistent with the style of a relevant journal (or project proposal for students on the MSc Neurodiversity programme).	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	300
Independent Study	300

n/a	
n/a	
n/a	
n/a	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Access to library; electronic journals, advanced textbooks as per advice of each project supervisor.
(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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 at synchronous sessions: lectures, workshops, and tutorials, completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No**

	If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Biology
Moderator	Steven Kelly
External Examiner	A Khan
Accreditation Details	IBMS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	5

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Critical review of the relevant literature (30%)
Assessment 2
Project work (70%) (Presentation 10%, Dissertation (or Project proposal) 50%, logbook 10%)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesis	☒	☐	☐	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesis	☐	☒	☒	☒	☐	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Changed from Hybrid to On-campus and Online and added Distant Learning.	31/01/25	A MacKenzie
Updated to include option for project proposal in place of dissertation, to accommodate students on the MSc Neurodiversity programme.	30/01/2026	G Mackay