

# University of the West of Scotland

## Module Descriptor

### Session: 2022/23

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**Title of Module: Investigation & Communication**

<b>Code: BIOL07021</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	David Thompson		

### Summary of Module

This module uses a student-centric approach to introduce the topic areas of the degree programme being undertaken, centred on an investigation of a specific subject area. This is achieved by focussing on the development of information retrieval, reporting and presentation skills. Both generic and cohort specific delivery and assessment of the module are performed through activities such as lectures, case studies, reports and presentations.

Specific information retrieval and reporting tasks are set throughout the module, with support provided to enable the production of the required outputs. The content of the material delivered will vary according to the student's degree programme and area of interest, and may include topics in bioscience, biomedical science forensic science, microbiology, zoology and the environment. In carrying out their studies students will investigate the scientific background and investigative methodologies involved.

The general areas covered and assessed are:

1. Transferable skills in scientific investigation, including writing and presentation.
2. Personal Development Planning and reflective practice appropriate to each student's scientific discipline, including ePortfolio generation.
3. Employability skills such as IT, problems solving and teamwork.

Activities underpinning Personal Development Planning (PDP) are integrated throughout the module and students are required to establish their own reflective practice and to complete an ePortfolio.

This module develops **critical thinking, digitally literate, autonomous** students. They are **creative, driven, effective communicators**.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

#### Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

#### Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

#### HybridC

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- L1. Demonstrate the development of skills in researching, assembling and presenting information relevant to a specific scientific discipline.
- L2. Present information gathered from studies based on specific topics appropriate to the student's interests.
- L3. Demonstrate reflective practice in the evaluation and planning of personal development.

**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)	SCQF Level 7. Developing an appreciation of the scientific techniques and disciplines involved in investigative scientific procedures in a specific contexts including forensic science, biology, environmental and health-related disciplines.  Developing an understanding of what is required in scientific report writing and the quality, use and accurate citation of reference materials.
Practice: Applied Knowledge and Understanding	SCQF Level 7. An appreciation of the use of scientific techniques. A basic understanding of how they work in routine and non routine contexts.  An understanding of the basic requirements and structure of a scientific report.
Generic Cognitive skills	SCQF Level 7. Gathering, evaluating and presenting information, formulating arguments based on evidence, use of word processing in structured report writing, use of presentation software use and citation of references.
Communication, ICT and Numeracy Skills	SCQF Level 7. Information retrieval from a variety of sources, its assessment and integration. Structured report writing. Presentation of information in a variety of formats using

	a range of methods.
Autonomy, Accountability and Working with others	SCQF Level 7. Working to deadlines and working with others to achieve outcomes within a defined context and timescale. Developing a student-centred approach to learning and the application of reflective practice in PDP.

<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.

### Learning and Teaching

This module covers a variety of theoretical and conceptual areas, which require a range of knowledge and skills to be displayed and exercised. Delivery of its syllabus content therefore involves a diversity of teaching and assessment methods suitable to the learning outcomes of the module; these include formal lectures, structured tutorials (working closely with the lecture material), completion and submission of written coursework making use of appropriate forms of IT and VLE, and independent study. Teaching materials will be available on VLE to support delivery of the module.

<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	12
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	6
Independent Study	164
	200 Hours Total

### \*\*Indicative Resources: (eg. Core text, journals, internet access)

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

Access to internet sources relevant to individual projects.

Access to library materials (internet, e-journals, books) relevant to individual projects

(\*\*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)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

### Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Biology L7-11
<b>Moderator</b>	Steven Kelly
<b>External Examiner</b>	A Tsaousis
<b>Accreditation Details</b>	This module is part of the BSc (Hons) Environmental Health with Professional Practice programme; accredited by The Royal Environmental Health Institute of Scotland (REHIS). This module is part of the BSc (Hons) Biomedical Science programme; accredited by Institute of Biomedical Science (IBMS) and approved by Health & Care Professions Council (HCPC) as part of BSc (Hons) Applied Biomedical Science programme. This module is part of the BSc (Hons) Applied Bioscience, BSc (Hons) Applied Bioscience with Forensic Investigation and BSc (Hons) Applied Bioscience and Zoology programmes; accredited by Royal Society of Biology (RSB). This module is accredited by Institution of Occupational Safety and Health (IOSH) if taken as part of the BSc (Hons) in Occupational Safety and Health programme.
<b>Changes/Version Number</b>	1.07  Accreditation statement updated For AY21-22 Subject Panel (SAB) named updated to Biology L7-11

### Assessment: (also refer to Assessment Outcomes Grids below)

Coursework - 100%

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	100	0
<b>Combined Total For All Components</b>				100%	0 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

#### Note(s):

- More than one assessment method can be used to assess individual learning outcomes.
- Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).

This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### **Equality and Diversity**

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.

Please refer to the UWS Equality and Diversity Policy at the following link: [UWS Equality and Diversity Policy](#)

#### **[UWS Equality and Diversity Policy](#)**

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