



## Module Descriptor

<b>Title</b>	Bio-Case study		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	BIOL09009	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	J Tobias		

### Summary of Module

This module will involve students researching a “controversial” aspect of bioscience. The final report will be produced on the topic that will outline both sides of the argument with a discussion that debates the situation to arrive at a conclusion that supports one side of the argument. This will include planning the report, and producing a draft . Throughout the module students will be shown the competencies needed to generate a professional quality report. This will be undertaken as a structured series of ‘generic’ sessions to encourage semi-independent working on variety of skills: correct citation of references, extracting information from a variety of databases, correct use of English and academic writing skills, plagiarism and ethics. Throughout the module there will be developmental targets that the student will have to meet to indicate adequate progression towards the final report. Students will normally undertake unique topics relating to their sphere of interest. Regular attendance is required and will be recorded in order to determine engagement in the module. The intention is that this module will help students develop their research and writing skills essential for writing competent reports and dissertations and improve graduate level employment.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	To plan, collect, interpret and critically evaluate the information contained within appropriate scientific publications.
<b>L2</b>	To produce and present a report to a professional standard that considers a controversial topical issue.
<b>L3</b>	
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> The production of the report and associated activities will provide an opportunity for monitored independent learning on a specialist bioscience topic.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Students will develop competency in the extraction of information from scientific databases and other reputable sources and develop interpretational skills together with practice in the presentation of the appropriate referenced material.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Students will produce a final report and presentation that will refine report writing and analytical skills towards the level of a professional standard.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Students will have the opportunity to enhance their communication, ICT and data handling skills through production of written reports, and presentations.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Although tutors supervise students throughout the module, it is designed to develop a supported, but increasing level of autonomy in the production of a quality report. Students will be responsible for timely production of assessed work, developing time management and organizational skills.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	

Co-requisites	Module Code	Module Title
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Learning and Teaching	
<p>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.</p> <p>Students will review a scientific paper (20%), prepare and deliver a presentation (20%) and write a report (60%)</p>	
Learning Activities	Student Learning Hours
<p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Independent Study	164
Please select	
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Success in academic writing / Trevor Day. Basingstoke : Palgrave, 2018. Available online <a href="http://www.vlebooks.com/Vleweb/Product/Index/2024962?page=0">http://www.vlebooks.com/Vleweb/Product/Index/2024962?page=0</a></p> <p>Recorded presentations and resources on the module VLE site</p> <p>Use of databases such as World of Knowledge, Science Direct</p> <p><b>(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)</b></p>

Attendance and Engagement Requirements
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p>

Attendance at synchronous sessions: lectures, workshops, and tutorials and 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](#).

(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>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.
<b>School Assessment Board</b>	Biology L7-11
<b>Moderator</b>	R Thacker
<b>External Examiner</b>	A Tsaousis
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

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

#### Assessment 1

Review/Article/Critique/paper plus Presentation

#### Assessment 2

Report

#### Assessment 3

n/a

(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
Review/ Article/Critique/ paper	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

What	When	Who