

Module Specification

Module Title Module Code
Credit Value Level Mode of Delivery Semester A +B

Pre-requisite modules	Co-requisite modules	Overlapping modules
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1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module involves an extended placement in a professional workplace and is a core module on the "Year in Industry/Research" programmes in the field of biochemistry offered by SBCS.

Students are helped to secure a work placement through a range of employability-initiatives that are already in place at the SBCS.

The placement will normally be a 10-12 months in duration (and must not be less than 6 months in length). This is accommodated within a BSc programme extended to four years duration.

Successful applicants are supported by the School's placement coordinator and an academic tutor, who will keep in contact with students throughout the placement. SBCS will also identify a mentor in the workplace at each employer to provide local support and to monitor student performance.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To:

- provide a route to develop genuine and practical skills in a professional context relevant to the degree subject.
- enable students to gain a better understanding of their own abilities, aptitudes, attitudes and employment potential.
- contextualise learning already undertaken, and help students adopt a more sophisticated level of understanding to their future studies.

A secondary objective is to produce graduates from the programme who are distinctive and more highly employable.

3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:

A1	Gained practical experience of a business (or research) environment, business functions and organizational structures.
A2	Made an effective contribution to the workplace and gained an appreciation of their individual role and how it relates to the objectives of the employing organization.
A3	Made a clearer connection between theory and practice and be able to relate their academic learning to a professional context.
A4	Developed appreciation of the role of the professional biochemist in the workplace.

Disciplinary skills - able to:	
B1	Utilise a range of analytical and professional skills in real applications.
B2	Work to a planned schedule and deliver project work on time.
B3	Work as part of a team and interact well with colleagues in group projects.

Attributes:	
C1	Demonstrated the ability to reflect on their experience in the workplace and to evaluate their performance
C2	Communicate effectively with a professional peer group

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Suggested reading materials regarding the work undertaken on placement will be provided by employers. Students will also have access to online books and journal articles, via Queen Mary's Library Services. Generic resources will also be made available by Queen Mary's Careers Service.

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Placement	Placement	1,200
Total		1,200

Specify the total module notional study hours. This should be a total of the hours given for each activity. The

notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching		
Placement	1,200	100
Independent Study		
Total	1,200	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Student Report	Project Output (not dissertation)	Coursework	2000	Pass/Fail	No	
Supervisor Report	Practical Skills assessment	Practical		Pass/Fail	No	
Presentation	Oral assessment & presentation	Practical		Pass/ Fail	Yes	

Final element of assessment: The assessment that takes place last. **There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.**

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

Standard Reassessment Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework