

## Module Specification

Module Title  Module Code   
Credit Value  Level  Mode of Delivery  Semester

Pre-requisite modules	Co-requisite modules	Overlapping modules

### 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).

Students work independently on topics set by their project supervisors. The work involves extensive searching, reviewing and critical evaluation of a specific area of the scientific literature. A final dissertation is prepared, based upon the investigative work that has been undertaken. Students are also required to present their work in a variety of other forms, including a poster and seminar appropriate for a specialist audience, and in an alternative format in which the topic is made more accessible to the general public.

### 2) Module Aims

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

To provide students with the opportunity to plan and independently-conduct an extended investigation of the scientific literature, working under the supervision of an academic staff member. The final dissertation is expected to contain evidence of critical thinking, as well as a review of the field and discussion of the findings. To develop students' time management and organisational skills, and their skills in the oral and written communication of research results and scientific concepts.

### 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:	
A 1	Advanced knowledge of facts, theories and concepts relating to the specific field in which the project is undertaken.
A 2	Conventional styles for presenting scientific data in written reports, oral presentations and poster presentations.

Disciplinary skills - able to:	
B1	Carry-out independent research into a specific chemical topic in the scientific literature, in preparation for the production of a comprehensive review of the field
B2	Organize and critically evaluate published scientific information and data

B3	Produce an extended piece of original writing to a deadline, which exhibits good presentation and clarity of communication whilst also following the conventions of scientific publishing
B4	Deliver oral and poster presentations of the topic of their investigation, in a style and to a standard that would be appropriate to a scientific meeting
B5	Synthesize advanced scientific concepts into a format suitable for a non-specialist audience, and rationalize the research in terms of its potential social impact

Attributes:	
C1	Manage their time effectively, as evidenced by the ability to plan and implement efficient and effective modes of working whilst undertaking a substantial investigation of the scientific literature
C2	Make appropriate use of various technologies so as to access and interrogate the available data for the topic of investigation
C3	Connect information and ideas within the field of study, and produce analyses which are grounded in evidence
C4	Explain and argue clearly and concisely, whilst also utilizing forms of communication which are appropriate for the social, professional and cultural setting

#### 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.

Write Like a Chemist', M. S. Robinson, F. L. Stoller, M. S. Constanza-Robinson and J. K. Jones, OUP, 2008.  
The ACS Style Guide - Effective Communication of Scientific Information', A. M. Coghill and L. R. Garson, OUP, 2006.

#### 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)
Lecture	Scheduled	8
Project Supervision	Scheduled	8
Total		16

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	16	5.3
Placement	0	0
Independent Study	284	94.7
Total	300	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	Qualifying Mark
---------------------------	-----------------	--------------	-----------------	----------------------	------------------	-----------------

					assessment	
Dissertation	Dissertation	Coursework	9000 words	60%	Yes	10%
Poster Presentation	Project Output	Coursework		10%	No	
Seminar	Oral Assessment & Presentation	Practical	20 Minutes	20%	No	10%
Public Dissemination	Project Output	Coursework	1000 words	10%	No	

**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