1. **Title of the module**

COMP8850 (CO885) - Project Research

1. **School or partner institution which will be responsible for management of the module**

School of Computing

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Portfolio of Taught Postgraduate Programmes in Computing

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 start their Masters Project, both in terms of preparatory work for their specific choice of project and in terms of general skills as listed below;

8.2 understand the nature of research and be able to frame a research question;

8.3 plan a research project: this will include being able to perform an analysis of a research topic to identify (i) objectives for the research, (ii) prior research in the area, (iii) the value of the research in terms of possible outcomes and (iv) the probable methodology, action plan or approach to the research;

8.4 document their analysis in the form of a reasoned argument;

8.5 demonstrate an introductory understanding of the nature of intellectual property and be able to use a variety of resources to gather information.

8.6 understand issues arising in the design and analysis of experiments in computing, including simulation study.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Work as part of a group;

9.2 Manage and organise their time;

9.3 Communicate effectively;

1. **A synopsis of the curriculum**

The crowning piece of most Masters degrees is the Masters Project in which you apply a wide range of skills learned in the taught modules to an interesting research problem or practical application of your choice. The Project Research module provides useful transferable skills for doing the project, and supports you in some preparatory tasks such as literature study and project planning.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

W Booth, G C Colomb & J M Williams, The craft of research, University of Chicago

Press, 2nd edition, 2003.

T Greenfield (Ed), Research methods: a guide for postgraduates, Arnold, 2nd edition,

2002.

J Kirkman, Good style, E&FN Spon (1997)

J Kirkman, Guidelines for giving effective presentations, 2nd edition, Routledge, 2005.

A Fink, Conducting Research Literature Reviews, Sage, 1998

A Fink & J Kosecoff, How to conduct surveys, Sage, 3rd edition, 2005

S Toulmin, R Rieke and A Janik, An introduction to reasoning, Prentice-Hall, 1984.

1. **Learning and teaching methods**

Total contact hours: 40

Private study hours: 110

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Series of in-class exercises, may be undertaken and assessed on a group basis (total 12%)
Critical review (43%)
Mini-conference, may be undertaken and assessed on a group basis (45%)

13.2 Reassessment methods

Like for like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study |  |  | x |  |  | x |  | x |  |
| Workshop | x | x | x | x | x | x | x |  | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Class exercises | x | x |  |  | x | x | x |  |  |
| Critical review | x | x | x | x |  |  |  | x | x |
| Mini-conference | x | x | x | x |  | x | x | x | x |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and Medway

1. **Internationalisation**

The topics addressed by this module relate to a field which is of international importance, given the global role of computers in today's technological innovation. The topics covered by this module are international in nature, being identical worldwide and independent of traditional spoken language.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 06/12/2018 | Minor | January 2020 | 14, 16 |  |
|  |  |  |  |  |

Revised FSO Jan 2018