**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module:

**PHAM 1096:** **Sustained Research Project (SRP)**

1. School which will be responsible for management of the module:

**Medway School of Pharmacy**

1. **Start date of the module**:

Autumn 2011 (revised version start date autumn 2013)

1. **The number of students expected to take the module**:

160

1. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**

None

1. **Level of the module**:

Master

1. **The number of credits which the module represents**:

40 credits

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

Term 1 and Term 2

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

Successful completion of stage 1, 2 and 3 of MPharm program

1. **The programme(s) of study to which the module contributes**:

Master of Pharmacy (MPharm)

1. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

After completing this module students will be able to demonstrate:

i) a comprehensive understanding, knowledge and critical awareness of current problems and new insights associated with research in Pharmacy in the area of either Biological Sciences, Chemistry and Drug Delivery or Clinical and Professional Practice (PO 3, 10, 11, 14, 15, 16)

ii) self-direction, originality and professionalism in all aspects of problem-solving, self-directed learning and project (either laboratory-based, or practice-based) process management and execution (PO 8, 9, 10, 11, 12, 15, 16)

iii) a comprehensive understanding of methodologies and techniques applicable to a selected research area by critically reviewing relevant original publications (PO 3,10,11)

iv) an ability to critically evaluate research data, demonstrating high-level analytical skills and the ability to effectively communicate their conclusions to specialist and non-specialist audiences. (PO 3, 8, 10, 11, 16)

1. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

After completing this module students will be able to demonstrate:

v) an ability to critically appraise and execute experimental strategies adhering to the ethical and governance principles of good research practice (PO 9, 10, 11, 15, 16)

vi) advanced problem solving skills relating to experimental data handling (PO 10, 11, 14, 15, 16)

vii) the ability to plan and formulate accurate and concise communications to discuss, disseminate and defend research using a range of media (PO 8, 9, 10, 14, 16)

viii) advanced numeric and statistical skills to inform the analysis and interpretation of original research data, as appropriate to the study design (PO 10, 11, 16.)

ix) a comprehensive range of study skills to support self directed learning (PO 10, 12, 16)

1. **A synopsis of the curriculum**

SRPs can be selected from one of the three research strands below:

* Clinical and Professional Practice (CPP)
* Chemistry and Drug Delivery (CDD)
* Biological Sciences (BS)

The aim of this module is to provide students with an opportunity to undertake a Master’s level research project. This module will integrate cognitive abilities, practical and transferable skills acquired during Stage 1, 2 and 3 of the programme into a Master’s level extended research project

1. **Indicative Reading List**

Students will be directed as appropriate to primary literature and reviews available from journal collections in Kent or Greenwich and from performing online literature searches using PubMed and other related search tools.

1. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

The learning and teaching activities of this course will be student centred. Students will be responsible for planning, designing, performing and analyzing their work. Student learning will be facilitated through regular contact with the supervisory team. In the early part of Term 1 students will focus on designing their project, understanding the background literature and on the collection of data. During the latter part of Term 1 and the Christmas vacation students should focus on analysis, write up and submission of their poster and thesis. They will continue to have regular contact and support from the supervisory team over this period.

Throughout term 1, students will attend scheduled research seminars. These seminars will involve student and academic participation and provide an opportunity for students to gain a critical perspective on issues within research.

**Summary of Learning and Teaching Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lecture** | **Research seminars** | **Practical** | **Private Study** | **Total hours** |
| - | 12h | 270h | 118h | 400h |

1. **Assessment methods and how these relate to testing achievement of the intended learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Methods of Assessment** | **Learning outcomes assessed** | **Weighting**  **%** | **Outline Details** |
| Research Seminar Participation | All learning outcomes | **PASS required** | Presentation at group research seminars  Satisfactory attendance at all scheduled sessions is normally defined as a minimum of **80% attendance** |
| Poster Presentation  And Abstract | All learning outcomes | 20% | Presentation and poster defence in a conference setting |
| Student Application | All learning outcomes | **PASS required** | Satisfactory application as assessed by supervisor |
| Thesis | All learning outcomes | 80% | Thesis that fulfils University Academic Regulations and Standards |

**Pass mark:** The pass mark for this module is 5**0% overall.**

1. **Implications for learning resources, including staff, library, IT and space**

An emphasis is placed on self-directed reading and study; however this should not significantly impact library resources. The programme is supported by Moodle and myFolio, however this should not significantly impact IT resources.

1. **The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.**
2. **Campus(es) where module will be delivered:**

**If the module is part of a programme in a Partner College or Validated Institution, please complete the following:**

1. Partner College/Validated Institution
2. University School responsible for the programme

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................  Director of Learning and Teaching    ……Dr Buge Apampa………………  Print Name | ..............................................  Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................  Head of School  ……Professor Iain Cumming.  Print Name | ..............................................  Date |