MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. **Title of the module**

BI797 Sandwich Year*.*

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

Biosciences

1. **Start date of the module**

Revisions to existing module. Revised version start date September 2013

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

5-20

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 **Modules to be withdrawn** on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

None this is a revision of an existing module

1. **The level of the module** (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

Honours (H)

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

120 credits (60 ECTS credits)

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

One academic year, 9-12 month placement generally external to the School of Biosciences ‘sandwiched’ between Stage 2 and the final year.

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

Prerequisite: registration for any Biosciences BSc degree

To continue on, or transfer onto, a degree programme with a sandwich year students must achieve an overall average mark of 60% in stage 1 modules.

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

Biochemistry with a Sandwich Year,

Biomedical Science with a Sandwich Year,

Biology with a Sandwich Year*.*

11.**The intended subject specific learning outcomes**

Students taking the Sandwich Year option will specifically be able to:

1. Demonstrate an awareness of the application of, and ability to apply, degree level scientific knowledge to the workplace
2. Record, analyse and interpret data, and use graphical and statistical methods for presentation, in accordance with scientific convention
3. Perform an independent research project, under supervision, which enhances existing practical and/or theoretical scientific knowledge and skills
4. Structure, develop and defend complex scientific arguments by understanding and applying expanding knowledge base and critically appraising own and published work
5. Develop ability to present and communicate scientific work in various formats

**12The intended generic learning outcomes**

1. Apply their developing scientific knowledge productively for understanding their work
2. Make informed and effective use of available resources (eg information technology, library) in acquiring, analysing, managing and presenting data, information and knowledge necessary for the planning and execution of work/study activities.
3. Understand the notion of professional ethics and responsibilities
4. Understand the role of the individual within an organisation
5. Appreciate and evaluate both individual and teamwork contributions to work place activities and projects through work experience
6. Work effectively independently and within a team developing planning, organisational time management, communication, negotiation and interpersonal skills.
7. Exploit feedback from peers, supervisors and colleagues to enhance any or all aspects of performance
8. Demonstrate an awareness of career opportunities for bioscience graduates, and an appreciation of the wider application of degree studies, and hence be in a position to make better informed judgements about career plans and the role of further post-graduate training

1. **A synopsis of the curriculum**

A placement typically is a 9-12 month internship with a commercial or public sector or charity organisation which provides opportunities for the student to develop graduate level subject-specific and generic employability skills. Choice of placement by student will be guided and facilitated at UoK with the learning outcomes listed above in mind. It is requested by UoK that the student be closely guided in work (usually with a named supervisor) involving specialist training. Placements are expected to have a scientific research focus and incorporate a project element that may be written up as a scientific report, however, the specific type of work undertaken may vary significantly from placement to placement. The research project should occupy not less than thirty percent of the sandwich year.

14.Indicative Reading List

Research papers, reports, technical etc. Literature relevant to the work placement and associated project(s).

15. 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 module

 learning outcomes

This is a work-based learning programme. Training on-the-job is provided by the hosting organisation with monitoring by the School of Biosciences. Whilst on placement (for the most part at a single location throughout the placement), students remain registered at UoK. They are expected to remain in contact with both their Academic Advisor and the academic Coordinator of the Sandwich Year who monitors progress, oversees the assessment of this module and liaises with the hosting institution. Academic Advisors will visit their student on-site at least once close to the start of work and upon any other reasonable request. At this meeting, the advisor should brief the local supervisor on assessment procedures and criteria and seek an informal assessment of the student's abilities and performance. A report from the meeting outlining the work being undertaken, the skills being developed and performance to date is then prepared for the attention of the Programme Coordinator. All students return to UoK once during the course of the placement; this Return Day provides an opportunity to meet other students and academic staff, to discuss progress, and to present the work and skills being developed in an informal setting. Day-to-day activities and training are delegated to employers, specifically to the student's supervisor, with monitoring by the Biosciences Coordinator.

Towards the end of the placement, students prepare a final written report on their work for submission to the University. A “de-brief” meeting for all placement students takes place shortly after they return to the University for their final year to discuss and share their experiences with one another and the Programme Coordinator. Placement students present their work orally at an annual dedicated Sandwich Student Symposium open to all Biosciences students and staff and to external placement supervisors. This is followed by a reception and networking event where students searching for placements can meet returning students and visiting supervisors.

All learning outcomes are addressed during the course of the placement year.

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

Placements are assessed by the following means:

**Formative assessment** of placements involves:

1. Site visit by School of Biosciences’ academic advisor (see 15 above) involving discussions with student and supervisor about progress, project etc. (Addresses learning outcomes 11.1, 11.5, 12.1).
2. Interim assessment of performance and demonstrated abilities, roughly mid-way through the placement period, conducted by the placement supervisor with guidance on standards expected from academic staff in the School of Biosciences (student’s academic advisor and programme coordinator). Placement supervisor and academic staff are expected to discuss the assessment with the student in a constructive manner, providing opportunity to identify and address any areas for development during the remainder of the placement. (Addresses learning outcomes 11.1-11.4, 12.1-12.7)
3. Return Day (to School of Biosciences) for all placement students, during the second half of the placement period, involving: an oral presentation in open forum by the student, with feedback provided by academic/research staff, and opportunity to discuss plans for, and progress with, report preparation with academic advisor and programme co-ordinator (Addresses learning outcomes 11.2, 11.4, 11.5, 12.6-12.7).

**Summative assessment** of placements is based on:

1. Written report on the placement work (addresses learning outcomes 11.2-11.5, 12.7), including a reflective document evaluating the placement in terms of knowledge and skills gained and influence on career plans (addresses learning outcomes 11.1, 12.1, 12.8). This is submitted on completion of the placement and evaluated by two members of academic staff in the School of Biosciences.

Oral presentation (and Abstract) - given in open session as part of a symposium on return to UoK and evaluated by three academic staff in the audience (addressed outcomes 11.1-11.5, 12.1-12.7)

(c) Performance and demonstrated abilities on the job, evaluated by the placement supervisor with guidance from academic staff in the School of Biosciences (academic advisor and programme coordinator) on standards expected. (addresses learning outcomes 11.1-11.5, 12.1-12.7).

The assessment of the placement contributes 10% to the overall degree mark. Assessment is as follows: (a) Written report 50%; (b) Oral presentation, 20%; (c) Performance on the job, 30%.

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

All Biosciences academic staff, in their capacity as academic advisors, programme co-ordinators or assessors.

Biosciences Admin staff involved in administration of the programme

Access to library resources for students on placement (usually accessed online)

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. As placements are external to the School, part of the responsibility rests with the placement provider. The School will monitor students on placement and, as appropriate, and bearing in mind issues of confidentiality, discuss any reasonable adjustments with the placement provider.
2. Campus(es) where module will be delivered:

Canterbury campus; students generally placed off-campus.

**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/Director of Graduate Studies (delete as applicable)…………………………………………………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…………………………………………………….Print Name | ..............................................Date |

Module Specification Template
Last updated February 2013