Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

………11th March 2015………………………………………….

**MODULE SPECIFICATION**

1. Title of the module

*PS700 Physical Science Research Planning*

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

*School of Physical Sciences*

1. Start date of the module

*Existing module. Next running in 2015-16*

1. The number of students expected to take the module

*80*

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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

*None. Existing module*

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

*M*

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

*15 (7.5 ECTS)*

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

*Terms 1 and 2*

1. Prerequisite and co-requisite modules

*None*

1. The programmes of study to which the module contributes

*Physics, Physics with Astrophysics, Astronomy Space Science and Astrophysics (MPhys, MPhys with Year Abroad).* MSci Forensic Science programme, MSci Forensic Chemistry programme, Forensic Science - MSc - full-time at Canterbury*).* Physics MSc (Euromasters) - full-time at Canterbury

*This is not available as a wild module*

1. The intended subject specific learning outcomes

11.1 Engagement and familiarity with recent and current research methods, results and publications (SB7.12.2)

11.2. Confidence in their ability to interpret complex technical information and to communicate it in a wide variety of professional situations (SB7.12.9)

1. The intended generic learning outcomes

12.1. Self-direction and originality in applying and adapting problem-solving skills to unfamiliar, complex and open-ended situations (SB7.12.6)

* 1. The independent learning ability required for continuing professional development. (SB7.12.10)

12.3 To establish advanced research skills needed at a postgraduate level or graduate level in other sectors.

12.4 The capacity to undertake advanced scientific investigations, advanced problem solving and data analysis in a research environment.

12.5 Ability to communicate scientific ideas through presentations and written reports.

12.6 To gain knowledge of how postgraduate research is structured and funded.

12.7 Time management and forward planning skills

1. A synopsis of the curriculum

*Aims:   
Students will develop a number of skills related to the planning and preparation of a research proposal. Students will learn how to search and retrieve information from a variety of locations (databases, websites, journals, proceedings etc). They will learn how to compile a professionally-produced document such as a grant proposal for funding a research activity in a direction of their own. They will exercise presentation skills of their grant proposal and present critical reviews and referee’s reports of the research of others.  
  
SYLLABUS:  
Research skills  
Colloquium attendance  
Revision of methods of searching the scientific literature (e.g, Web of Science)  
Introduction to sources of information concerning research funding   
How the Research Councils work  
How specific funding bodies (e.g. STFC, FP7) operate  
Peer review of research proposals  
Identifying research areas and collaborators  
Writing an entire case for support  
Scheduling research programmes  
Costing research  
Completing a research proposal form  
Poster presentation of the research proposal   
  
Details of the work to be done will be announced by the convenor during the first two weeks of the academic year.*

1. Indicative Reading List

*http://www.epsrc.ac.uk/*

[*http://www.scitech.ac.uk*](http://www.scitech.ac.uk)

*On writing proposals:*[*https://www.epsrc.ac.uk/funding/howtoapply/preparing*](https://www.epsrc.ac.uk/funding/howtoapply/preparing) *Peer Review:*[*http://www.rin.ac.uk/our-work/communicating-and-disseminating-research/peer-review-guide-researchers*](http://www.rin.ac.uk/our-work/communicating-and-disseminating-research/peer-review-guide-researchers)

*GUIDES FOR WRITING A FUNDING PROPOSAL*

[*http://www.learnerassociates.net/proposal/*](http://www.learnerassociates.net/proposal/)

[*http://www.learnerassociates.net/proposal/*](http://www.learnerassociates.net/proposal/)

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 module learning outcomes

*12 hours of lectures, 6 hours of tutorial/workshop sessions with the convenor or with specialist supervisors, and an extended written exercise totalling 150 hours.*

*This information is particularly important for KIS requirements.*

*Achievement of module learning outcomes:*

* *Lectures(11.1, 11.2, 12.3, 12.4, 12.6))*
* *Tutorials/workshops (11.1, 11.2, 12.3, 12.4, 12.5)*
* *Independent study (11.1, 11.2, 12.1, 12.2, 12.3, 12.4, 12.5, 12.7)*

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

*100% coursework. The coursework assesses students familiarity with and ability to implement current research methods. (11.1, 12.3, 12.4, 12.6)*

*Preparation of their coursework will require independent, original problem solving while planning carefully for the time available and to present their work in a professional manner (11.2, 12.1, 12.2, 12.4, 12.5, 12.7)*

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

*None. Existing module.*

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:

*Canterbury*