

Integrated Science Group Project

Module Code:	ARC5021-C
Academic Year:	2018-19
Credit Rating:	30
School:	School of Archaeological and Forensic Sciences
Subject Area:	Archaeology
FHEQ Level:	FHEQ Level 5
Module Leader:	Dr William Hale

Additional Tutors:
Dr Benjamin Stern, Mr J Horrocks, Heather Marshall

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	10
Seminar	11
Tutorials	12
Laboratory	15
Directed Study	252

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Academic Year (Sept - May)

Module Aims

To provide experience of team working on defined projects, with team roles decided by the group; to improve literature search, review and synthesis skills; to reinforce and build on practical laboratory skills; to help prepare students for possible placements; to develop students' self-reflection and skills evaluation.

Outline Syllabus

An introduction to team roles and team working; a team-led group project on a specified topic involving searching, reviewing and synthesising scientific literature on the themes involved; a team-led group project involving multiple physical and chemical analyses of soil samples; safe working in laboratories and COSHH approval processes; planning for future work - placement year preparation including writing a Curriculum Vitae, skills self-audit and action planning, and defining a research area for the Stage 3 dissertation.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 Demonstrate awareness of different team roles and which one(s) you are most suited to.
- 2 Understand what makes an effective Curriculum Vitae for applying for placements or other employment.
- 3 Understand and demonstrate the application of SMART target setting.
- 4 Demonstrate competence in carrying out a literature review on a specified topic; and in performing laboratory chemical and physical analyses of soils.
- 5 Prepare an effective Curriculum Vitae.
- 6 Demonstrate team-working skills in team-defined roles in order to achieve a multi-faceted goal.
- 7 Demonstrate effective self-appraisal and the setting of actionable goals for improvement.

Learning, Teaching and Assessment Strategy

Following introductory lectures, in semester 1 student groups will perform a literature search on a specified topic, each student member working on defined areas, with staff oversight through tutorials but being team-directed. Students will also be guided through tutorials in a set of exercises to perform a critical self-audit of skills and SMART action planning, plus given careers guidance together with preparation of a Curriculum Vitae, in preparation for placements and future careers.

In semester 2 groups will meet regularly on an alternating pattern; the first week will be for planning the practical work in a 1-hour tutorial, which will be followed in the second week by a 3-hour laboratory session to complete the practical work, which will be team-directed with staff oversight.

In Directed Study time students will be expected to read around the subject, prepare for the next scheduled class sessions, and prepare for the verbal and written assessments.

The literature search will be assessed by a written group report. Preparation of a

professional Curriculum Vitae will be assessed. Assessment of the laboratory work will be by verbal presentations and a written group report.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Examination - oral/viva voce	Verbal presentation	1 hour per group	20%	No
Summative	Coursework	Group Report	-2000 words	30%	Yes
Summative	Coursework	Skills self-audit	-500 words	10%	No
Summative	Coursework	Curriculum Vitae	-500 words	10%	No
Summative	Coursework	Group Report on Literature Review	-2000 words	30%	No

Legacy Code (if applicable)

Reading List

To view Reading List, please go to [rebus:list](#).