UNIVERSITY of BRADFORD

Module Descriptor

Personal and Professional Development for Postgraduate Bioscientists

Module Code:	BIS7012-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Chemistry and Biosciences
Subject Area:	Biomedical Science
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	6
Practical classes and	27
Tutorials	7
Directed Study	160

Availability Periods

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

Module Aims

The module will provide students with skills for future personal and professional development, with the aim of increasing future employability and / or further study. This will be done through the development of personal reflective practice and professional skills, including communication and cooperative working.

Outline Syllabus

Visit and orientation to the library; information retrieval and critical analysis of the material / source; primary and secondary sources; formulation of an objective structured argument;

scientific writing and critique, peer review of an essay; plagiarism; preparing journal club presentations, posters and PowerPoint presentations based on topics relevant to your course; reflective practice methodologies and preparation of a PebblePad portfolio; using troubleshooting and root-cause analysis for service improvement; intellectual property and commercialisation; CV preparation; employability skills; preparing a job application; mock PhD interviews (optional).

Module Learning Outcomes

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

1 Explain and critically review a controversial issue in biomedical science.

2 Critically evaluate and communicate scientific data and literature through visual, verbal and written media and in a peer-review process. Present work (e.g. written, verbal) which is suitable for specific target audiences e.g. peer group, lay people.

3 Engage in reflective practice and peer review and recognise and explain the importance of these in personal and professional development.

4 Evaluate and critique biomedical research and scientific methods.

5 Recognise and appraise the key factors involved in the provision and management of quality laboratory data in different healthcare settings.

6 Explain the principles of root-cause analysis and appropriately use examples of its role in service improvement.

7 Critically evaluate scientific data. Communicate effectively using a range of written, verbal and visual media.

8 Formulate and communicate effective argument. Retrieve and organise information/data.

9 Analyse your own strengths and weaknesses through reflective practice and develop action plans for personal and professional development.

10 Peer review. Identify, evaluate and use (optional) key employability skills.

Learning, Teaching and Assessment Strategy

A lecture programme is provided to deliver core knowledge, and related background skills, in support of the experiential learning components within this module. Tutorials, self-study and peer review will be used to further develop critical analysis, planning and communication skills. Tutor-led facilitated sessions and tutorials will also be used to develop reflective practice skills and to guide students in the preparation of a PebblePad portfolio of evidence based on their own progress on the course. Teaching and learning will be supported through coursework assessment, which will involve visual, verbal and written communication skills. Objective analysis of information and peer review will be assessed by looking at a complex ethical /scientific topic. The possibility of genetically manipulating human gametes to remove or add specific genetic traits is coming closer with recent molecular biological advances. Ethical discussions will consider differing viewpoints due to

cultural or religious beliefs etc. Other aspects will be assessed through submission of a reflective practice portfolio. You will use your directed study time to prepare for lectures and tutorials by reading relevant materials which will be in your module reading list. Directed study time also includes the time needed to access materials which you determine as relevant in agreement with your tutor in preparing for your assessments, as well as writing and producing the work that is assessed.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Presentation	Individual journal club presentation		40%	No
Summative	Coursework	Portfolio (including reflective practice), with supporting linked evidence, submitted using PebblePad.	0- words	40%	Yes
Summative	Coursework	Peer Review of an essay		20%	No

Legacy Code (if applicable)

BM-7009L

Reading List

To view Reading List, please go to **rebus:list**.