MODULE CPU6001

**Module Major Project**

**MODULE GUIDE**

2017/2018

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| Level HE6 |

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# 1.Overview

**Project Coordinator and Tutor:- Amanda Dewhurst**

Room:- C2-07a

Email:- [ad1@bolton.ac.uk](mailto:ad1@bolton.ac.uk)

Telephone:- 01204 903627

**Level:** HE6

**Credits: 40**

**Module Pre-requisites**: None

**Web-link to Module Specification:**

# 2. Learning and Teaching Strategy

The module is delivered by a series of briefings/lectures over the 2 semesters. These are scheduled according to the stages of the project being undertaken. A calendar of the briefing sessions is provided to all students and reflected in the moodle pages. Seminar sessions to support students are also scheduled.

This 40 credit module is different to other 20 credit modules, in that there is a significant amount of independent study required on the part of the student, and a significant amount of time spent meeting with the Project Supervisor. The project briefings provide a mechanism for disseminating information to students. It is vital that these briefings are attended by all students to share experience and progress, approaches, issues and best practice.

Assessments are scheduled into this calendar, there are two main assessment areas in Semester 1 and two further assessment areas in Semester 2.

The Project Coordinator is the central point of contact for the module.

The Project Tutors administer the approval of projects process and allocation of Project Supervisors.

A student submits a project proposal document to the Project Tutors, who, in consultation with the Project Coordinator assess the proposal’s suitability as a final year honours degree project. The Project Proposal needs to be agreed and ‘signed off’ by the Module Tutor before the project can commence. Formative feedback during the development of this given by tutors.

When a Project is approved, the student is assigned a Project Supervisor, with whom they will work closely throughout the project. Regular supervision sessions (normally weekly) will be agreed between the Supervisor and the student, and recorded through moodle.

A register of attendance by students is maintained.

A register of attendance at briefing sessions is maintained. The student/supervisor sessions as recorded on moodle will provide a record of attendance and engagement by the student.

# 3. Module Communications

The Module Tutor’s contact details are provided at the top of this page. You must check your **University of Bolton email address** and the **Moodle2** area dedicated to this module regularly as many module communications are channelled through these mediums.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt; however responses will be longer in holiday periods.

# 4. Module Description

The Major Project module is undertaken by all the undergraduate students in the school in their final year. It is a substantial piece of work that will enable you to demonstrate the extent of your achievement on the degree as a whole.

The range of projects will vary but the following features will be common to all:

* You will be allocated a member of academic staff to act as a supervisor once your area of study is agreed
* Before work on the major project can commence, you will define the projects terms of reference as a document which will include: Aims and objectives consistent with the “SMARTER” notion (Specific, Measurable, Achievable, Realistic, Timed, Extending, Relevant)
* Appropriate consideration of research ethics and health and safety practice is made in line with University policy
* A proposed project timetable including deadlines for deliverables is provided to students
* The project proposal document must be approved by the project team before work can commence

The range of investigations undertaken by students varies considerably and will depend on your programme of study. Staff will provide a number of project ideas which you can undertake for their project, alternatively you may present your own project idea for approval using the project proposal proforma.

# 5. Learning Outcomes and Assessment

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| **Learning Outcomes** | **Assessment** |
| **LO1 Identify a suitable topic area that builds upon work undertaken thus far on the degree programme and justify in writing the nature, appropriateness and relevance of the topic.** | Assessment 1, 2 |
| **LO2. Clarify the purpose of the project by formulating “SMARTER” Project Objectives and agreeing them with the supervisor.** | Assessment 1 |
| **LO3. Create a learning contract document according to guidance provided by the programme team, to be formally approved by the supervisor.** | Assessment 1 |
| **LO4. Maintain regular engagement with the project and contact with the supervisor.** | Assessment 1,2,3,4 |
| **LO5. Demonstrate a secure grasp of both the subject of the project and academic conventions on the production of any written work in both cases at a level appropriate to final year undergraduate study. Projects involving the production and / or exhibition of creative works will likewise be of a standard consistent with this stage of study.** | Assessment 2,3,4 |

# 6. Assessment Deadlines

|  |  |  |  |
| --- | --- | --- | --- |
| **Submission deadline** | **Description** | **Submission method** | **% marks** |
| S1 Week 1 | Submission of Project Proposal | Moodle to Project Tutor |  |
| S1 Week 7 | Deadline for submission of TOR/project plan | Via moodle, assessed by Project Supervisor and moderated | 10% |
| S1 Week 14 | Deadline - submission of literature review/interim research report | Turnitin via moodle, assessed by Project Supervisor and moderated | 20% |
|  |  |  |  |
| Start of S2 | Mid-point review | Moodle to Project Tutor |  |
| S2 Week 12-13  tbc | Deadline – submission of Final Report/Dissertation | a)Turnitin via moodle  b)TWO printed and bound copies of report  Assessed by Supervisor and second marker | 40%  tbc |
| S2 Week 15 tbc | Deadline - Project Viva:-  Presentation and Viva | Schedule arranged and distributed by Project Tutor  Assessed by Supervisor and second marker | 30%  tbc |

# 7. Assignment feedback

The Project Proposal is developed and submitted to the project coordinator who will allocate a project supervisor to the student. Formative feedback during the development of this given by tutors.

Following this, the Terms of Reference and Plan will be reviewed and approved before further detailed work can begin – this forms a ‘learning contract’ between the student and the supervisor. Students will have regular meetings and discussions with their supervisor to monitor and review progress. Students are expected to prepare for these meetings in advance, and a discussion forum is used on moodle to record this. Supervisors can review and comment on draft work before it is submitted.

The standard assessment items in the project module act as milestones to keep students on track. The final version of the Terms of Reference and plan will be assessed in the middle of the first semester. This is followed by an Interim Research/Literature Review Report at the end of the first semester. At the end of the project students will deliver a Final Report/Dissertation which fully documents background research, approach and methods, analysis and design, build, test, results (could be experimental), evaluation and conclusions (as appropriate for each specific project). After the final report a Viva Voce and Demonstration of artefact where appropriate will be held.

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

The Major Project is unique in that formative feedback, assistance and guidance is given to all students throughout the duration of the project through the weekly supervisory sessions.

We recognise the value of prompt feedback on work submitted. We aim to provide feedback on formal assessments not less than ***three working weeks*** from the date of submission. However, please note that that such feedback will be provisional and unconfirmed until the Examination Boards have met and may therefore be subject to change.

Please take time you read/listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

# 8. Module Calendar

This will depend upon the nature of the Major Project as interpreted by the programme.

The calendar spans the two semesters of the Major Project. Details will be presented in the Project Guide.

# 9. Formative Assessment

The Project Proposal will be reviewed and approved before the project can commence. You will have regular meetings and discussions with your supervisor to monitor and review your progress. Supervisors can review and comment on draft work before it is submitted. You will have an opportunity to present your project in its early stages to other students in class time.

# 9. Indicative Reading:

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| Cottrell, S (2011) Critical Thinking Skills: Developing Effective Analysis and Argument. 2nd ed. Basingstoke: Palgrave Macmillan. |
| Davies, MB (2007) Doing a Successful Research Project: Using Qualitative or Quantitative Methods. Basingstoke: Palgrave Macmillan. |
| Dawson, C (2009) Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project. London: How to Books. |
| Dawson CW (2009) Computing Projects – A Student’s Guide. Harlow: Prentice Hall |
| Ó Dochartaigh, N (2012) Internet Research Skills: How to do your Literature Search |
| Kumar, R (2010) Research Methodology: A Step-by-Step Guide for Beginners, 3rd. ed. London: Sage |
| Munn, P; Drever, E (2004) Using Questionnaires in Small-scale Research: A Beginner’s Guide. Glasgow: SCRE Publication |
| Ricketts IW (1998) Managing your Software Project; A Student’s Guide. London: Springer-Verlag |
| Rudd D (2006) Cite Me, I’m Yours: Harvard Style. Bolton: University of Bolton |
| Rudd D (2006) Preparing for Dissertations and Projects. Bolton: University of Bolton |
| Schwalbe K (2010) Information Technology Project Management. Thomson |
| Weaver P (2004) Success in your Project. Harlow: Prentice-Hall and Find Research Information Online, 3rd ed. London: Sage |

# 11. Guidelines for the Preparation and Submission of Assignments:

1. Assignments should be word-processed in Arial 12 point font, be single-spaced, on A4 size paper. Printing should be one sided, be fully justified and with each page being numbered in the footer.
2. There should be a title page detailing the programme, module title, assignment title, student number, marking Tutor and date of submission. It is good practice to put your student number in the top left hand side of the header of each page, and the date of submission in the top right.
3. If there is a word count limit for your programme please include the following text:

Word Count: You are expected to revise and edit your assignment to remain within +/- 10% of the indicative word length outlined. In order to ensure that word counts can easily be checked **you should include a note of the word count** as identified by your word processing package. A deduction should be made from this figure for all tables, figures, appendices and references which DO NOT count towards the overall word limit.

Students who exceed a specified indicative word lengthfor a written assignment will be subject to the following penalty system:

* Up to 10% over the specified indicative word length= no penalty
* 10 – 20% over the specified indicative word length = 5 marks subtracted (However if the assignment would normally gain a pass mark, then the final mark will be not be less than this).
* More than 20% over the indicative word length = maximum pass mark.

Assignments shorter than the indicative word length will not have marks deducted (even if these are more than 10% short). However, it is likely to be an exceptional piece of work that covers the assignment requirements fully in much less than the set word count, less 10%.

1. All written work must be referenced using the Harvard System, full details of which are available from the University’s Library website <http://www.bolton.ac.uk/library/Study-Skills/Referencing/Harvard-Referencing.aspx>
2. Unless otherwise notified by your Module Tutor, electronic copies of assignments, saved as a Word document, should be uploaded to the Moodle2 area for this module. Your Tutor will explain the process. If you experience problems uploading your assignment to the designated area, then you must forward an electronic copy as an attached to your Module Tutor, by the due deadline. The time you send the email with your assignment as an attachment, will evidence the time the assessment was submitted

Please note when you submit your assignment to the Moodle2 area for this module, it will automatically be checked for evidence of plagiarism as part of the process.

Submission of assessments may be done on or before the published submission date. Assignments not available at this time will be considered as “late” unless an extension has been previously agreed, with the Programme Leader for your programme.

Students who fail to submit assessments by the specified date (without an extension being granted or without accepted Mitigating Circumstances) will be subject to the following penalties:

* Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

Up to 10 calendar days late = 20 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

* More than 10 calendar days late = 1 mark will be awarded.

Please note that it is your responsibility to ensure that the assignment is submitted in the format/s specified in the Module Guide or on the Assessment Brief.

**YOU SHOULD ALWAYS ENSURE YOU KEEP A COPY OF ANY ASSIGNMENT SUBMITTED BY WHATEVER METHOD**

1. In the case of exceptional and unforeseen circumstances, an extension of up to 7 days after the assessment submission deadline may be granted by your Programme Leader, following firstly discussing the problem with the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

Requests for extensions for periods longer than 7 days must be made using the Mitigating Circumstances procedures\*.

\*Please note that the failure of data storage systems is not considered to be a valid reason for mitigating circumstances. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

Please see your Programme Handbook for further details.

# 12. Procedures for Examinations

Although there are no written examinations for this module, there is, as part of Assessment 4, a viva voce assessment. So the **viva** assessment is an oral exam where you will be asked questions about your Project. It should be viewed as a verbal counterpart to your written report.

The following guidelines apply:-

1. Examinations are normally held during Week 15. Examination timetables are posted on the web in advance of the examination period:

<http://www.bolton.ac.uk/Timetables/ExamTimetables/Home.aspx>

1. **It is essential that you note the dates of any examination, including resit examinations and ensure that you are available to take them.**

Please note that we do not accept holiday bookings as a legitimate reason for missing an examination.

1. Examinations take a variety of forms. Some may be traditional closed book format; some may use a case study which you are given in advance. Some may allow you to use textbooks or notes during the examination. Please ensure you check the format of your examination in advance.
2. It is important that you prepare fully for examinations. Revision slots are indicated on your module calendar. Failure to attend these and other timetabled sessions will seriously jeopardise your success in examinations.
3. You will need to check the room location and equipment requirements in advance. Please ensure that you reach the examination room **at least 20 minutes prior to the timetabled start**. You will need to bring with you your **University of Bolton and Student Identity Card**, as proof of your identity. Failure to supply your identify cards could result in you not being allowed to take your examinations.
4. Students whose English is a second language may take a hard-copy pocket language dictionary into the examination. Large dictionaries and electronic dictionaries are not permitted.
5. If you require any special examination arrangements to be made, please ensure that Disability Service is made aware of these well in advance.
6. Past examination papers are available via the following link:

<http://www.bolton.ac.uk/Quality/EEE/ExaminationPapers/Home.aspx>

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# 13. General Assessment Criteria Level HE6

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|  |  | **Relevance** | **Knowledge** | **Argument/Analysis** | **Structure** | **Presentation** | **Written English** | **Research/Referencing** | |
| Class I (Exceptional  Quality) | 80%+ | As for Class 1(70-79%) but exceptional work | | | | | | | |
| 70-79% | Directly relevant to title. Addresses most or all of the implications and assumptions of the title. | Demonstrates an excellent knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise the most important issues, themes and questions. | Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking.  A comprehensive evaluation of the material resulting in clear, logical and illuminating conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of figures, tables, plates (FTP). | A very well written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | | All sources accurately cited in the text and a very extensive reference list in the correct style is provided. |
| Class II/i (Very Good Quality) | 60-69% | Directly relevant to title.  Addresses some of the implications of the issues addressed by the title. | Demonstrates a comprehensive knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise key issues, themes and questions. | Uses appropriate arguments or theoretical models.  A sound evaluation of the material resulting in clear and logical conclusions. | For the most part coherently articulated and logically constructed.  ppropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of FTP. | Well written with standard spelling and grammar. Style is clear and academic. | | All sources accurately cited in the text and a wide range of appropriate references cited in the reference list in the correct style. |
| Class II/ii (Good Quality) | 50-59% | Generally addresses the title and its implications, but sometimes addresses irrelevant issues. | Demonstrates a good knowledge/understanding of theory and practice for this level, through the identification and critical appraisal of some key issues, themes and questions. | Provides a coherent argument, but some loss of focus and consistency. Some issues lack clarity, or theoretical models expressed in simplistic terms.  Adequate critique, with some descriptive or narrative passages. Conclusions are fairly clear and logical. | Adequate attempt at articulation and logical structure.  An acceptable format is used. | The presentational style & layout is correct for the type of assignment.  Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic. | | Most sources accurately cited in the text and an appropriate reference list in largely the correct style is provided. |
| Class III (Satisfactory Quality) | 40-49% | Some degree of irrelevance to the title. Superficial consideration of the issues. | Demonstrates adequate knowledge/understanding of theory and practice, with appraisal of some basic issues, themes and questions. | An argument is evident but lacks clarity and coherence in places. Issues are only broadly stated.  Some analysis with descriptive or narrative passages. Conclusions are not always clear or logical. | Some attempt at articulation and logical structure.  An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment.  Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader.  Style limits communication and tends not to be academic. | | Some relevant sources cited. Some weaknesses in referencing technique. |
| Borderline  Fail | 35-39% | Some significant degree of irrelevance to the title is common. Onlythe most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge/understanding of theory practice for this level. Key issues not identified or appraised. | A basic argument is presented, but largely descriptive or narrative in style with contradictory analysis. Conclusions are neither clear nor logical. | Poorly structured. Lack of articulation.  Format deficient. | For the type of assignment the presentational style &/or layout is lacking.  FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult.  Simplistic or repetitious style impairs clarity. | | Limited sources and weak referencing. |
| Fail | <34% | Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Severely limited arguments. Descriptive or narrative in style with no evidence of critique.  Conclusions are sparse. | Unstructured.  Lack of articulation. Format deficient. | For the type of assignment the presentational style &/or layout is lacking.  FTP as above. | Poorly written with numerous deficiencies in grammar, spelling, expression and style. | | An absence of academic sources and poor referencing technique. |

14. Academic Misconduct and Referencing

Academic Misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *turnitinUK.*

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx