

Module specification

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Module Code	AUR698
Module Title	Individual Research Project
Level	6
Credit value	20
Faculty	FACE
HECoS Code	100150
Cost Code	GABE

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Architectural Design Technology	Core
BSc (Hons) Building Surveying	Core
BSc (Hons) Building Surveying Degree Apprenticeship	Core
BEng (Hons) Civil Engineering Degree Apprenticeship	Core
BSc Civil Engineering Studies	Core
BSc (Hons) Construction Management	Core
BSc (Hons) Construction Management Degree Apprenticeship	Core
BSc (Hons) Quantity Surveying	Core
BSc (Hons) Quantity Surveying Degree Apprenticeship	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	24 hrs
Placement / work-based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	3 rd July 2024

For office use only	
With effect from date	September 2024
Date and details of revision	
Version number	1

Module aims

The aim of the module is to facilitate the development of an original and authoritative piece of individual research as the product of a contextually viable research methodology.

The module aims to give the student a simulation of the professional and technical work environment where they can bring all the appropriate research, analytical and critical resources applied to a civil engineering problem.

Learners will be provided with an opportunity to prepare a professional technical report, in which appropriate solutions are developed and presented.

This module will provide students with skills required for further study and help them enhance the skills they need for creating technical reports and preparing and submitting membership review documentation to Professional Bodies.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Conduct and analyse an investigation or study or other means to test a hypothesis or proposition, identifying a particular interest or define a problem within the field of Construction that is likely to facilitate an informed research project.
2	Design and implement the project within agreed procedures, guidance and specification, synthesising data, and concepts to produce innovative solutions to civil engineering problems.
3	Structure and submit an Individual Research Project in an academically competent and authoritative manner and understand the importance of academic and professional integrity.
4	Justify and present research project outcomes and be able to communicate designs to technical and non- technical audiences and adopt a holistic and proportionate approach to security of people and data.

Assessment

Indicative Assessment Tasks:

Assessment 1 An Individual Research Project in a Construction context (3,000 words)

Assessment 2 An Oral Assessment of the Research Project (10 mins)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3	Dissertation/Project	75
2	4	Oral Assessment	25

Derogations

None

Learning and Teaching Strategies

The module will be presented to students through the delivery of a series of key lectures on the common elements of projects. The delivery will explain the importance of research methods when establishing context, originality, structure, methodology, data collection and analysis. It is important that whilst such fundamental components are considered in detail, the delivery should avoid being prescriptive to the extent that the student's own initiative in deciding how best to proceed is compromised.

It is important that delivery moves to structured tutorial-based support following coverage of those considerations identified above, so that direction and scope can be derived individually by students within their chosen context. It is essential that students continue to question their own processes throughout, so that reflective practise informs originality and academic quality in the final product.

The oral assessment is an opportunity for students to authenticate their submitted work and to clarify or explain further, aspects of the submission that have drawn the attention of the assessor/module tutor. This will be followed by seminars and group tutorials where construction resilience design strategies and technical solutions for case studies will be discussed.

An active and inclusive approach is used to engage students in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF). The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both on campus learning and remote learning where appropriate.

The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

Indicative Syllabus Outline

- Reviewing and researching areas of interest.
- Research ethics.
- Structure and organisation.
- Research methodologies.
- Collecting and managing data.
- Data analysis.
- Drawing conclusions.
- Presentation techniques, use of appropriate media.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Bell, J. & Waters, S. (2018), *Doing Your Research Project: A Guide for First-time Researchers*, 7th Ed. Maidenhead: OU Press.

Other indicative reading



Wang, G.T. Park, K. (2016), *Student Research and Report Writing*, Chichester: Wiley Blackwell.

Yin, R. K. (2018), *Case Study Research and Applications: Design and Methods*, 6th Ed. Los Angeles: Sage Publications.

Van Emden, J. and Becker, L. (2016), *Presentation Skills for Students*. Basingstoke: Palgrave Macmillan.

Leedy, P.D. and Ormrod, J. (2020), *Practical Research: Planning and Design*. 12th ed. Upper Saddle River: Pearson.

Creswell, J. W., and Creswell J.D. (2018), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publication

Chartered Institute of Architectural Technologists www.ciat.org.uk

Chartered Institute of Building www.ciob.org.uk

Ordnance Survey www.ordnancesurvey.co.uk

Royal Institution of Chartered Surveyors www.rics.org

Institution of Civil Engineers www.ice.org.uk

Royal Institute of British Architects www.architecture.com

Designing Buildings Wiki www.designingbuildings.co.uk

Institution of Structural Engineers www.istructe.org.uk

Other sources:

HIS Database www.ihsti.com