



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE TITLE:
RESEARCH METHODS AND
PROJECT M6X02206
HANDBOOK

ACADEMIC DISCIPLINE OF ENGINEERING

WALES INSTITUTE OF SCIENCE & ART

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1 Research Methods and Project - Module Definition

MODULE CODE: M6X02206

TITLE: Research Methods & Project

DATED: 01/09/2016

LEVEL: 6

CREDITS: 40

JACS CODE: H300

AIM(S)

- The aim of this module is to develop the student's ability to show individual creativity and originality; to apply where appropriate and go beyond where necessary, the knowledge and skills taught throughout the degree programme, to enhance investigative problem-solving and other transferable skills, and to apply all this to a successful project.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Prepare and present to specialist and non-specialist audiences an academic seminar paper that reviews critically the current research literature pertinent to an area of motorsport/automotive/motorcycle engineering and proposes a suitable title and objectives for the project.
2. Undertake the project proposed, applying appropriate methodologies for the achievement of the objectives of the study whilst considering the sustainable consequences.

INDICATIVE CONTENT

- Research principles and approaches (e.g. the research process, purpose, sources of data including primary/secondary research, quantitative/qualitative data, objective/hypothesis formation, reliability, validity)
- Research design strategies, (e.g. action research, experiments, surveys, case studies), their advantages and limitations, and their suitability to a variety of research contexts.
- Data collection & sampling methods (e.g. interviews, questionnaires, observation), and their advantages and limitations in a variety of contexts.
- Data analysis techniques.
- Ethical and professional considerations
- Referencing conventions (e.g. the Harvard system, numeric system).
- Critical, analytical thinking and writing
- Academic writing convention (e.g. the structure and format of a seminar paper, and a project report).
- Presentation techniques/skills appropriate to a professional engineer.

LEARNING AND TEACHING STRATEGY

The student is initially required to select a topic relevant to motorsport, automotive or motorcycle engineering suitable for the project element of this module. He or she must then prepare and present to an audience of staff and fellow students an academic seminar paper that critically reviews the current research literature pertinent to the topic selected and proposes the project title with a project plan that identifies how the objectives proposed will be achieved. He or she must then undertake the project and produce a project report. This module, therefore, requires that the student demonstrate a high level of self-direction and initiative, and takes responsibility for the direction of his or her own learning. This is reflected in the teaching and learning strategy implemented at the start of the module. Lectures will introduce conceptual, theoretical issues and key ideas and will allow students to engage in discussion on the application of the theoretical concepts to practical situations. However, for the exploration of these topics and their application to practical, pathway-specific situations and case studies, tutorials are the most appropriate strategy. During tutorials, a flexible, student-led approach will be taken; students will discuss and develop their individual project ideas, and will be given the opportunity to consult with topic specialists amongst the teaching team. During academic seminars, student will disseminate to their peers the findings of their research and respond to peer questioning; such activity further enhances their transferable skills of presentation techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	15%
Independent learning	340	85%
Placement learning	0	0%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 = 10%

The student will be required to prepare a written seminar paper based on secondary research and present the paper to his/her peers. (1,200 words, 20 minutes presentation)

Exemplar

The seminar paper will be based on a literature review and predicted future plans. The presentation will be a formative assessment on their current knowledge and presentational skills. The student will research the background to the identified problem by the means most appropriate - literature survey and analysis, market analysis, industrial contact etc. Methods of problem solution will be formulated and evaluated.

Assessment Component 2 = 60%

Throughout this assessment stage the assessment team will be seeking evidence that the student has applied the knowledge gained from the programme in an accurate and coherent fashion, and is able to show flair, creativity and investigative ability, with the necessary communication skills that this implies, to the solution of the problem identified. Upon completion of this stage a written report is submitted. (8000 words)

Exemplar

Students will undertake projects which will be innovative, academically demanding and which will require a sound theoretical knowledge. They will be expected to work with the minimum of direct supervision in the process, leading to the solution of the identified problem. This will be examined through a written report.

Students will be expected to acquire new knowledge mainly based on concepts previously taught in supporting modules. Issues raised in earlier modules (particularly Group Project), e.g. costings, project planning, research methodology, ethics, will be developed as appropriate.

Assessment Component 3 = 30%

The student will undertake an oral examination to assess their understanding of their methodologies and overall conclusion whilst demonstrating their overall ownership of the project. (15 minutes viva)

Exemplar

At this stage a critical evaluation by the assessment team will be carried out via a final oral examination and the student must justify their analysis/evaluation of their findings and have met their overall aims through their final conclusion.

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	100%

Assessment Timetable

Stage	Date	Topic	Mode of Assessment	Mark (%)
1	November 18th	Seminar Paper	Written Report	10
	November 25th Week Commencing	Seminar Presentation	Seminar	
2	April 21st 2020	Project	Written Report	60
	April 27th (WC)		Oral examination	30

Assessment Distribution

Seminar paper 10% 1200 words

Common Assessment Criteria Applied	Percentage weighting	Grade awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
Develop and structure appropriately a seminar paper making effective use of an appropriate referencing system	30	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
Demonstrate in-depth knowledge of the underlying concepts and principles associated with the topic under research.	25	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
Propose and justify valid project objectives and strategies to achieve them	20	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
Successfully defined the specific project methodology to be applied	5	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
This will be assessed through the quality of your visual presentation, verbal communication and the quality of your report	20	

Written Report - 60% 8,000 words

Common Assessment Criteria Applied	Percentage weighting	Grade awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
Making effective use of appropriate referencing.	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
Technical and analytical content	30	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
Technical analysis and evaluation	30	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
Overall achievement and ownership of the defined objectives and project through an effective methodology	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
Quality of presentation, structure and referencing of report	10	

Oral examination - 30%

Common Assessment Criteria Applied	Percentage weighting	Grade awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
Making effective use of appropriate referencing.	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
Response to technical questioning and demonstration of engineering competence.	30	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
Ability to demonstrate understanding of relevance and implications of project conclusions	20	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
Overall achievement and ownership of project	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
Quality of visual presentation and verbal communication.	20	

Assessment Criteria

Criterion	Percentage
Exceptional – could the student be expected to achieve more?	>90%
First class achievement – outstanding in all aspects	70-90%
Technically correct and solid – but lacking some detail and/or intellectual flair of first class and above	60-70%
Generally sound but with some areas of inadequacy	50-60%
Whilst some areas are correct – many areas are inadequate and flawed	40-50%
Generally of a poor standard with little understanding or commitment	<40%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): This module encourages the students through their own individual aims, research methodologies, technical evaluation and conclusion an insight into the global issues and constraints with regards to a sustainable approach whilst incorporating new technological solutions	

BIBLIOGRAPHY

Essential

Maylor, H., Project Management 4th Edition (FT Prentice Hall, 2010)

Quinn, M. J. *Ethics for the Information Age: International Edition*, 3rd Ed., (Pearson: NY, 2009)

Background

Seppala, N., Business Ethics and Corporate Social Responsibility (Cengage Learning, 2010)

Masterman, G., Sponsorship – for a Return on Investment Butterworth (Heinemann, 2007)

Cottrell, S. *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave Study Guides, Palgrave Macmillan: Basingstoke (2005)

Journals

Journal of Automotive Engineering, IMechE, MIRA Papers, SAE Electronic Database

STAFF RESOURCES:

Module Leader: A Gibson

Staff delivering this module: Appropriate staff from the teaching team dependent on specialism required

2 Research Methods and Project - Guidelines

SUPERVISION GUIDANCE FOR STUDENTS AND STAFF

You will be supported by a supervisor throughout your project. The expectation is that you will meet with your supervisor for 20 minutes each week for strategic advice and guidance. Initially, they will assess whether your project ideas are suitable, and can help you improve them or find alternative direction where needed. Supervisors will help you assess the progress of your project and aid you in your project direction or technical questions.

Supervisors will review the work carried out and help you to make continuous progress.

Normally, your supervisor will have expertise in the area you have selected for your project. Once you have a project idea, approach the most appropriate member of academic staff and they will advise if they can supervise you or help allocate you an alternative supervisor. Because there is a limit on how many projects each member of faculty is expected to supervise, there is no guarantee that you will get the supervisor of your choice. Do not be disheartened if this happens. All supervisors are capable of offering you good strategic advice on your project, no matter what the topic.

The way in which supervision meetings are organised will vary depending on your supervisor. Supervisors are instructed to allow for meetings of approximately 20 minutes a week for each student. The onus is on you to organise meetings with your supervisor and for you to turn up! Email is the official method for communication with your supervisor to organise these meetings.

It is not possible to produce a successful project based solely on a period of intense activity immediately before the final deadline, as you may be tempted (ill-advisedly) to do for other modules. You should work consistently and effectively throughout the duration of the project. Your supervisor will help keep you focussed throughout the project. It is often worthwhile starting to write your final report while carrying out the work — it is easier to write up the system design just after you have finished it than to write about it months later.

To keep within the deadlines you will have to make regular progress and remember where your time has gone. To help you to do this, you may wish to record your project-related activity in a log which will help you keep a record of work you have engaged in to meet your objectives.

Initial Seminar Review

For the first part of the Research Methods and Project assessment, you are required to write a 1200 word formal report to be handed in on the agreed date in November and to present your findings under a 20 minute peer and academic review seminar.

Preamble

A good seminar review examines all available literature and assembles a cogent overview of what the literature shows. Therefore it is important that your review achieves this goal. You are advised to look at the marking scheme before submitting your review to ensure that it achieves all the parameters that will be used to assess the work. You are also advised to look at examples of recent reviews within your degree subject area. There are many review journals available electronically.

Format

The review must be word processed using any appropriate 12pt font (e.g. Arial or Times Roman), double spaced with 3-4 cm margins. Each page should be numbered sequentially.

The review must:

1. have a title page showing the project title, your name, module title and date.
2. have **two abstracts**. The first abstract should focus in on the general reader and should steer clear of any technical/scientific terminology that the lay-reader might not understand. This abstract should be a maximum 150 words long. The second abstract should be written in a style for a professional technical/scientific paper or review. This abstract can be up to 200 words long.
3. be divided into appropriate sections using descriptive headings. An **introduction** would be needed to explain what you are reviewing and why you choose to focus on particular elements of the proposed subject matter. The final section of the **main body of the text** will be in the form of a section on the main **conclusion** arising from your review. This can be reasonably short and focussed. Overall, the word limit for all of this text is 1200 words. You should not exceed this limit.
4. utilise all available literature in the best possible way, including primary research papers in journals and published reviews. All literature must be **referenced** at the end of the review and you are expected to make use of at least 15 papers within your review.

Seminar Paper guidance

The written review should include:
Abstracts • Should provide a concise summary • Standard of technical/scientific terminology • Reasons for and relevance of the project
Introduction • Relevance to subject matter • Appropriate use of relevant literature • Aims and objectives properly formulated
Main Body of Text • Philosophical and constructive argument • Logical flow with no repetition or deviation • Appropriate use and interpretation of illustrations, tables, journals and numerical analysis
Conclusion • Were the aims and objectives revisited/ • Main body concisely concluded • External references
References • Quality and Quantity • Citation and reference match • Formatted correctly
All elements need to be of a high standard of technical English and presentation

Seminar Paper Presentation

Please see marking scheme. This is a good indication of how you will be assessed.

The presentation should be planned to take fifteen minutes using PowerPoint. Around 10 slides may be sufficient.

You should talk around each slide, **NOT** read from notes. The slides can contain drawings, photographs, results, calculations etc. The slides should have bullet points where appropriate to allow you to elaborate on the points.

The first slide should be your project title and name with possibly a suitable graphic of your project (eg – a race car or engine).

The next slide can be an introduction slide outlining the scope of the project, etc.

Most importantly, we want to assess what you have done and what you plan to do. We are assessing your technical ability, commitment, enthusiasm and how much work you have done. You need to convince us that this is your project and that it is important to you.

As a third year project, literature surveys need to be academic and not just magazine references. You **must** acknowledge **all** information/data you have been given from student colleagues.

Depth, detail and focus are essential to achieving good marks. Remember, this is an **academic** project and will be judged as such.

Oral Examination

- You will have up to 15 minutes to present your work using a PowerPoint presentation. This will be followed by questions.
- You should aim for about 10 slides.
- Firstly, introduce your work and then highlight the important aspects of your work. Remember, we will already have read your report.

The first slide should contain:

- Your project title.
- Your name.
- University of Wales Trinity St David Swansea.
- The second slide can be titled Introduction.
- Each slide does not need lots of words. Bullet point, photographs, drawings or graphs are much better for you to talk around.
- Ongoing slides **could** be titled:
 - Design
 - Development
 - Testing
 - Analysis
 - Research
 - Calculations
 - Conclusion
 - Recommendations for future work etc.
- Above list is not exhaustive or mandatory – just a guideline.
- The research slide should contain a list of your referenced papers and reading.
- Attached is the marking scheme. You need to present your work to demonstrate how you met the headings in the marking scheme.
- Don't spend too long talking about articles you've read. We want to know what **you** have done.
- The presentation should be technical after a brief introduction. If we do not understand, we will ask you questions at the end.
- Dress Formally.
- Don't read your presentation – it never comes to life. Rather, use prompt cards if you want but always face and talk to us.

- Bring your PowerPoint either on a USB stick.
- Be relaxed and be yourself. Don't worry if you are nervous – we are judging your ability not your nerves.

WRITTEN REPORT

Your report should contain up to 8,000 words.

The following is a suggested format to provide a professional framework for your ideas:

- *1. Report title – your name – **University Trinity St David Swansea**
- *2. Contents page – listing the report contents.
- *3. Introduction – This can be 1-3 pages introducing your work and why you wanted to carry it out.
- *4. Summary – This can be a few pages summarising the overall work carried out and the achievements you have made. This allows a reader to quickly digest what you have done and is ideal to gain a quick overview of the whole project.

As a way to help you get a job, we would propose you produce a summary stand-alone technical review in the form of a technical poster.

In this poster, you do not attempt to prove your understanding but instead get to the point bringing out the final analysis and conclusions of your project.

This Project Poster should be presented to us separately during the final viva.

- 5. Background research – What research have you carried out to help get your project started and help you through it. Reference any books, papers, articles, internet sites etc. in the Bibliography.
- 6. Work programme – Explain what you have done.
- 7. Experimental work – Explain your experiments.
- 8. Results – Explain your results.
- 9. Analysis – Write down and discuss all your analysis work.
- *10. Conclusion – Write down what you have achieved and what work could be carried out next to further your knowledge in your chosen topic.
- *11. Bibliography – Write down a list of all books, references etc., which you have used.
- *12. Acknowledgements – You may wish to acknowledge person or persons (including family and friends) who have provided you with particular help or encouragement.

- *13. Appendix – You may wish to include detailed calculations, material data sheets, software printouts etc., which would confuse body of the text.

The pointers marked with asterisk are essential but the other headings can be changed to best suit your own project process as to exactly what you did and to fit in with how you explain it.

Written Format for all reports:

Aim to write in the past tense and passive sense.

For example:

“The experiment was undertaken using the equipment described previously”.

A GUIDE TO THE HARVARD REFERENCING STYLE **(Author-date)**

Citing Sources in the body of the text

Refer to your source by author surname, followed by year of publication enclosed in brackets. The method you use will depend upon whether you are writing about the author, basing your opinion on his/her work, or paraphrasing his/her words.

Writing about the author (no page no. needed)

Knowles (1990) develops the theory along similar lines.

Basing your opinion on the work, or paraphrasing (add a page no.)

The process of lifelong learning should include a diagnosis of the adult's learning needs and a translation of those needs into learning objectives. (Knowles, 1990, 10)

Two authors

"When using conventions in your written assignments it is useful to understand their purposes rather than simply following rules." (Marshall and Rowland, 1993, 196)

Three to five authors

Where there are three authors, use the abbreviated form, as follows:

Jarvis *et al* (1998) support the practice of student-centered learning.

Citing an author found in the work of another

When you want to cite the work of an author you have found in the work of another, you should acknowledge that you did not consult the original source:

Hamblin believes that there is no single correct way to teach study skills (in Riding and Rayner, 2000, 7)

'In' indicates that you are referring to Hamblin's theory found in Riding and Rayner.

N.B.: In the bibliography, only include your source, i.e., Riding and Rayner.

Citing articles in edited works

When you cite articles in edited works, cite under the name of the author(s) of the paper, not under the name of the editor.

Citing more than one article

If an author has written more than one article in the same year and a number of them are to be cited, distinguish each article by the use of lower case letters:

(Lewis, 1982a, 44)

(Lewis, 1982b, 98)

Remember to duplicate the lower case letters in your bibliography.

Citing material from websites

If you know the name of the author of the material, set out your reference as follows:

The British Dyslexia Association (2005) points out that dyslexic people are often innovative thinkers and excellent trouble shooters.

If you do not know the name of the author, or if you are citing a homepage, give the web address (URL) of the site followed by the year the page was last updated:

Dyslexic people are often innovative thinkers and excellent trouble shooters
<http://www.bda-dyslexia.org.uk/> (2005).

Bibliography

The bibliography is a list of sources arranged in alphabetical order by author surname. It includes all sources consulted in the preparation of your work, including those cited in the body of your text. List these using the following format:

Books

Author	DUNLEAVY, P.
Date of publication	(1986).
Title	<i>Studying for a Degree in the Humanities and Social Sciences.</i> (italics)
Edition	(3 rd edn).
Place of publication	Harmondsworth:
Publisher	Macmillan.

Your bibliographical details should look like this:

DUNLEAVY, P. (1986). *Studying for a degree in the humanities and social sciences*. (3rd edn). Harmondsworth: Macmillan.

Multiple authors (beyond four authors, give the first name, followed by et al)

N.B.: Some courses may ask for the names of all the authors to be listed. Consult your student handbook.

MARSHALL, L. and F. ROWLAND, (1993). *A Guide to Learning Independently*. Buckingham: Open University Press.

Repeat entry by same author

KNOWLES, M. (1980). *The modern practice of adult education*. Chicago: Association Press.

Author and translator

KRISTELLER, P.O. (1950). *The philosophy of Marsilio Ficino*. (Virginia Conant. Trans.) New York: Columbia Press.

Chapters in books

Author(s) of chapter	DAVIES, M. and C. JEFFERIES,
Date of publication	(2003).
Title of chapter	Psychiatrically vulnerable students: stress, emotional disturbance.
Editor	In S. POWELL (Ed.).
Title of book	<i>Special Teaching in Higher Education</i> .(italics)
Place of publication	London:
Publisher	Kogan Page,
Page numbers	197-210.

DAVIES, M. and C. JEFFERIES (2003). Psychiatrically vulnerable students: stress, emotional disturbance. In S. POWELL (Ed.). *Special Teaching in Higher Education*. London: Kogan Page, 197-210.

Edited books

REID, Gavin and Janice WEARMOUTH, (Eds.) (2002). *Dyslexia and Literacy Theory and Practice*. Chichester: John Wiley & Sons Ltd.

Journals

Author of article	KERNAN, N.
Date of publication	(2000).
Title of article	Eyes wide open.
Title of journal	<i>Modern Painters</i> , (italics)
Volume number	10,
Issue number (if any)	(6), (in brackets)
Page number(s)	70-79.

Your bibliographical details should look like this:

KERNAN, N. (2000). Eyes Wide Open. *Modern Painters*, 10, (6), pp.70-79.

Articles in electronic journals

Set out the details as follows:

WALL-RANDELL, Sarah (2008). Doctor Faustus and the Printer's Devil. *Studies in English Literature 1500-1900*, Spring 2008, 48.2, pp.259-281. Available at: <http://lion.chadwyck.co.uk/> [Accessed 19 August 2009], p.260

Newspaper Articles

CLARK, Tom. What sort of gold standard is this? *Education Guardian, The Guardian* 18th August, 2009, p. 2.

For an electronic newspaper article, set out the details as follows:

KINGSNORTH, Paul and George MONBIOT (2009). Is there any point in fighting to stave off industrial apocalypse? *Guardian online*.18th August 2009. Available at <http://www.guardian.co.uk/commentisfree/cif-green/2009/aug/17/environment-climate-change> (Accessed 18 August 2009).

Other sources

CD-ROM

KOTLER, Philip and Gary ARMSTRONG (2001). *Principles of Marketing*. 9th edn. [CD-ROM]. New Jersey: Prentice Hall International Ltd.

DVD.

Title

Year

Edition (i.e., if it is a 2nd, or subsequent edition)

Medium

Place of publication

Name of publisher.

Set the details out in the following order:

Maya 5 Fundamentals (2004) [DVD] Boston: New Riders Publishing.

Film

Name of director

Year

Title

Medium

Name of publisher

LOACH, Ken. (Director) (2008). *The Kite Runner*. [DVD]. Dreamworks.

Internet sources

Where possible, include the name of the author, otherwise, include the name of the publisher (i.e., the organisation responsible for maintaining the internet site):

About Dyslexia and Reading Problems [online]. Child Development Institute, copyright 1998-2009 [cited 19 August 2009]. Available from:
<http://www.childdevelopmentinfo.com/learning/dyslexia.shtml>

E-mail sources (N.B. you must get the sender's permission to cite)

Set out details as follows:

Name of sender

Year communication received

Medium (email)

Name of recipient – this may be your name

Title or subject of message

Date communication received

BLOGS, Jo. (2009) Email to M. DAVIES re Harvard referencing, 18th August, 2009.

For sources such as dissertations, reference books, blogs, the Study Skills Tutor, Mary Davies, has additional guides.

PLAGIARISM

When you incorporate information, or someone else's ideas and opinions, in your essay and present them as your own, you are plagiarising.

NB: paraphrasing - putting information and others' ideas into your own words - does not make the material your own.

All such information, ideas and opinions must be referenced. If you fail to acknowledge, or cite another person's work, then you are plagiarising.

It may be that you inadvertently incorporate another's material – in the form of phrases, sentences, or paragraphs - into your work, but it is still plagiarism and you may still be penalised.