Dr. Dave Lewis, School of Biological Sciences, University of Leeds, and HEA National Teaching Fellow 2015 <https://www.heacademy.ac.uk/person/dr-david-lewis>

Students now have 15 different formats to choose from.  Given the diversity of careers our students go onto, our focus is more on personal, professional and skills development, and preparation for the workplace, rather than the "research experience".  Hence we now refer to them as "Capstone projects" rather than research projects.  We have changed our Learning Outcomes to match this.

* Apply knowledge, understanding and skills gained in earlier years of their programme to a problem relevant to the Biomedical Sciences;
* Gather or generate information, critically analysing this information to address this problem;
* Gain new knowledge, understanding and skills in creating a solution to, or output for, this problem;
* Develop and apply skills required in employment including 4th Industrial Revolution skills;
* Effectively communicate the outcomes and outputs of this enquiry-based learning experience;
* Recognise health, safety and ethical considerations where appropriate.

<https://thebiologist.rsb.org.uk/biologist/158-biologist/features/2435-reshaping-education-reimagining-the-final-year-project>.

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| [https://thebiologist.rsb.org.uk/images/scaled/article-meta/293659826imagesEducation_article_stock_3_580_260.jpg](https://thebiologist.rsb.org.uk/biologist/158-biologist/features/2435-reshaping-education-reimagining-the-final-year-project) | [Reimagining the final year project](https://thebiologist.rsb.org.uk/biologist/158-biologist/features/2435-reshaping-education-reimagining-the-final-year-project)  A broader approach. A research project remains a requirement of the QAA Benchmark Statements for Biosciences and Biomedical Sciences. Replacing these en masse with critical literature reviews is not acceptable to professional, statutory and regulatory bodies, nor would it be popular with students.  thebiologist.rsb.org.uk |

To support students and staff I have created and shared a number of resources:

* "Choosing your capstone" guide for students (skills developed, potential careers, what's involved) <https://bit.ly/ChoosingBioCapstone>
* "How To do it" guide for mentors <https://bit.ly/BiosciCapstones>
* Collection of large publicly available datasets, inc free data analysis & visualisation software <https://bit.ly/OADataRep>
* Collection of simulations & other e-learning resources <https://bit.ly/e-BioPracticals>
* A video of these <https://www.youtube.com/watch?v=SYA4s0WgH5U&feature=youtu.be>

Our two Bioscience Accrediting Bodies are also on board with this.

I have re-written the Royal Soc of Biology's accreditation criterion for capstones for them  <https://www.rsb.org.uk/images/accreditation_home/RSB_Overall_Handbook_Sept_2019_September_2020_Implementation.pdf>

& Institute of Biomedical Sciences have expanded the range of what they will allow <https://82b1248a-8d51-4814-ab1c-ba8f72828534.filesusr.com/ugd/4b6beb_402a92c0f60344cc92c1c20e91ecbae3.pdf>.