***Note:*** *This sheet does not form part of the specification and will not be published. The information on this sheet provides contextual and supporting information for the approval process and should provide answers to questions that commonly arise in the consideration of new and revised modules. Please type directly into the form, boxes will expand as needed.*

***NB: specifications with errors in formatting, typos and/or incorrect or incomplete templates will not be considered for approval until corrected.***

***For new modules complete Section A and for revised modules complete Section B. Complete Section C for any new/revised modules.***

***Section A – for new modules only***

| **Question** | **Answer** |
| --- | --- |
| 1. Title of module | Research Project |
| 1. State which stage this module will be applicable to (information required by KentVision) | Stage 3 |

***Section B – for revised modules only***

| **Question** | **Answer** |
| --- | --- |
| 1. Module Code | WCON5220 (DI522) |

| 1. Please indicate which sections of the specification have been revised. NB the approval panel will look at the whole specification and may comment on sections that have not been revised in this submission | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 4 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

***Section C – must be completed for all modules***

| **Question** | **Answer** | |
| --- | --- | --- |
| 1. Is this module (or any consequently withdrawn modules) compulsory in any courses? | | Tick if yes |
| 1. Does the introduction of this module, or the withdrawal of other modules, potentially require changes to those courses? | | Tick if yes |
| 1. If so, are those potential changes the result of:   (i) Changes to the Learning Outcomes of this module? | | Tick if yes |
| (ii) Changes to the term(s) in which this module is delivered? | | Tick if yes |
| (iii) Changes to pre- and co-requisite modules? | | Tick if yes |
| (iv) Other (please specify) | |  |
| 1. If the answer to any of questions 5 to 7 is Yes - confirm that all the owners of the courses listed in section 7 of the specification have been informed | | Tick if yes |
| 1. Will any modules be withdrawn as a result of the introduction of this module to the module? *If yes, please provide the module code and title and information required (see* [*Annex B of the Code of Practice*](https://www.kent.ac.uk/teaching/qa/codes/index.html?tab=research-courses-of-study)*)* | |  |
| 1. Are there any implications for learning resources, including staff, library, IT and space? If yes, please confirm the Division has considered and planned for the allocation of the resources required | | Tick if yes |
| 1. Term and year the new module will start | | September 2021 |
| 1. Date this version of the module specification was approved by the Board of Studies | | Approved by DoS – Chair actions |
| 1. Rationale: please provide any contextual information that will assist members of the approval panel who may not be familiar with the discipline and custom and practice in your Division | Change of programmes to which the programme contributes, and pre and co- requisite modules/programme information. Subtle changes to LOs to ensure they could be met on repeated assessments. | |
| 1. Please provide any additional information that may assist the approval panel, for example the rationale for assessment or an explanation of the learning and teaching methods if these vary from a commonly seen pattern | This module was formerly compulsory as a Stage 3 dissertation module for WCON, ESS and Human Ecology (now Geography) students. A separate, yet identical, module was introduced for ESS and Human Geography last academic year without my knowledge and this WCON5220 spec was not updated to reflect this. NOTE that we seek to move back to a single module in 2022-23 as this is simpler to administer and less costly to run. | |
| 1. High risk of non-delivery: confirm that more than one person is available to teach this module and that the Divisional Plan includes consideration of resources, cover and succession planning |  | |
| 1. Division to confirm that consideration has been given to the title and curriculum description to ensure these are not overly constraining | | Tick if yes |
| 1. Does the change to the module represent a change to CMA ‘material information’? | | Tick if yes |
| 1. Please outline what changes are being proposed to the CMA material information and what steps are taken by the Division to minimise the disruption |  | |

***Please complete this proforma if this is a request for a NEW module. Delete it if this is NOT for a new module and use the AMENDMENT proforma on next page***

***Please complete this proforma if this is a request for a module AMENDMENT. Delete it if this is NOT for an amendment and use the NEW module proforma on previous page***

**MODULE CHANGE REQUEST**

**Note : Date the changes take effect must be supplied in order for these changes to be made**

| **Question** | **Answer** |
| --- | --- |
| **Module Code:** | WCON5220 (DI522) |
| **Change Required:**  e.g. Module title/additional version/new delivery/new assessment pattern | **Amended Assessment names, and Mapping of LO** |
| **Current Module Title:** | Research Project |
| **New Module Title:** | **N/A** |
| **Add a delivery Campus:** | **Canterbury** |
| **Change week beginning:**  e.g. Term 1, Term 2 , Terms 1-2 ( 24 week Module). If it is a non-standard period please state specific period that module will now run |  |
| **Credit Change From (To/From):** | **To From** |
| **Change to Assessment Pattern:** | **No Change to pattern or weightings – just names** |
| **Change in reassessment method:** |  |
| **Date changes take effect:** | **September 2021** |
| **Notes:** |  |

1. **Title of the module**

WCON5220 (DI522) Research Project

1. **School or partner institution which will be responsible for management of the module**

School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None but only available to students registered for BSc Wildlife Conservation

1. **The programmes of study to which the module contributes**

Compulsory for…

BSc Wildlife Conservation

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 design and carry out a piece of research related to conservation and the environment, identify and use theories and concepts to analyse environmental issues

8.2 analyse results and place them in the context of the existing literature, and to present and write up the findings

8.3 gain the ability to identify a research question and to collect and manipulate data to answer that question

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1. demonstrate general learning and study skills; be reflective, adaptive and collaborative in their approach to learning; use IT to word process, conduct online searches, communicate by email and access data sources

9.2 demonstrate critical and analytical skills

9.3 communicate ideas and make a structured and logical argument to others, both in written and spoken form

9.4 design, implement, analyse and write up a research project, including the ability to identify a research question and to collect and manipulate data to answer that question

9.5 carry out a literature review and place their project in the context of the existing literature

9.6 formulate and test theories

9.7 demonstrate enhanced skills in presentation, report writing, time management, use of the academic literature, carrying out independent research

1. **A synopsis of the curriculum**

The module is considered as an important element of Wildlife Conservation undergraduate training. The opportunity to engage in personal research is seen as an essential element of academic training in all disciplines. The particular skills necessary to undertake research, whether practical fieldwork or laboratory work or a desk-based study, can only be taught through the medium of practically orientated investigative tasks. The principal objective in the research project is to assist students in gaining insight into the organisation, analysis and communication of research. The approved investigation may be novel i.e. one that has not previously been carried out, or it may repeat previously executed work for comparative or control purposes

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

|  |  |  |
| --- | --- | --- |
| Fowler J and Cohen, L | Practical Statistics for Field Biology, 2nd edn. | |
| Newing H. | | 2011. Conducting research in conservation: social science methods and practice. Routledge. |
| Pechenik J. and Lamb B. | | 1994. How to Write About Biology. Harper Collins: London |
| Robson R. | | 1994. Real World Research. Blackwell: Oxford. |
| Robson C. | | 2007. How to do a research project: a guide for undergraduate students.Blackwell Publishing |

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 276

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Draft of Dissertation (10%)

Presentation (10%)

\* Dissertation (80%)

\* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework - Dissertation

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Discussion sessions* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Symposium* |  |  |  |  |  | **X** |  |  |  | **X** |
| *Private Study* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Draft of dissertation* | **X** |  |  | **X** | **X** | **X** | **X** | **X** |  | **X** |
| *Presentation* |  | **X** |  |  |  | **X** |  |  |  | **X** |
| *Dissertation* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The scope of the module is the completion of a research project, which may include an international focus. Therefore, the degree of internationalisation varies by student.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018