Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

…… LTC Biosciences School 18.3.15 ….(date)

**MODULE SPECIFICATION**

1. **Title of the module**

BI659 Conservation Research Project

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

Canterbury College

1. **Start date of the module**

September 2015

1. **The number of students expected to take the module**

10

1. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**

Not Applicable

1. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**

Honours H

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

30 Credits (15 ECTS Credits)

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

Term 1 and 2. (Weeks 1-30)

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

There are no prerequisite or co-requisite modules

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

BSc (Hons) Animal Biology and Wildlife Conservation

1. **The intended subject specific learning outcomes**

On successfully completing the module students will be able to:

1. Demonstrate organisational skills thorough the design and development of a detailed project proposal, identifying a topic specific to own Conservation interest. Use subject knowledge and understanding to propose a project title, a plan of detailed enquiry and research relating to the specified aspect or theme.
2. Communicate effectively, using an appropriate format whilst presenting a verbal and visual project proposal, to a panel that includes their project supervisor
3. Effectively implement the approved research project using a range of relevant sources, drawing upon knowledge and skills acquired from studies of the programme, utilising their research action plan as appropriate and carrying out an investigation that is reflective and methodologically sound
4. Critically analyse, evaluate and assess researched materials and data in response to the project and develop arguments within the context of a theoretical framework, using an appropriate format, demonstrating thorough knowledge and understanding of the topic as it relates to the research project
5. Draw conclusions and, as appropriate, challenge received opinion and make recommendations for good practice or improvement that are both practicable and follow from the evidence provided
6. Effectively present the research outcomes in an academic document, making effective and appropriate use of academic conventions, accurately incorporating references
7. **The intended generic learning outcomes**

On successfully completing the module students will be able to:

1. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
2. Deploy accurately established techniques of analysis and enquiry utilising research skills
3. Communicate information to both specialist and non-specialist audiences
4. Critically evaluate arguments, assumptions and concepts to make judgements
5. Work and study independently utilising initiative and taking personal responsibility
6. Numeracy and quantitative skills
7. **A synopsis of the curriculum**

The Indicative content will include topics such as:

Conservation Research - introduction, purpose, primary and secondary research

Conservation Research methodology, identifying subject, identifying sources; selecting and recording research

Presenting the proposal and obtaining tutor ethical approval

Engaging with critical and theoretical discourses that are closely aligned with specialist Conservation practice and wider research where appropriate

Managing all aspects of the research project as set out in own proposal, including implementing research methodologies, action planning, reflecting on findings, and effectively utilising supervisory tutorials.

Developing sustained and cogent arguments in response to, and utilising, the information gathered through research

Writing up the research report as an appropriately presented academic text that may include practical material where relevant and with accurate referencing.

1. **Indicative Reading List**

Denscombe, M (2014) *The Good Research Guide,* 5th edition, Milton Keynes:Open University Press.

Payne, E, Whittaker, L (2006) *Developing Essential Study Skills,* 2nd Edition, London:Financial Times Prentice Hall,

Sharp, J A, Peters, J, Howard, K (2002) *The Management of a Student Research Project*, 3rd revised edition, St Albans:Gower Publishing Ltd

Sherratt T, Wilkinson D (2009) *Big Questions in Ecology and Evolution* Oxford:Oxford University Press

***Other texts/journals will be dependent on specialist Conservation research topic identified.***

1. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Hours** | **Subject LOs** | **Generic LOs** |
| Lectures | 0 |  |  |
| Seminars | 20 | 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 | 12.3, 12.5,12.6 |
| Workshops | 20 | 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 | 12.1, 12.2, 12.3, 12.4, 12.5, 12.6 |
| Group tutorials and supervisor meetings | 20 | 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 | 12.1, 12.2, 12.3, 12.4, 12.5, 12.6 |
| Independent study | 240 | 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 | 12.1, 12.2, 12.3, 12.4, 12.5, 12.6 |
| **Total hours** | 300 |  |  |

Total 300 hrs. Contact 60 hrs. There will be introductory seminars and workshops at the beginning of the module over approx 2 weeks, these are an element of the 60 taught hours of the module contained within the 300 hours identified above. These will explore the skills associated with research, methodology, referencing and data analysis and evaluation. During this time there will be discussion and debate on suitable topics for research.

There will be an introduction to the aims and objectives of the research project, and small specialist-orientated group tutorials to facilitate students in identifying and formulating the project proposal. The student negotiates the project proposal with the tutor. The student will then be required to present their proposal and action plan to the tutor, in an appropriate format and should be prepared to answer questions on the proposal. All ethical considerations must be addressed within the proposal. The proposal must be approved and signed by the tutor/supervisor before the student can proceed. If the proposal contains primary research with human participants a University of Kent research form must be completed approved and signed by the Supervisor and sent electronically to the chair of the Research Ethics Advisory Group. If the proposal is rejected, the student will be given additional support in order to achieve the outcome.

As relevant to the specific research topic selected it may include a practical work element: the nature and format of this work and the revised submitted word length of the written report must be agreed in advance.

For the greater part of the module, the focus is on the individual student’s ability to carry out and conclude a self-directed research project, and as such there is no curriculum or lectures in the traditional sense. The student engages in intensive independent study, identifying sources, wide research and writing, plus practical work as may have been agreed with the tutor. To support this, each student is allocated a supervisor. The supervisory relationship is regarded as extremely important, so every effort is made to match students to a member of staff with experience or expertise of relevance to the chosen field of study. The supervisory relationship provides a unique opportunity for a detailed exchange of ideas and plans; for the confirmation of good practice; for advice and instruction; and for personal support and evaluation. Each student will be expected to meet their supervisor for a tutorial a minimum of three times during the conduct of the project, some will meet with their tutor for tutorials on more than three occasions.

The student will be expected to research the recommended texts and other resources as part of their independent work and further recommendations may be made as appropriate. They will be expected to read and research widely and will be supported to begin their literature review and research, accessing information through a range of sources, including specialist publications. As appropriate, students may be organised into smaller groups and will be expected to have regular group discussions.

1. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

This module will be assessed by 100% coursework

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Weighting** | **Subject LOs** | **Generic LOs** | |
| Presentation of Individual Proposal | 20% | 11.1, 11. 2 | 12.3, 12.4, 12.5, 12.6. | |
| Verbal presentation of Conservation project proposal, rationale and resource review to be undertaken including supporting written work and Q&A discussion (between 30 mins – 1 hr per student) | | | | |
| Project Performance | 10% | 11.3, 11.4 | 12.1,12.2, 12.4, 12.5 | |
| An interim review of the students application to the project | | | | |
| Conservation Research project | 60% | 11.3, 11.4, 11.5, 11.6 | 12.1, 12.2, 12.3, 12.4 | |
| Conservation Research project - written report of individual sustained research and outcomes/conclusions (length 6,000 to 7,000 words) in an appropriate academic format | | | | |
| VIVA | 10% | 11.3, 11.4, 11.5. | | 12.3, 12.4, 12.5. |
| VIVA related to research project | | | | |

1. **Implications for learning resources, including staff, library, IT and space**

There are no additional implications for the HE study centre or LRC.

1. **The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.**
2. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury College

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 20 and 21. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

1. **Partner College/Validated Institution:**

Canterbury College

1. **University School responsible for the programme:**

Biosciences School