1. **Title of the module**

BICC3320 (BI332) Conservation Research Project

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

School of Biosciences/Canterbury College

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

Level 5

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

15 credits (7.5 ECTS)

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

Autumn & Spring & Summer

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

None

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

HND Animal Biology and Wildlife Conservation

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Propose an area of research relating to a specific aspect of Wildlife Conservation
3. Effectively research the above proposal within the context of the programme of study using relevant primary and secondary data sources and employing sound methodology
4. Effectively draw upon knowledge and skills (both cognitive and practical) acquired from the programme and apply them to the research project
5. Synthesise the research data (which may be primary or secondary and may contain field research) into a project report and develop sound arguments within the context of a theoretical framework
6. Draw conclusions and make recommendations, where appropriate, that are both practicable and follow from the evidence provided.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Demonstrate problem solving and decision taking skills
9. Demonstrate research skills
10. Demonstrate critical thinking skills
11. Demonstrate the ability to learn through reflection on practice and experience
12. Work with complex material
13. Analyse problems and identify appropriate solutions
14. Work and study independently and utilise resources effectively
15. Demonstrate communication and report writing skills
16. Scan and organise data, abstract meaning from information and share knowledge with others
17. **A synopsis of the curriculum**

This module provides students with the opportunity to complete a conservation research project which concentrates their focus in one particular area of conservation or conservation specialism.

This module has been designed to enable flexibility in its content. Students will be advised and supported throughout the module but will develop their own conservation specialist research questions. Their project can be entirely field research oriented but will still contain a robust theoretical base. Where appropriate students will be encouraged to develop employer responsive research projects.

The project proposal directly related to a wildlife conservation issue or an aspect of wildlife conservation.

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

Cottrell S (2014) *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills) Palgrave Macmillan

Jepson (2010) *Conservation a Beginners Guide* Oneworld Publications

Groom M J, Meffe G K and Carroll C R, (2012) *Principals of Conservation Biology,* 3rd Revised Edition Sinauer

McNeely J A and Scherr S J, (2002) *Ecoagriculture - Strategies to Feed the World and Save Wild Biodiversity,* Island Press

Payne E and Whittaker L, 2000, Developing Essential Study Skills, Financial Times Prentice Hall

Pullins A S, (2002) *Conservation Biology,* Cambridge University Press

Sharp J.A, Peters J and Howard K, 2003, The Management of a Student Research Project, 3rd ed, Gower

1. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

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

Report (4,000 words) - 90%

Presentation - 10%

13.2 Reassessment methods

Like for like

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* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* | *9.9* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* |  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| *Seminars* | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| *Workshops* |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Presentation* |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| *Report*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |

1. **Inclusive module design**

The Partner Institution 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 College

1. **Internationalisation**

Students have the opportunity to focus their research projects both internationally and/or nationally. Many choose international animal species to research based on the more exotic species available. Our annual field trip to Africa gives students excellent opportunities to cover practical fieldwork while on the trip. Our trips includes visiting local villages and schools that allows students access to the local views on wildlife sciences. Networking with international wildlife charities and zoos is encouraged.

1. **Partner College/Validated Institution**

East Kent College Group

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

School of Biosciences

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**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) |
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Revised FSO Feb 2018