1. **Title of the module**

BICC6590 (BI659) Research Project

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

School of Biosciences/East Kent College Group

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

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:**
2. 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.
3. Communicate effectively, using an appropriate format whilst presenting a verbal and visual project proposal, to a panel that includes their project supervisor
4. 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
5. 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
6. 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
7. Effectively present the research outcomes in an academic document, making effective and appropriate use of academic conventions, accurately incorporating references
8. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
9. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
10. Deploy accurately established techniques of analysis and enquiry utilising research skills
11. Communicate information to both specialist and non-specialist audiences
12. Critically evaluate arguments, assumptions and concepts to make judgements
13. Work and study independently utilising initiative and taking personal responsibility
14. Demonstrate numeracy and quantitative skills
15. **A synopsis of the curriculum**

Indicative content:

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

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

Payne, E, Whittaker, L (2006) *Developing Essential Study Skills,* 2nd ed, 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

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 240

Total study hours: 300

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

Presentation of Individual Projects (15mins) – 10%

Conservation research project (8,000 words) – 90%

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| *Lectures* | **x** |  | **x** |  | **x** | **x** |  |  |  | **x** |  |  |
| *Seminars* | **x** | **x** |  | **x** | **x** | **x** |  |  |  | **x** |  |  |
| *Workshops* |  | **x** | **x** |  |  |  |  |  |  | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Presentation* | **x** | **x** |  |  |  |  | **x** |  | **x** | **x** |  |  |
| *Project* | **x** |  | **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. A high percentage 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