1. **Title of the module**

ARTS5000 (ART500) Independent Project

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

School of Arts

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**

BA Drama and Theatre and associated programmes

BA Film and associated programmes

BA Art History and associated programmes

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

8.1 developed the ability to identify and articulate a research project appropriate for Level 6 undergraduate study in their subject area;

8.2 successfully realised a research project appropriate for advanced undergraduate (H-level) study in their area;

8.3 developed an in depth understanding of, and put into practice, research methods appropriate to study in their subject area;

8.4 deepened their systematic understanding of a particular topic of scholarship in their subject area;

8.5 produce a sustained piece of work that critically analyses the project topic in a way appropriate to the subject.

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

9.1 demonstrate the abilities of initiative, planning, and time-management needed to successfully initiate, develop and realise an independent undergraduate research project in the Arts;

9.2 developed generic research skills, typically including the ability to use primary and secondary source material, and appropriate description, analysis, evaluation and argument;

9.3 developed to a high level their skills of written expression, including the ability to express complex ideas clearly and concisely, to focus and organise arguments effectively, and to support their research though appropriate presentation and referencing.

1. **A synopsis of the curriculum**

The module gives School of Arts students across a range undergraduate programmes the opportunity to undertake a written independent research project at stage 3.

Students who wish to take the module must approach a permanent academic member of staff with a proposal, typically in advance of module registration, during the Spring term of the previous year. Students pick a research topic of their choice; however, students are only allowed to register for the module with the permission of a staff member who has agreed to supervise the project, and who has the expertise to do so. Potential supervisors must also ensure before they agree to supervise a project that the resources required to complete the project will be available to the student, and that adequate supervisory support will be available to the student throughout their study on the module.

Students will be supported in the preparation and submission of their work by their supervisor, although a central expectation of the module is that students will take increasing responsibility for their learning, consistent with expectations of Level 6 study.

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

Derek Swetnam, *Writing Your Dissertation: A Guide to Planning, Preparing and Presenting First Class Work,* Oxford: How To Books, 2001.

1. **Learning and teaching methods**

Total contact hours: 6

Private study hours: 294

Total study hours: 300

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

Independent Project (6000 - 8000 words) (100%)

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Supervision* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Project* | **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 module will deliver key skills that can be utilised by students regardless of national context. It also situates students’ coursework within the broader context of international academic studies.

**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.**

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| --- | --- | --- | --- | --- |
| 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 Jan 2018