1. **KentVision Code and title of the module**

POLI9650 MA Thesis

1. **Division and School which will be responsible for management of the module**

School or Politics, Division of Human and Social Sciences

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

Level 7

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

60 (30 ECTS)

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

Autumn, Spring or Summer

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

POLI9640 Research Methods Training 1 and POLI9990 Research Methods Training 2

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

All Politics and International Relations postgraduate courses

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Have a good understanding of the issues involved in formulating a meaningful and feasible research question, as well as of the ways of dealing with these issues.
   2. Understand how to work methodically and systematically in their studies, and to adopt a critical perspective in their use of work done by other political and social scientists
   3. Be able to apply their knowledge and skills to a research project that they have developed on their own.
   4. Be able to conduct an advanced academic research project, present the findings, and write-up in a concise and coherent manner.
   5. Have a good familiarity with learning resources in politics and international relations, including primary and secondary sources, and different forms of data and other empirical materials.
   6. Critically engage with political phenomena, including the vocabulary, concepts, theories and methods of political debate
   7. Examine and evaluate different interpretations of political issues and events and solutions to political problems.
   8. Describe, evaluate and apply different intellectual approaches in collecting, analysing and presenting political information.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Work with theoretical and conceptual knowledge at the forefront of the discipline.
   2. Have developed a comprehensive and critical understanding of methods in the discipline
   3. Analyse complex, incomplete or contradictory areas of knowledge in the discipline
   4. Have developed a level of conceptual understanding enabling them to critically evaluate research, advanced scholarship and methodologies and to propose alternative approaches
   5. Be reflective and self-critical in their research work

9.6 .Be able to engage in academic and professional communication.

1. **A synopsis of the curriculum**

This module builds on and applies the skills and learning outcomes attained in Stage 1 of all PGT courses, and in particular Research Methods 1 & 2. It does so through the assessment of individual MA thesis projects, including via oral presentation and a final thesis document. This dissertation forms a major assessed element of the Masters course and is on a topic that falls within the scope of your MA. The overall goal is to help you move through the components of the dissertation, including the actual research as well as presenting and writing up your findings.

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

* Stella Cottrell, Dissertation and Project Reports: a Step by Step Guide, Palgrave 2014
* Jonathan Biggam, Succeeding with your Master’s Dissertation: a Step by Step Handbook, Open University Press, 2011 (2nd edition)
* Mark. J. Smith, Social Science in Question, London: Sage, 2003
* Alan Bryman, Social Research Methods, Oxford University Press, 2012 (4th edition)
* David Marsh and Gerry Stoker, Theory and Methods in Political Science, Basingstoke: Palgrave Macmillan, 2010 (3rd edition)
* Peter Burnham, Karin Gilland, Wyn Grant, and Zig Layton-Henry, Research Methods in Politics, Basingstoke: Palgrave Macmillan, 2008 (2nd edition)
* Gary King, Robert O. Keohane, and Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research, Princeton: Princeton University Press, 1994
* Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research, Chicago and London: The University of Chicago Press, 2008 (3rd edition)
* Kjell Erik Rudestam and Rae R. Newton, Surviving Your Dissertation: A Comprehensive Guide to Content and Process, London: Sage, 2007 (3rd edition)
* Gina Wisker, The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD, Basingstoke: Palgrave, 2007 (2nd edition)

1. **Learning and teaching methods**

Total contact hours: 13

Private study hours: 587

Total study hours: 600

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

Presentation (10%)

Dissertation, 12000 words (90%)\*

\*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

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* | *8.7* | *8.8* | *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 | x | x | x |  |
| Supervision/Drop in sessions | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dissertation | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Presentation | x | x | x | 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**

There are no formal international elements in this module, although most students elect to study an internationally-relevant topic as part of their dissertation, and so this forms part of their supervision and assessment. Some of the student dissertations are joint marked by Kent and staff from our overseas partner institutions.

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 05.04.22 | Minor | 2021/22 | 5 | No |
|  |  |  |  |  |