1. **Title of the module**

POLI9980 (PO998) – Dissertation: Politics

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

School of Politics and International Relations

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 credits (30 ECTS)

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

Spring and Summer

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

None

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

All MA offerings by Politics and International Relations

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. have a good awareness of the issues involved in formulating a meaningful and feasible research question, as well as of the ways of dealing with these issues.
3. 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
4. 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.
5. be familiar with the literature, theories, concepts and methods relevant to their research topic
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
9. have a familiarity with the various conventions of academic writing (style, citation, bibliography etc.)
10. **The intended generic learning outcomes.  
    On successfully completing the module students will be able to:**
11. work with theoretical and conceptual knowledge at the forefront of the discipline.
12. have developed a comprehensive and critical understanding of methods in the discipline
13. analyse complex, incomplete or contradictory areas of knowledge in the discipline
14. have developed a level of conceptual understanding enabling them to critically evaluate research, advanced scholarship and methodologies and to propose alternative approaches
15. be reflective and self-critical in their research work
16. be able to engage in academic and professional communication
17. **A synopsis of the curriculum**

This module offers an introduction to writing a postgraduate dissertation, which forms a major assessed element of the Masters programme. The dissertation is on a topic that falls within the scope of each student’s MA programme. The purpose of the dissertation is to give students the leeway and time to follow and develop their own particular research interests, while receiving guidance from members of staff. Supervision of work on the dissertation is concentrated in the second half of the academic year (spring-summer). The module offers a general overview of the components of the dissertation, along with identifying methods and techniques for writing a successful dissertation.

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: 8

Private study hours: 592

Total study hours: 600

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

Presentation at student conference (10%)

Dissertation, 12000 words (90%)

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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |
| Lectures | x | x | x | x | x | x | x | x | x | x | x | x | x |  |
| Supervision | x | x | x | x | x | x | x | x | x | x | x | x | x |  |
| Conference | 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.

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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.**

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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) |
| 22/08/17 | Minor | September 2017 | 12 | No |
| 27/01/2019 | Major | January 2020 | 1, 7, 10, 11,13 |  |

Revised FSO Jan 2018