1. **Title of the module**

POLI9990 Research Methods 2

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

Division of Human & 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**

4 credits (2 ECTS) Non-contributory

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

Terms 1 or 2

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

None

1. **The course(s) of study to which the module contributes**

Non-contributory on all Politics postgraduate taught 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. Produce academic documents to a high standard
   2. Formulate research proposals
   3. Understand what makes a strong research project

9.4 Plan and execute independent research

1. **A synopsis of the curriculum**

To provide students with an understanding of academic research and an ability to identify and utilise appropriate strategies and techniques for the purpose of individual investigation, research and practice within a subject specific area of their course route. This module will prepare students to undertake the dissertation module in Stage 2 of their course.

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

* Biggam,J. 2011. *Succeeding with your Master's Dissertation: a Step by Step Handbook*, Open University Press, (2nd edition).
* Burnham, P, Karin Gilland, Wyn Grant, and Zig Layton-Henry. 2008. *Research Methods in Politics.* Palgrave Macmillan, 2008 (2nd edition).
* Creswell, J., W., 2018. *Research design: qualitative, quantitative, and mixed methods approaches.* 5th. ed. Thousand Oaks, CA: Sage.
* Leopold, D., & Stears, M. 2008. *Political theory: methods and approaches.* Oxford University Press.
* 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**

40 hours to include workshops, directed independent learning, and the preparation of a research proposal under supervision from an academic within the subject area of their degree route.

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

Participation and engagement – no formal assessment.

13.2 Reassessment methods

None

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *workshops* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Participation and Engagement* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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**

Students will be encouraged to develop and explore intercultural competencies, knowledge of global discourses relevant to their specific research focus and expand their own horizons through diverse research.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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