1. **Title of the module**

HIST9930 (HI993) - History Dissertation

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

School of History

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)**

Summer

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

None

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

All taught MA programmes in the School of History

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

8.1 Navigate a number of sub-disciplines of history, including political, cultural, social, media and military history, and will have a comprehensive understanding of the shape and importance of historiography in these fields.

8.2 Produce (and reflect on) written assignments and oral arguments engaging with the origins and development of culture, politics and society in the modern period, demonstrating a systematic understanding of relevant subjects..

8.3 Critically evaluate current research and advanced historical scholarship in depth and detail.

8.4 Demonstrate self-direction and originality through the planning and writing of original history essays, centres around a coherent argument that deals with complex issues both systematically and creatively.

8.5 Express complex thoughts about the application of methods, concepts and theories used in the study of history and other relevant disciplines through written and oral communication and presentation.

8.6 Conduct research and independent study into theoretical and historical materials.

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

9.1 Construct and critically evaluate arguments.

9.2 Reflect on their own learning, applying their ability for independent learning to consider the ways in which they can advance their knowledge and understanding and develop new skills to a high level.

9.3 Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.

9.4 Effectively research using the Templeman Library, archives and (as appropriate) the Internet, recognising their associated problems/benefits.

1. **A synopsis of the curriculum**

This is an independent study module with no specified curriculum. The task of the dissertation is designed to provide students with the opportunity to articulate key concepts, ideas and theories underlying their creative work, as well as providing an in-depth contextual presentation of their work situating it within the current historiography. The dissertation involves student-directed learning and research with the aim of producing a structured and persuasive argument, demonstrating a command of the technical languages of a variety of historical approaches, and perhaps including the effective use of visual materials in support of their arguments.

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

D. Swetnam (2000) Writing Your Dissertation: A guide to Planning, Preparing and Presenting First Class Work. Oxford: How To Books

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 576

Total study hours: 600

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

Dissertation (15,000-18,000 words) – 100%

13.2 Reassessment methods

Revision (where appropriate) and Resubmission of Dissertation – 100%

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | x | x | x | x | x | x | x | x | x | x |
| Supervisions | x | x | x | x | x |  | x | x |  |  |
| Workshops | x | x | x | x | x |  | x | x |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Dissertation | 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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

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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) |
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Revised FSO Jan 2018