1. **Title of the module**

LAWS5630 (LW563): Law Dissertation

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

Kent Law School

1. **The level of the module (e.g. 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 Credits)

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

Autumn and Spring

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

Students can take LAWS5630 module in Stage 3 or Stage 4.

Students can take LAWS5631 module in Stage 2 or Stage 3.

However, students may not take both modules in the same Stage, and enrolment for both is subject to the following conditions (according to a students’ programme of study):

* EITHER the minimum of a 2:1 mark in LAWS5920 Public Law 2, Special Study (Stage 2);
* OR a Merit in Stage One.

A case for allowing a student to undertake a dissertation can be considered by the module convenor in individual circumstances. The school will confirm this once a student has been registered for the module and will write to the student explaining their options if the conditions are not met.

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

All Law programmes. Not available to non-law students.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Explain and justify the significance of their research.
3. Demonstrate a comprehensive familiarity with the literature relevant to their research project.
4. Demonstrate a comprehensive familiarity with the theories, concepts and methods relevant to their research projects.
5. Examine and critically evaluate legal issues within a social and critical context as evidenced by and within their dissertation projects, and be able to support the evaluation with evidence and reasoning.
6. Conduct research independently by drawing on feedback from academic supervisors, by exercising reflection and self-criticism, and by managing time and resources effectively.
7. Communicate the findings of their research effectively and fluently in a substantial piece of writing.
8. Engage with the various stages of the research process – from formulating meaningful and feasible research questions to conducting the research and presenting the research findings.
9. Complete a substantial research project within a limited timeframe, which presents a coherent argument that is supported by evidence, reason and critical judgement.
10. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
11. Conduct systematic bibliographical research drawing on a wide range of sources including books, journals and online resources
12. Undertake analysis of complex areas of knowledge and make carefully constructed arguments and advocate solutions to practical and/or academic problems
13. Engage in academic and professional communication with others
14. Demonstrate independent learning ability required for further study or professional work
15. **A synopsis of the curriculum**

The module is taken over two terms. It begins with lectures introducing the trajectory of a research project, the use of library resources, primary and secondary material, use of citations and constructing a bibliography etc. This introduces students to a route map through the research process from an initial “problem” to formulating a suitable “research question”, to choosing a method and research design, to conducting the research; from taking notes to drafting chapters; from deciding on the chapter breakdown to the writing of the dissertation; from developing an argument to presenting it in written form. However, the main experience of the module is found in the supervision process between supervisor and student, who between themselves decide on the specific plan for the research programme.

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

Bell, J, Doing your Research Project: A guide for first-time researchers 6th Ed, (Open University Press, Maidenhead 2014)

Cottrell, S, The Study Skills Handbook (Palgrave Study Skills) 4th Ed, (Palgrave Macmillan, 2013)

Crème, P & Lee, M, Writing at University 3rd Ed, (Open University Press, Maidenhead 2008)

Denscombe, M, The Good Research Guide: For Small Scale Research Projects 5th Ed, (Open University Press, Maidenhead 2014)

Denscombe, M, Research Proposals: A Practical Guide, (Open University Press, Maidenhead 2012)

Girden, E, Evaluating Research Articles from Start to Finish 3rd Ed, (Sage, London 2010)

May, T, Social Research: Issues, Methods and Research 4th Ed, (Open University Press, Maidenhead 2011)

1. **Learning and teaching methods**

This module will be taught by means of lectures, supervision sessions and private study.

Total study hours: 300

Contact hours: 10

Private study hours: 290

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed by 100% project as follows:

A draft chapter or outline, 2,000 words (20%)

Dissertation, 10000-12000 words (80%) \*

**\* PASS COMPULSORY**

13.2 Reassessment method

Reassessment instrument (100% project)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.8 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | X |  |  | X |  |  |  | X | X |  |  |  |
| Supervision | X | X | X | X | X |  |  |  |  |  | X | X |
| Private Study |  | X | X | X | X | X | X | X | X | X |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Dissertation proposal/draft chapter | X | X | X | X |  |  |  | X | X | X | X | X |
| Dissertation | X | X | X | X | X | X | X | X | X | X | X | X |

1. 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**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, lectures will be recorded to assist notetaking unless one or more of the lectures contains sensitive material. The module convenor will notify students in advance of any lectures that will not be recorded.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury.

1. **Internationalisation**

The dissertation topic is identified by the student and it will be their choice as to whether it has an International outlook.

**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 the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 21/09/2017 | Minor | September 2018 | 6 | No |
|  |  |  |  |  |