1. **Title of the module**

LAWS8000 / LAWS8009 (LW8000) – Dissertation in Law (Canterbury)

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

Kent Law School

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)**

Summer term – September entrants

Spring term – January entrants

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

Pre-requisites:

LAWS9192 Legal Research and Writing Skills 2

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

Compulsory to the LLM in (Specialisation) and LLM in Law.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. demonstrate acute awareness of the difficulties involved in formulating a meaningful and feasible research question as well as of the ways of overcoming these difficulties;
3. conceptualise a dissertation topic, and to comprehensively design the appropriate research methodology;
4. Demonstrate acute awareness of the need to be methodical and systematic in their studies, and to be critical in their use of the work done by other political and social scientists;
5. understand, at a complex level, the relationship between a problem, theoretical approach, research design and analysis;
6. systematically understand the key concepts, theories and methods used in the study of law and their application to the analysis of their chosen area of specialisation;
7. critically engage with social, political, economic and legal dynamics of interaction between people, events, ideas and institutions relevant to their chosen area of specialisation;
8. systematically understand the contestable nature of many concepts and different approaches to the study of areas of law relevant to the student’s specialisation;

1. demonstrate effortless use of the various conventions of academic writing (style, citation, bibliography etc.)
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
3. apply their theoretical knowledge in an insightful and critical way;
4. undertake a comprehensive and critical analysis of complex, incomplete or contradictory areas of knowledge and make carefully and thoughtfully constructed arguments;
5. demonstrate a level of conceptual understanding that will allow them to critically evaluate research, policies and practices;
6. be reflective and self-critical in their work;
7. use libraries, electronic and online resources to conduct effective research;
8. Demonstrate the independent learning ability required for continuing postgraduate and professional study
9. **A synopsis of the curriculum**

This module requires students to submit a dissertation of no more than 15,000 words on a topic relevant to one of the subject specialisations of the degree programme and approved by the academic staff. It is conceived as that part of the degree programme where students have considerable leeway to follow their own particular interests, with guidance from staff. Students are assigned a supervisor upon submission of the dissertation proposal according to topic and staff expertise. Supervision of work on the dissertation is concentrated in the second half of the academic year and appropriate help will be given to the student. Original research is likely to be rewarded with high grades, but it is not a requirement at this level.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Banakar, R., & M. Travers (eds.), *Law and Social Theory, 2nd ed.* (Hart Publishing 2014).
* Banakar, R., & M. Travers, Theory and Methods in Socio-Legal Research (Oxford, 2005).
* Hollis, M, *The Philosophy of Social Science: An Introduction* (Cambridge University Press, 1994).
* King, G., R. Keohane, and S. Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1996).
* May, T., *Social Research: Issues, Methods and Processes, 4th ed.* (OUP, 2011).
* Potter, S. (ed.) *Doing Postgraduate Research, 2nd ed.* (Sage/Open University, 2006)
* Salter, M., *Writing Law Dissertations: an Introduction and Guide to the Conduct of Legal Research* (Pearson, 2007).
* Webb, K., *An Introduction to Problems in the Philosophy of Social Sciences* (Pinter, 1996).
1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 579

Total study hours: 600

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

Dissertation of no more than 15,000 words (100%)

13.2 Reassessment methods

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 | 8.8 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LLM Conference | X | X | X | X | X | X | X | X | X | X | X | X | X |  |
| Supervisor Meetings | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Independent Study | 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 |

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:

1. **Accessible resources and curriculum**
	1. Where provided, preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
	2. Module information will be made accessible before the module starts.
	3. 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. Where appropriate, slides used during the course of the module will be made available in electronic format in advance or shortly after the session concerned.

1. **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 degree of internationalisation will vary according to the dissertation topic undertaken.

**FACULTIES SUPPORT OFFICE 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) |
| 23/03/2017 | Minor | September 2017 |  |  |
| 07/02/2019 | Minor | September 2019 | 6 |  |

Revised FSO Jan 2018