1. **Title of the module**

PREM6002 (LA524) Independent Research Skills

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

Centre for English and World Languages (CEWL)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

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

Spring

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

Co-requisite: PREM6001 Advanced Academic Skills for Humanities and Social Sciences

Prerequisite: PREM6011 Advanced English for Academic Study in Humanities and Social Sciences

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

Two-year MA programmes within SSPSSR

Available as a wild module

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

8.1 demonstrate their independent ability to carry out research using their own initiative and independent thought

8.2 make critical judgments about arguments in their specified field of study by understanding the role of evidence

8.3 use and present material orally in the target language in a clear and effective manner

8.4 present and evaluate research findings in both written and oral form

8.5 engage in analytical and evaluative thinking.

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

9.1 work and study independently; plan effectively, meet deadlines and manage own learning

9.2 present material in written and oral form and make effective and appropriate forms of visual presentation

9.3 communicate effectively with a range of audiences orally and in writing

9.4 develop effective analytical reading skills

9.5 analyse and critically examine material as well as identify and describe problems

9.6 develop research skills, including the ability to gather, sift and organise material.

1. **A synopsis of the curriculum**

The module focuses on the development of independent research skills specific to level 6. The aim is to develop and enhance students’ ability to conduct independent literature searches utilising all the facilities available. Students will need to demonstrate effective planning and time management in order to work independently to plan, design, execute and document research.

Sources found will need to be analysed, evaluated and to encourage students to question the validity of academic sources concerning the validity of academic papers. Research leads to preparing a literature review, writing an essay and presenting a portfolio documenting their research journey. Non-linguistic transferable skills include problem solving, critical thinking, organising and managing independent study time as well as contributing in seminar discussions and tutorials.

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

Brandt, C. (2009) Read, Research and Write: Academic Skills for ESL Students in Higher Education. London: SAGE.Foley, M & Hall, D. (2003) Longman Advanced Learners’ Grammar. London: Longman.

Ford, N. (2012) The Essential Guide to Using the Web for Research. London: SAGE.

Metcalfe, M. (2006) Reading Critically at University. London: SAGE.

Swales, J. and C. Feak, (2000). English in Today’s Research World: A Writing Guide. Ann Arbor: Michigan UP.

Swales, J. & Feak, C. (2012). Academic Writing for Graduate Students: Essential Skills and Tasks: Ann Arbor: Michigan UP.

1. **Learning and teaching methods**

Total contact hours: 10

Private study hours: 140

Total study hours: 150

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

Short Literature Review (800 words) (20%)

Presentation (15 minutes including questions) (30%)

Essay or case study (2000 - 2500 words) (50%)

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)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Seminars/  tutorials |  | **x** |  | **x** | **x** |  |  | **x** | **x** | **x** |  |
| Private study | **x** | **x** |  |  | **x** | **x** |  |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Short literature review | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay or case study | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Centre 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**

This module specifically draws on students’ experience of research and university study within their own academic culture and seeks to raise their awareness of the differences in expectations between a UK research environment and their own. The idea is that rather than inculcating the students in the ways of British academic culture, the students themselves will learn, through self-reflection and discovery, the variance in attitude and will embrace it as part of their university educational journey.

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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) |
| 18/05/17 | Minor | September 2017 | 12, 13, 14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018