

## Dissertation

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Dissertation						
<b>Stage of Principal Programme</b>			<b>3</b>	<b>Semester</b>	<b>1&amp;2</b>	<b>Duration.</b> <i>(Weeks F/T)</i>	<b>24</b>	<b>ECTS</b>	<b>10</b>
<b>Mandatory / Elective (M/E)</b>	M	<b>Hours of Learner Effort / Week</b>							
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	6			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent reading, engagement with VLE, research and preparation of assessments</li> </ul>					✓	244			
<b>Total</b>						250			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	45
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in (History or English) or closely cognate area
Dissertation Supervisor	
	<b>Staff - Learner Ratio X:Y</b>
	1:45
	1: 5

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	<b>100%</b>	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	<b>Y</b>	<b>If Yes, describe</b>	The capstone project is a unique opportunity to carry out independent research within English and/or history that requires learners to draw on all the skills of research, writing and oral presentation, and to deliver findings. While learners are assigned a supervisor, this is an independent learning project and they have the full academic year to complete it. The dissertation also plays a vital role in	

			preparing learners for the world of work due to its practical applications and the ability to hone professional knowledge and skills.
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## 7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Locate and synthesise theoretical and empirical sources to develop an appropriate research question	1, 2, 3
2. Identify and apply appropriate research methods to analyse, interpret and evaluate findings	2, 3, 4
3. Examine critically, strategically and reflectively a topic of interest arising from the degree programme	4, 5, 6
4. Synthesise findings and present a coherent verbal and written account of the entire research	1-8

## 7.3 Indicative Module Content, Organisation and Structure

The module should enable the learner to develop conceptual and academic depth in research knowledge; and become competent in planning and undertaking research and in making recommendations for applying findings. They will work under the supervision of a specialist in the era or area of their discipline. There will be variations in the theoretical and methodological approach(es) to the dissertation depending on subject choice, but there will be consistency in the structure and expectations of the dissertation layout and chapter formations. The research methods and writing skills module taken as a mandatory subject in the previous year will hone the skills necessary for completing the dissertation. Face-to-Face support by supervisors provides formative assessment feedback and will be supplemented with online support resources through Moodle, including recommended readings and primary sources (where relevant). Learners will be equipped with the knowledge in research methods and from supervisors to complete the continuous assessments including the presentation and writing of the dissertation. The summative assessment will ensure learners are following a pathway towards completing an 8,000 word final dissertation and the 20 minute verbal presentation of their research. Sentence removed here. Learners will be allowed to select their own dissertation topic, but will receive guidance to ensure there is specialised supervision within the College. Learners will also be encouraged to produce local and regional history dissertations as the College in collaboration with the South East Technological University offers an MA in Irish Regional History which may be of interest to learners. Local history is also important for learners to get published in local history journals and to present their research at local history society meetings and conferences.

## 7.4 Work-based learning and practice-placement (if applicable)

N/A

## 7.5 Specific module resources required (if applicable)

N/A

## 7.6 Application of programme teaching, learning and assessment strategies to this module

This is a learner led process to promote independent learning, but supported by specialist supervisors to provide guidance and discussion forums on the research. The overarching aim is the learner will create an independent project on a topic of their choice and complete a verbal and written presentation of that research.

Learners will receive feedback on their performance in the following ways throughout the academic year: Learners develop their research and write their dissertation in consultation with a supervisor. The one-to-one supervision will provide learners with regular formative feedback throughout the module. Learners proposing to conduct interview research may need to submit a completed ethics form to the research ethics committee. While there is no grade awarded for this component it should enable learners to consider the implications of personal research. Learners will also create a paper, and can supplement this with visual material, to give a twenty-minute verbal presentation to their peers and a minimum of two lecturers. Formative assessment will be provided in lecturer feedback prior to the presentation. There will also be a ten-minute question and answer component at the end of the presentation. Learners will receive a grade of up to 30% for their presentation. Learners will be assessed for this component following the Dissertation Oral Presentation Criteria (see [Dissertation Handbook](#)).

### **Presentation: 30%**

The learner will present a 20 minute paper, with supporting PowerPoints if desired, to outline their research and the sources used to carry out that research.

### **Dissertation: 70%**

Learners will write an 8,000 word dissertation on a topic of their choice in the field of English or History or a combination of both.

The [Dissertation Handbook](#) provides all the instructions and rubrics for this module.

## 7.7 Summative Assessment Strategy for this module

<b>MIMLOs</b>	<b>Technique(s)</b>	<b>Weighting</b>
1-3	Presentation	30%
1-4	Dissertation	70%

## 7.8 Sample Assessment Materials

### **Presentation: 30%**

The learner will present a 20 minute paper, with supporting PowerPoints if desired, to outline their research and the sources used to carry out that research.

### **Dissertation: 70%**

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## 7.9 Indicative reading lists and other information resources

### **Indicative Core Reading:**

The essential reading for this module will be dissertation topic specific. Learners will research their own sources and receive guidance from supervisors.

### **Indicative Other Resources:**

Davies, M.B., *Doing a Successful Research Project: Using Qualitative or Quantitative Methods* (Basingstoke and New York: Palgrave MacMillan, 2007).

Hart, C., *Doing a literature review* (London: Sage, 1998)

Murray, R. *How to Write a Thesis* (3<sup>rd</sup> edn. Maidenhead: Open University Press and McGraw-Hill, 2011).

Rugg, G. and M. Ptere, *A gentle guide to research methods* (Maidenhead: Open University Press and McGraw-Hill, 2007).

Sweetnam, D., *How to Write your Dissertation* (London: Sage, 1995)

Thody, A., *Writing and Presenting Research* (London: Sage, 2007)