

Regional History Project

Module title: Regional History Project			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
9	TBC	10	17 weeks
Parent programme(s). Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
Postgraduate Diploma in Irish Regional History		1	3
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	N/A		
Workplace	N/A		
Online	8%		
Other (Identify)	4% Supervision 88% Self-directed learning		
Entry requirements (statement of knowledge, skill and competence)			
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme. Learners must also pass Semester 1 and 2 in order to proceed to Semester 3.			
Maximum number of learners per instance of the module	20		
Average (over the duration of the module) of the contact hours¹ per week	0.5		
Pre-requisite module title(s) (if any)	Exploring Historiography & Research Methods Discourse & Dissonance: Themes in Regional History Historical Research Design and Practice Stories from the Archives: Doing Regional History Cultural History Revealing Hidden Voices: Oral History		
Co-requisite module title(s) (if any)	Emerging Histories: Research Seminars		
Is this a capstone module? (Yes or No)	Yes		
Module-specific physical resources and support required per centre (or instance of the module)			
Lecture Hall, library and IT services			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. (Staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)			

¹ Effort while in contact with staff

Role e.g. Tutor, Mentor etc.	Qualifications & experience required:					# of Staff with this profile (WTEs)				
Supervisors/lecturers	Minimum Level 10 Qualification within the discipline of History Extensive research experience and awareness of research methods and thesis writing techniques					100%				
Analysis of required learning effort										
					Hours of Learner effort					
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify) Supervisory Meetings		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
			1:1	9	1:1	20	221			250

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution		100%			100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>The Regional History Project provides learners with a high degree of autonomy to develop, design, conduct, present and write-up a piece of research with an original component. The project topic will be an approved topic in regional history, carried out under the direction of a relevant supervisor. The project will link with the previous modules on the programme that have provided knowledge and cognate skills during semesters 1 and 2. This linkage, along with the 10 credit weighting for this module, reflects the position of the project as a keystone module to attain a Level 9 Postgraduate diploma. The word count is 10,000 words (excluding footnotes and bibliography).</p> <p>Learners can undertake a project in any Irish regional history theme.</p> <p>Learners will also develop transferable skills – project management, time management, and critical thinking skills because the module offers independent research.</p>
Module Aims and Objectives	The aim of the project is to enable learners to devise, develop and complete a research project in a clearly defined timeframe that draws on

	<p>the research skills, competencies and knowledge acquired during their study in semesters 1 and 2. The completed work will serve a developmental and scholarly purpose and will be assessed in terms of its thoroughness and its contribution to knowledge. Projects will be 10,000 words to allow scope for primary evidence and secondary sources to provide a strong research work with original components. One-to-one supervision will be provided and library and online sources will assist learners in their research approach, practice and write-up.</p>
Minimum Intended Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Devise, develop and complete a substantial, challenging and independent research project in the field of Irish regional history based on a synthesis of the research material. (MIPLOs 1-3, 6-8) 2. Identify, access and interpret source materials appropriate to their topic and apply methods, concepts and terminology in the light of existing scholarship. (MIPLOs 2-3, 5-7) 3. Develop a coherent and clearly structured argument, analysis and findings of their research. (MIPLOs 3-5, 7-8) 4. Demonstrate project management skills. (MIPLOs 3, 6, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTs.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
Module Content, Organisation and Structure	<p>Learners will have completed modules in Research Methods and Exploring Historiography (semester 1) and Thesis Preparation (semester 2) where they will have submitted their research proposal. This module requires substantial self-directed learning and research, but each learner will have a supervisor to provide guidance.</p> <p>Upon completion the learner will meet all the module learning outcomes, particularly MIPLO 3.</p>
Module Teaching and Learning (including formative assessment) Strategy	<p>The one-to-one guidance by the supervisor will assist learners in the development, documentation, delivery, and write-up of the project. Supervisors will discuss ideas with learners at the outset of the project and read and offer feedback on written work (i.e. completed draft chapters). A timetable for the submission of draft chapters will be established with the supervisor and learners will be expected to meet deadlines set out. Feedback will be detailed, comprehensive, meaningful to the individual and supportive as per the College's teaching and learning strategy. Supervisors will have a maximum of five project learners to allow scope and time for engagement and feedback.</p>
Work-Based Learning and Practice-Placement	N/A

E-Learning	Online support will be provided through Moodle, including recommended readings and primary source material, along with instruction for formatting and submitting completed dissertation.
Specifications for Module Staffing Requirements	20 learners undertaking a project will require at least 4 supervising lecturers. All supervisors will have a level 10 qualification and be active researchers.
Module Summative Assessment Strategy	<p>Learners will have received feedback on their research proposals in semester 2 and will have completed a literature review/methodology report demonstrating how they will develop/improve their research focus, engaged with primary and secondary evidence and literature – throughout which they have received guidance and feedback from their supervisor.</p> <p>In this module learners receive feedback on the development of their research and in writing their dissertation. The one-to-one supervision will provide learners with regular formative feedback throughout the module.</p> <p>Learners proposing to conduct an interview or oral history project may need to submit completed ethics forms to the Research Ethics Advisory Committee. Learners who propose to do research that involves human and/or animal participants are always advised to discuss their proposed research informally with their dissertation supervisor as the approval process entails the creation of a number of documents. Learners seeking approval for research that involves human and/or animal participants must submit five documents to the Research Ethics Advisory Committee for approval and the guidelines, rules and regulations, plus documentation will be posted on Moodle, and learners will receive full guidance from supervisors.</p> <p>100% (10 ECTS) will be awarded to their written dissertation of 10,000 words (summative). In this learners will showcase their theoretical and analytical findings arising from their research and will be assessed using the Carlow College Postgraduate Thesis Assessment sheet (see Thesis Handbook, appendix 7). Upon completion of the written project learners will have met all the learning outcomes of this module.</p>
Sample Assessment Materials	Learners on this module select their own dissertation topics, but they must be focused on Irish Regional History.
Reading Lists and Other Information Resources	<p>Essential Reading: The essential reading for this module will be dissertation topic specific. Learners will research their own sources and receive guidance from supervisors.</p> <p>Recommended Reading: Boyle Single, Peg, <i>Demystifying Dissertation Writing</i> (Vancouver: Stylus Publishing, 2009)</p>

	<p>Clark, Irene L., <i>Writing the Successful Thesis and Dissertation, Entering the Conversation</i> (New Jersey: Pearson Education, 2007).</p> <p>Davies, M.B., <i>Doing a Successful Research Project: Using Qualitative or Quantitative Methods</i> (Basingstoke: Palgrave MacMillan, 2007).</p> <p>Hart, C., <i>Doing a Literature Review</i> (London: Sage, 1998).</p> <p>Swetnam, Derek & Ruth Swetnam, <i>Writing your Dissertation</i> (Oxford, 2009).</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall/Seminar room, library facilities, online/web/digital resources.</p>