

Thesis

Module title: Thesis			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
Level 9	TBC	40	32 weeks
Parent programme(s) . Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
MA in Irish Regional History		1	3 & 4
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	2% Supervisory		
Workplace	N/A		
Online	2%		
Other (Identify)	96% 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 and 4.			
Maximum number of learners per instance of the module	20		
Average (over the duration of the module) of the contact hours⁸ per week	The majority of the supervision hours will be in semesters 3 and 4 where learners will attain at least 30 minutes per week with their supervisor if required, particularly in semester 4.		
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)			

⁸ Effort while in contact with staff

Lecture Hall, library and IT facilities										
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)										
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 (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	16	1:1	20	964			1000

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	10%	90%			100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>The thesis provides learners with a high degree of autonomy to develop, design, conduct, present and write-up a significant piece of research with an original component. Independent research by the learner is key to the thesis. The topic will be an approved topic in regional history, carried out under the direction of a relevant supervisor. The thesis links with the previous modules on the MA programme that has provided knowledge and cognate skills during semesters 1 and 2. This linkage, along with the higher credit weighting for this module, reflects the position of the thesis as a keystone module on the MA programme. The word count of 20,000-25,000 words (excluding footnotes and bibliography) is necessary because this thesis is an important contribution to the historiography and as such, sufficient space and time is required for learners to develop insightful and original arguments.</p> <p>Learners can undertake a thesis in any Irish regional history theme.</p>
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	Learners will also present their research and findings to their peers and academic faculty. This will assist in honing communications skills for future study and employment. Learners will also develop transferable skills – project management, time management, critical thinking, and presentation skills because the module offers independent research.
Module Aims and Objectives	The aim of the thesis is to enable learners to devise, develop and complete an original research project in a clearly defined timeframe that draws on 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. The thesis will be between 20-25,000 words to allow scope for primary evidence and secondary sources to provide a distinctive research work. One-to-one supervision will be provided and library and online sources will assist learners in their research approach, practice and write-up.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: <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. Relate their research topic to wider issues and debates within regional history and/or cultural heritage. (MIPLOs 5, 6, 8) 5. Demonstrate project management skills. (MIPLOs 3, 6, 8) 6. Present their findings to peers and academic faculty. (MIPLOs 5, 8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTs. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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.
Module Content, Organisation and Structure	Learners will have completed modules in Exploring Historiography and Research Methods (semester 1) and Historical Research, Design and Practice (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. This module also requires learners to present their research and findings to peers and academic faculty. This will enable the learner to hone material into a twenty-minute delivery that is supplemented with visuals on PowerPoint. Learners will receive guidance from supervisors for this. Upon completion the learner will meet all the module learning outcomes, particularly MIPLO 3.

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, verbal presentation and write-up of the thesis. 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 Carlow College Teaching and Learning Strategy. Supervisors will have a maximum of five thesis learners to allow scope and time for engagement and feedback.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Online support will be provided through Moodle, including recommended readings and primary source material, along with instruction for formatting and submitting completed thesis.</p>
Specifications for Module Staffing Requirements	<p>20 learners undertaking a thesis will require at least 4 supervising lecturers. All supervisors will have a level 10 qualification and be active researchers.</p>
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. [see module descriptor for Historical Research Design and Practice]</p> <p>In this module learners receive feedback on the development of their research and in writing their thesis. 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>Learners will also create a paper (approx. 2,500 words), and can supplement this with visual material, for a twenty-minute verbal presentation and ten-minute Q&A session. Formative feedback will be provided prior to the presentation. Summative feedback and assessment of up to 5 ECTS credits (or 10%) will be given for their presentation. [See Emerging Histories: Research Seminars module descriptor]</p>

	<p>The remaining 90% and (35 ECTs) will be awarded to their written thesis of 20-25,000 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 presentation and the written thesis learners will have met all the learning outcomes of this module.</p>
Sample Assessment Materials	<p>Learners on this module select their own thesis topics, but they must be focused on Irish Regional History.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: The essential reading for this module will be thesis topic specific. Learners will research their own sources and receive guidance from supervisors.</p> <p>Recommended Reading: Bui, Yvonne N., <i>How to Write a Masters Thesis</i> (London: Sage Publishing, 2020).</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>Nygaard, Lynn P., <i>Writing Your Masters Thesis</i> (London: Sage Publishing, 2017)</p>
Module Physical Resource Requirements	<p>Lecture Hall/Seminar room, library facilities, online/web/digital resources.</p>