

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: Business Dissertation

Code: BUSN10043	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Richard Jefferies		

Summary of Module

The aim of this module to bring together the skills that you have developed during your studies to produce a dissertation that demonstrates your knowledge, independent research and analytical skills, and your ability to appraise existing research in the field of business.

You will critically reflect on the topic, create a question that will guide your research design and write up the findings, analysis, conclusions and recommendations, guided by a review of existing literature relating to the area of the research. Any topic selected for your dissertation will require the approval of your dissertation supervisor before you begin your research.

You will be directed by research paradigms, and use research tools such as quantitative and qualitative methods, data collection and analysis methods, ethical considerations, sampling, etc. Fully supported referencing will be required using the Harvard format (as set out in the UWS regulations of referencing).

- In this module there is a strong emphasis on students adopting and applying a practical approach to research using real life cases and case organisations.
- The module is ideal for both students with little or no work experience to draw upon as well as for more mature and seasoned individuals able to draw upon greater experience in a workplace setting.
- The module is also ideal for those in professional jobs and is therefore suitable for students to undertake on a part-time basis.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓	✓	✓	✓		✓	✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. To identify a research problem and draw up a systematic programme for investigating it.
- L2. Be able to implement a programme of research through the critical use of primary and/or secondary data and sources
- L3. Demonstrate an ability to work independently, and with originality, in producing a coherent dissertation.
- L4. Critically reflect on existing research in your area of study and on how newly obtained data links to this

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. Developing specialist knowledge and understanding of the selected area of research. A critical understanding of the principal theories, concepts and principles.
Practice: Applied Knowledge and Understanding	SCQF Level 10. In using a wide range of the principal professional skills, techniques, practices and/or materials associated with business. In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of business. In executing a defined project of research, development or investigation related to business and in identifying and implementing relevant outcomes.
Generic Cognitive skills	SCQF Level 10. Researching, analysing, evaluating and problem-solving in relation to the chosen research project. Demonstrate some originality and creativity in dealing with professional issues.
Communication, ICT and Numeracy Skills	SCQF Level 10. Use a wide range of routine skills and some advanced and specialised skills in support of established practices related to business, for example: Present or convey, formally and informally, information about business.

	Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
Autonomy, Accountability and Working with others	SCQF Level 10. Exercise autonomy and initiative. Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. Recognise the limits of these codes and seek guidance where appropriate.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code: BUSN10043	Module Title: Business Dissertation

* Indicates that module descriptor is not published.

Learning and Teaching

There is a 4 week compulsory workshop programme designed to assist students with the completion of their dissertation. The programme also serves as a refresher course in how to start work on the dissertation, compile a literature review and select the appropriate methods. The series of workshops are designed to supplement the formal supervision that students receive. The main learning activity undertaken by students is independent study, guided by a supervisor.

Learning Activities	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	
Tutorial/Synchronous Support Activity	8
Independent Study	392
	400 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Saunders, M.N.K, Lewis, P. and Thornill, A. (2019) Research Methods for Business Students (8th edn), London, Pearson Education Ltd

Essential resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Moodle.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	TBC
External Examiner	Steve Gibbs
Accreditation Details	
Changes/Version Number	1.01 Core text update Change pre-requisite to co-requisite (BUNS10044) Update External Examiner

Assessment: (also refer to Assessment Outcomes Grids below)

This module comprises 100% continuous assessment. The module assessment is based solely on the submission of a dissertation.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	✓	✓	✓	✓	100	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.

<http://www.uws.ac.uk/equality/>

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)