

University of the West of Scotland

Module Descriptor

Session: 2023-24

Title of Module: Honours Dissertation (MET)			
Code: MARK10013	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:	Jacqui Greener		
Summary of Module			
<p>The Dissertation (MET) module is where students plan, conduct and write up an independent piece of research on a topic relevant to their degree title in the Business School.</p> <p>A number of practical workshops are included as part of the learning experience for this module, but the emphasis is on students' self-directed learning/independent working (in conjunction with an assigned academic supervisor) in order to satisfy the module's Learning Outcomes.</p> <ul style="list-style-type: none"> • The Dissertation (MET) module is where students plan, conduct and write up an independent piece of research on a topic relevant to their degree title in the School of Business & Creative Industries 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate research problem identification and devise a programme of research appropriate to the student's degree programme and area of interest.
L2	Conduct an academic literature review in relation to the selected topic area and present in an appropriately critical manner.
L3	Gather data using the previously identified research methods, and adopt a critical approach to analysing and reporting the data.
L4	Communicate and present academic research-related material/results in a coherent manner, using both a logical structure and a sustained and critical discussion/argument.
L5	Click or tap here to enter text.

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 Demonstrate knowledge and understanding of the relationship between the theory and practice relevant to the chosen topic area
Practice: Applied Knowledge and Understanding	SCQF Level 10. Applying research skills Plan, conduct and write up a significant research project. Retrieve, interpret and critically analyse secondary information from a variety of sources including electronic sources. Apply a range of appropriate research tools and techniques to the inquiry. Critically evaluate research findings.
Generic Cognitive skills	SCQF Level 10. Researching, analyzing, evaluating and problem solving. Analyse, evaluate and synthesise data relevant to the research project.
Communication, ICT and Numeracy Skills	SCQF Level 10. Writing skills and ICT and numeracy skills dependent on the topic being researched. Communicate effectively through an extended piece of writing Make effective use of information retrieval systems to gather data.

	Use software applications (where appropriate) to conduct data collection and analysis and to present documents in an appropriate manner and format.	
Autonomy, Accountability and Working with others	SCQF Level 10. Work independently on an extended project and take responsibility for own work Build an effective and supportive research relationship with the dissertation supervisor Deal with ethical issues in research	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: TOUR09023	Module Title: Researching Marketing, Tourism and Events
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>As the Dissertation (MET) is an independent piece of research, the student is responsible for planning, directing and executing their own work in discussion with their supervisor.</p> <p>In order to support students' development and progress, workshops will be offered at appropriate points in the Dissertation (MET) calendar and students will be expected to meet regularly with their supervisor</p>	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	24
Independent Study	366
Choose an item.	
Choose an item.	

	Hours Total 400
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****Indicative Resources: (eg. Core text, journals, internet access)**

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

Creswell, J.W. (2013) Research design: Qualitative, quantitative, and mixed methods approaches. 4th edn. Thousand Oaks: SAGE Publications: SAGE Publications.

Greetham, B. (2014) How to write your undergraduate Dissertation. Basingstoke, United Kingdom: Palgrave Macmillan.

Saunders, M.N.K., Lewis, P. and Thornhill, A. (2015) Research methods for business students. Harlow, United Kingdom: Pearson Education

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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

Supplemental Information

Divisional Programme Board	Marketing Innovations Tourism Events
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Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	MITE
Moderator	Valerie Will
External Examiner	A Miller & J White
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 Dissertation 100%
<p>(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 Module Handbook.)</p>

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation	x	x	x	x		100	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)