**Module Descriptor**

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| **Title** | MSc Project | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | QUAL11012 | **SCQF Level** | 11 |
| **Credit Points** | 60 | **ECTS (European Credit Transfer Scheme)** | 30 |
| **School** | **Computing, Engineering and Physical Sciences** | | |
| **Module Co-ordinator** | I Spanovic (Paisley) / A Arokiam (London) | | |

**Summary of Module**

This module combines a taught component on research methods with independent learning, culminating in a final written dissertation of approximately 13,000 words and an oral presentation.

The dissertation serves as a reflection of the student's research work, which may take one of the following forms:

An internship experience

Primary data collection (e.g., surveys, interviews)

Experimental research

A comprehensive review of secondary data

Module Content

The module will guide students through the following key stages of the research process:

Selecting a research topic

Defining research aims and objectives

Addressing ethical considerations

Managing the research project effectively

Conducting a comprehensive literature review

Identifying primary and secondary data sources

Understanding referencing requirements

Exploring research philosophy, logic, and approaches

Recognizing research limitations

Implementing data collection techniques

Applying sampling and interview techniques

Ensuring access and confidentiality

Analyzing and presenting data

Comparing theoretical expectations with research findings

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| This module equips students with the knowledge and skills required to conduct rigorous academic research while encouraging critical thinking and practical application in their chosen field of study. |

| **Module Delivery Method** | **On-Campus**[1] ☒ | **Hybrid**[2] ☐ | **Online**[3] ☒ | **Work -Based Learning**[4] ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☒ London<br>☒ Paisley | ☒ Online / Distance Learning<br>☒ Other (specify)<br>LUBM | |

| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☒ |
|---|---|---|---|---|---|---|
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Undertake and successfully complete a substantial piece of advanced independent work relevant to the theories, practical issues, and problems covered in the program. |
| **L2** | Demonstrate an advanced level of understanding of the application of research methods to the investigation of a problem or issue in quality/project management and/or technology |
| **L3** | Make a critical assessment and evaluation of empirical evidence relevant to the problem or issue under investigation. |
| **L4** | N/A |
| **L5** | N/A |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 11**<br>Demonstrate and/or work with: |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| | knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions.<br><br>A critical understanding of the principal theories, concepts and principles.<br><br>A critical understanding of a range of specialised theories, concepts and principles.<br><br>Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.<br><br>A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.Gain a critical understanding of the research methods necessary for carrying out a piece of research at level 11.<br><br>Achieve a detailed knowledge of subject through research |
| **Practice: Applied Knowledge and Understanding** | **SCQF 11**<br><br>In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.<br><br>In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.<br><br>In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.<br><br>In planning and executing a significant project of research, investigation or development.<br><br>In demonstrating originality and/or creativity, including in practices.<br><br>To practise in a wide and often unpredictable variety of professional level contexts. |
| **Generic Cognitive skills** | **SCQF 11**<br><br>Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/ discipline/sector.<br><br>Identify, conceptualise and define new and abstract problems and issues.<br><br>Develop original and creative responses to problems and issues.<br><br>Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector.<br><br>Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information. |
| **Communication, ICT and Numeracy Skills** | **SCQF 11**<br><br>Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:<br><br>Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.<br><br>Communicate with peers, more senior colleagues and specialists. |

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| | Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.<br><br>Undertake critical evaluations of a wide range of numerical and graphical data. |
| **Autonomy, Accountability and Working with Others** | **SCQF 11**<br><br>Exercise substantial autonomy and initiative in professional and equivalent activities.<br><br>Take responsibility for own work and/or significant responsibility for the work of others.<br><br>Take significant responsibility for a range of resources.<br><br>Work in a peer relationship with specialist practitioners.<br><br>Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking.<br><br>Practise in ways which draw on critical reflection on own and others' roles and responsibilities.<br><br>Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** |
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| In line with current learning and teaching principles, a 60-credit module includes 600 learning hours, normally including a minimum of 12 contact hours.<br><br>1. Student centred: the students can select their own research topic or they have to choice to select from a predetermined list put forward by the academic team<br><br>2. Flexible and Hybrid: Teaching material is available on the online learning platform including, slides, recording, practical exercises and additional learning to complement each week's topic. The module is designed for full time, part time and Distance learning students and is mainly independent research<br><br>3. Simple and Coherent: The learning content, which is communicated from the start is set in a linear way to ensure learning is progressing smoothly with designed check in milestones to assess progress with the assigned supervisors<br><br>4. Authentic: Discussions and Assessment are based on students' work and independent research<br><br>5. Sustainable: Material is updated annually and reflects what is happening in the sector and taking into consideration the student's feedback from formal and informal channels<br><br>This module includes drop-in sessions organised and conducted by the module coordinators, along with two additional sessions supported by the study skills support departments. The study skills sessions are recorded and should be available on UWS VLE for students to review at their convenience.<br><br>Supervisors must provide written feedback for each chapter submitted, so that students have clear guidance on how to progress with their dissertation. Additionally, it involves six supervision meetings (normally as group sessions), which can be broken into individual meetings if necessary depending on students' needs. |

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| Lecture / Core Content Delivery | 6 |
| Tutorial / Synchronous Support Activity | 6 |
| Independent Study | 588 |
| n/a | 0 |
| n/a | 0 |
| n/a | 0 |
| **TOTAL** | 600 |

**Indicative Resources**

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


Bell, J. (2018) Doing your research project: a guide for first-time researchers in education, health and social science. 7th edn. London: Open University Press.

Biggam, J (2017) Succeeding with masters dissertation: a step by step guide. 4th edn. London: McGraw-Hill Education/Open University Press.

Clough, P, Nutbrown, C (2012) A student's guide to methodology. 3rd edn. London: Sage Publications Ltd.

Denscombe, M (2021) The good research guide. 7th edn. London: Open University Press.

Holtom, D. and Fisher, E. (1999) Enjoy Writing Your Science Thesis or Dissertation. London: Imperial College Press. [Recommended]

Murray, R (2017), How to write a thesis. 4 ed.n, London : McGraw-Hill/Open University Press.


**(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:**

Students have to engage with the assigned supervisors on regular basis.

**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.**

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| Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with university regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/ |
| **(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**

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| **Divisional Programme Board** | **Engineering Physical Sciences** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Engineering and Quality Management |
| **Moderator** | C Liu |
| **External Examiner** | A Garad |
| **Accreditation Details** | This module is part of a degree program accredited by APM: Association for Project Management |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2.17 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| 20 min Presentation worth 30% of the final mark |
| **Assessment 2** |
| ~ 13,000 words Dissertation Report worth 70% of the final mark |
| **Assessment 3** |
| N/A |
| (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.<br>(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.) |

| **Component 1** | | | | | | | |
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| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Presentation | ☒ | ☒ | ☒ | ☐ | ☐ | 30 | 0.75 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Report | ☒ | ☒ | ☒ | ☐ | ☐ | 70 | 0 |

| Component 3 | | | | | | | |
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| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| N/A | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| What | When | Who |
|---|---|---|
| Module Descriptor reviewed prior Academic Year 2025/2026 in line with ILR recommendations | March 2025 | Irena Spanovic |
| Learning and Teaching updated contact hours and feedback | March 2026 | Irena Spanovic |
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