

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: MSc Project</b>			
<b>Code: QUAL11012</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 60</b>	<b>ECTS: 30 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Irena Spanovic & Dr Alan Arokiam		
<b>Summary of Module</b>			
<p>This module contains a taught element covering research methods as well as independent learning which is assessed by a final written dissertation of approximately 13,000 words and an oral presentation.</p> <p>This module is a thesis which reflects on students research work which can take the form of:</p> <ul style="list-style-type: none"> <li>• An internship</li> <li>• Primary data (surveys, interviews)</li> <li>• Experiments</li> <li>• Review of secondary data</li> </ul> <p>The module will involve:</p> <ul style="list-style-type: none"> <li>• Selection of research topic</li> <li>• Formulation of research aims and objectives</li> <li>• Ethical considerations</li> <li>• Project management</li> <li>• Conducting a literature review</li> <li>• Recognition of Primary and secondary data sources</li> <li>• Referencing requirements</li> <li>• Research philosophy</li> <li>• Research logic</li> <li>• Research Approaches</li> <li>• Research limitations</li> <li>• Data collection techniques</li> <li>• Sampling techniques</li> <li>• Interview techniques</li> <li>• Access and confidentiality</li> <li>• Analysis and Presentation of data</li> <li>• Comparison of theoretical expectations and findings</li> </ul> <p>The module is aligned with the updated curriculum framework of UWS:</p> <p><b>1. Student centred:</b> 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</p> <p><b>2. Flexible and Hybrid:</b> 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</p>			

- 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
- 4. Authentic:** Discussions and Assessment are based on students' work and independent research
- 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

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>See Guidance Note for details.</b></p> <p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or program involves online and face-to-face delivery of learning, teaching and assessment activities, student support, and feedback. A program may be considered "blended" if it includes a combination of face-to-face, online, and blended modules. If an online program has compulsory face-to-face and campus elements, it must be blended with clearly articulated delivery information to manage student expectations.</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term describes the previously used terms distance learning and e-learning.</p> <p><b>Hybrid C</b> Online with mandatory face-to-face learning on Campus</p> <p><b>Hybrid O</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	LUBM

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 checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should be aware 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	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.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11</p> <p>Gain a critical understanding of the research methods necessary for carrying out a piece of research at level 11.</p> <p>Achieve a detailed knowledge of subject through research</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Synthesise information and gain a coherent understanding of theories and practices applied to an industrial context.</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Develop and demonstrate an ability to communicate effectively in a variety of professional settings.</p> <p>Demonstrate an understanding of an issue and develop creative and sensible solutions to quality issues.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Gain a full understanding of the process of the research process. Applying appropriate statistical techniques to the analysis of research data. Prepare an oral presentation on work. Prepare a written dissertation.</p>

Autonomy, Accountability and Working with others	SCQF Level 11 Work independently to analyse one or more quality-related issues and to suggest preferred methods of dealing with such issues.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	6
Tutorial/Synchronous Support Activity	6
Independent Study	588
	Hours Total 600
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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 ed.) (London: Open University Press)

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

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

Denscombe, M (2021), The good research guide, (7th Ed), 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.), 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](#).

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

<b>Divisional Programme Board</b>	Engineering
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<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Civil Engineering and Quality Management
<b>Moderator</b>	Chunxue Liu
<b>External Examiner</b>	Dr Alaa Garad
<b>Accreditation Details</b>	This module is part of a degree programme accredited by APM: <b>Association for Project Management</b>
<b>Changes/Version Number</b>	2.15 Module delivery hours

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1 - <b>Written thesis worth 70%</b>
Assessment 2 - <b>Presentation worth 30%</b>
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

## 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
	✓	✓	✓			70	0

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
	✓	✓	✓			30	0.75