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Title of Module: MSc Project			
Code: QUAL11012	**SCQF Level: 11** (Scottish Credit and Qualifications Framework)	**Credit Points: 60**	**ECTS: 30** (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Irena Spanovic		

Summary of Module

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.
This module is a thesis which reflects on students research work which can take the form of:
- An internship
- Primary data (surveys, interviews)
- Experiments
- review of secondary data

The module will involve:
- Selection of research topic
- Formulation of research aims and objectives
- Ethical considerations
- Project management
- Conducting a literature review
- Recognition of Primary and secondary data sources
- Referencing requirements
- Research philosophy
- Research logic
- Research Approaches
- Research limitations
- Data collection techniques
- Sampling techniques
- Interview techniques
- Access and confidentiality
- Analysis and Presentation of data
- Comparison of theoretical expectations and findings
- The module is aligned with the updated curriculum framework of UWS 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 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 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	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. Undertake and successfully complete a substantial piece of advanced independent work relevant to the theories, practical issues and problems covered in the programme.
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

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 11. Gain a critical understanding of the research methods necessary for carrying out a piece of research at level 11. Achieve a detailed knowledge of subject through research
Practice: Applied Knowledge and Understanding	SCQF Level 11. Synthesise information and gain a coherent understanding of theories and practices applied to an industrial context.
Generic Cognitive skills	SCQF Level 11. Develop and demonstrate an ability to communicate effectively in a variety of professional settings. Demonstrate an understanding of an issue and develop creative and sensible solutions to quality issues.
Communication, ICT and Numeracy Skills	SCQF Level 11. 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.
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.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	Module Title:
	Other:	

Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
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	6
Tutorial/Synchronous Support Activity	6
Independent Study	588

	600 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: 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)

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 Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students have to engage with the assigned supervisors on regular basis.

Supplemental Information

Programme Board	Engineering
Assessment Results (Pass/Fail)	No
Subject Panel	Civil Engineering and Quality Management
Moderator	Chunxue Liu
External Examiner	Alaa Garad

Accreditation Details	Chartered Quality Institute **This module is part of a degree programme accredited by APM: Association for Project Management**
Changes/Version Number	2.14 Module delivery hours

Assessment: (also refer to Assessment Outcomes Grids below)
Written thesis worth 80%
Presentation worth 20%
(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	✓	✓	✓	80	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	20	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

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 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/