



## Module Descriptor

Title	MSc Research Dissertation CDAS		
Session	2025/26	Status	
Code	CDAS11002	SCQF Level	11
Credit Points	60	ECTS (European Credit Transfer Scheme)	30
School	Education and Social Sciences		
Module Co-ordinator	A O'Gorman		
<b>Summary of Module</b>			
<p>The CDAS dissertation module forms a major part of the MSc Contemporary Drug and Alcohol Studies programme. The module provides students with the opportunity to consolidate their learning on drug and alcohol issues by conducting an empirical research study on a topic of their choice which is relevant to the programme and agreed with the module co-ordinator.</p> <p>Completion of the Trimester 1 Research Methods module ensures knowledge of a range of research techniques, providing a solid grounding in research methods and theory. Students are required to have an agreed Research Plan and successful completion of the methods module to progress on to the Dissertation.</p> <p>The Dissertation Module provides further advanced drug and alcohol specific research skills through a series of taught workshops. These workshops equip students with the expertise required to conduct a research project independently, and to disseminate findings in line with academic conventions and professional standards. In addition, workshop-based teaching and learning enables students to identify and clarify their research topic, aims, methodology and design; to prepare for fieldwork and data analysis; and to submit a timely research proposal and research ethics application.</p> <p>Ethics applications are required to be submitted to the School Ethics Committee and approval must be obtained before data collection can proceed.</p> <p>On completion of an accepted research proposal, students are allocated a research dissertation supervisor who will provide individual guidance and support in their development as researchers and through the completion of their dissertation.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
<b>L1</b>	Demonstrate the ability to critically review and synthesise an extensive body of literature on a specific topic and formulate a research question.
<b>L2</b>	Identify, conceptualise and execute appropriate research methods and ethical considerations required to investigate a research question.
<b>L3</b>	Plan and organise work, exercising autonomy and initiative in professional activities, and discussing and debating with peers and research specialists.
<b>L4</b>	Gather and analyse data using appropriate software where necessary to support and enhance the effectiveness of their research findings and skills.
<b>L5</b>	Report independent research project in a dissertation format in line with academic standards and conventions.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 11</b> A critical understanding of a range of theories relating to alcohol and drugs.  A critical understanding of a range of techniques for the analysis of qualitative and/or quantitative data.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 11</b> Utilising an appropriate range of research methods in order to undertake a substantial research project.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

	<p>Plan and execute a significant project of research, through the stages of idea generation, formation and investigation.</p> <p>Interpret, critically analyse and utilise primary and secondary sources of information including electronic sources.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 11</b></p> <p>Consolidate and extend subject specialist knowledge, skills, academic writing practices and thinking.</p> <p>Demonstrate the ability to conduct analysis, evaluation and theoretical synthesis.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 11</b></p> <p>Communicate with peers and specialists in research.</p> <p>Evaluate and interpret data.</p> <p>Using appropriate software to support and enhance the effectiveness of their research skills.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 11</b></p> <p>Exercise substantial autonomy and initiative to complete a substantial research project from inception to completion.</p> <p>Take responsibility for their own work and contribute to the collaborative learning activities of the group.</p> <p>Form a supportive and productive research relationship with their dissertation supervisor.</p> <p>Systematically identify and address their own learning needs both in current and in new areas, making use of research in source materials as appropriate.</p> <p>Deal with complex ethical issues. Develop a critical understanding of the importance of the definition, identification and evidencing of social problems and their contested nature;</p> <p>Develop understanding of interdisciplinary research across the social sciences;</p> <p>Develop an advanced understanding of evidence-based policy-making and the policy process in relation to contemporary social issues.</p>

<b>Prerequisites</b>	<b>Module Code</b> 11007	<b>Module Title</b> Applied Research Methods in Social Sciences
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</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>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	10
Practice-based Learning	10
Tutorial / Synchronous Support Activity	40
Asynchronous Class Activity	20
Independent Study	520
Please select	
<b>TOTAL</b>	<b>600</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Bell, J. (2010) Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science. (5th ed) Maidenhead: McGraw-Hill Open University Press.</p> <p>Booth, A; Sutton, A; Papaioannou, D (2016) Systematic Approaches to a Successful Literature Review London Sage.</p> <p>Burnett, J (2009) Doing your social science dissertation. Sage. London</p> <p>Biggam J. (2008) Succeeding with Your Master's Dissertation: A Step-by-Step Handbook, Open University Press, Berkshire, England:  <a href="http://www.mheducation.co.uk/openup/chapters/9780335227198.pdf">http://www.mheducation.co.uk/openup/chapters/9780335227198.pdf</a></p> <p>Murray, R. (2011) How to Write a Thesis (3rd ed.) Open University Press, Berkshire, England</p> <p><b>(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)</b></p>

<b>Attendance and Engagement Requirements</b>
<p><b>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</b></p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>It is expected that students will attend all scheduled workshops/seminars and participate with all delivered elements as part of their engagement with their programme of study. (Please refer to UWS Regulation 5.7.) These will be held online to facilitate campus and distance students.</p>

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

This module is appropriate for any student. Appropriate support can be provided and reasonable adjustments can be made where required. The University will strive to accommodate any equality and diversity issues brought to the attention of the School and module team.

**(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>	<b>Social Sciences</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	PG Social Sciences
<b>Moderator</b>	A Shaw
<b>External Examiner</b>	L Williams
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

A successful application to the MCS School Ethics Committee that demonstrates a critical application of appropriate ethical considerations for the required project. The application must fulfil both School and Subject specific ethical requirements and gain approval within the set time scale in order for students to proceed to data collection.

A literature review which gives students the opportunity to acquire the skills to critically review a body of literature which they wish to further research and ensures engagement with the literature relevant to their research question at an early stage of the module.

The thesis (12000 - 15000 words) worth 100% of the grade.

#### Assessment 2

#### Assessment 3

(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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Dissertation Thesis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

#### Change Control

What	When	Who
Transferred to new template, no change 25/26	Mar 25	A O'Gorman