Module Descriptor

Title	Career Development Masters Dissertation		
Session	2026/27	**Status**	
Code	CGAD11008	**SCQF Level**	SCQF 11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education & Social Sciences**		
Module Co-ordinator	**Elysha Ramage**		

Summary of Module

This module allows students to conduct independent research in an area relevant to career development professional practice, leading to the submission of a Masters dissertation. The module runs on a part-time basis, over 3 terms, with a September start date. Students are supported by integrated research methods taught sessions and resources relevant to career development practitioner research, and will receive group and/or individual supervision from a qualified supervisor.

Students will be required to read widely on their chosen topic as well as on research methodology, design and process and will be required to conduct research in accordance with the university's ethical codes.

The research topic chosen should present an open-ended intellectual challenge and may relate to an area of practice with which the student has some professional involvement. Students will have the opportunity to negotiate and refine their research topic with their supervisor at the outset of their studies.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	☐

[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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
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	
L1	Demonstrate extensive and detailed critical knowledge and understanding of an aspect of career guidance, development or education.
L2	Demonstrate the ability to apply appropriately sophisticated academic understanding of research methodology to research design.
L3	Communicate research ideas and findings in ways appropraite to a range of audiences (which may include professional peers and/or experts).
L4	Critically review, synthesise and extend knowledge and undersatnding in an aspect of career guidance, development or education.
L5	Demonstrate the ability to work independently and constructively in the context of an academic research supervision relationship.

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 11 • the development of extensive and detailed critical knowledge and understanding of an aspect of career guidance, development or education
Practice: Applied Knowledge and Understanding	SCQF 11 • applying understanding of research methodology to research design and understanding the application and limits of research evidence in career development professional contexts
Generic Cognitive skills	SCQF 11 • critically analysing, synthesising and evaluating ideas and issues in an aspect of career guidance, development or education
Communication, ICT and Numeracy Skills	SCQF 11 • communicating research ideas and findings appropriately to a range of audiences (which may include professional peers and/or experts) • evaluating and interpreting data
Autonomy, Accountability	SCQF 11 • developing the ability to work autonomously on a substantial project and understanding when to seek support and guidance

and Working with Others	

Prerequisites	**Module Code**	**Module Title**
	Other UWS Pg Dip in Career Guidance and Development or an equivalent Pg Dip deemed appropriate for credit transfer	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 60-credit module includes 600 learning hours.

Learning activities include scheduled taught and asynchronous sessions, group and individual supervision and independent learning and research activities supported by resources in the university's Virtual Learning Environment (VLE). In this module, the majority of learning hours consist of independent study, research and the construction of the dissertation.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	24
Independent Study	540
Choose an item.	
Choose an item.	
Choose an item.	
TOTAL	600

Indicative Resources

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

Alasuutari, P., Bickman, L. and Brannen, J. (eds.) (2008) The SAGE handbook of social research methods. London: SAGE.

Bolger, E. (2025) The Career Professional's Guide to Research: How to Plan and Deliver Excellence in Research. Bath: Trotman Indigo.

Harris, D. J. (2020) Literature review and research design: a guide to effective research practice. London: Routledge, Taylor & Francis Group.

Marvasti, A. (2012) 'Writing and Presenting Social Research' in Alasuutari, p., Bickman, L. and Brannen, J. (eds.) The SAGE Handbook of Social Research Methods. London: SAGE.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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 are required to attend all scheduled classes, to engage fully with all module learning activities and to submit all required module assessment on time. Consideration will be given to students who have protection under the appropriate equality law.

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. Aligned with the overall commitment to equality and diversity, learning resources will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with UWS regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS regulations and policy.
(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	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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	**SS PGT**
Moderator	**Marjorie McCrory**
External Examiner	tbc
Accreditation Details	**Career Development Institute**

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written assessment (a 13500-word Masters dissertation)
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**
Written assessment	☒	☒	☒	☒	☒	**100**	24

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	24

Change Control

What	**When**	**Who**
Changes proposed from session 2026/27; to be validated at ILQR (June 2026)	April 2026	Marjorie McCrory (PL)