Module Descriptor

Title	Masters Dissertation		
Session	2025/26	**Status**	
Code	CGAD11008	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education and Social Sciences**		
Module Co-ordinator	**E Bolger**		

Summary of Module

The Masters Dissertation module allows students to conduct independent inquiry and research in an area of interest in career guidance, career development or career education, supported by resources provided and an identified supervisor.

The module runs over 3 terms, with a September start date. The effort devoted to reflection, reading and research activity is recognized as 600 notional student hours for independent learning and research activity. The dissertation project is submitted in term 3.

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 empirical research in accordance with the university's ethical codes. A range of academic resources are made available on-line via AULA.

The 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. Ethics applications are required to be submitted to the School Ethics Committee and approval must be obtained before data collection can proceed.

Students are allocated a research dissertation supervisor, and will progress through the stages of the research process from the development of a research proposal to research design, data collection and analysis and the discussion and presentation of findings.

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 methodological issues to research design.
L3	Critically review, consolidate and extend knowledge, understanding and/or practice in an aspect of career guidance, development or education.
L4	Communicate research ideas and findings appropriately to a range of audiences (which may include peers and/or experts).
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** Demonstrate extensive and detailed critical knowledge and understanding of a range of principles, theories, concepts and terminology of an aspect of career guidance, development or education. A critical understanding of a range of techniques for the analysis of qualitative and/or quantitative data.
Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrates understanding and ability to apply an appropriate range of research methodology to research design. Critically analyse, interpret and utilise primary and secondary sources of information.
Generic Cognitive skills	**SCQF 11** Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues in an aspect of career guidance, development or education or career-related learning. Consolidate and extend subject specialist knowledge, skills, academic writing practices and critical thinking.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate research ideas and findings appropriately to a range of audiences (which may include peers and/or experts).

		Demonstrates ability to evaluate and interpret data using appropriate software to support and enhance the effectiveness research skills.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate the ability to work independently and constructively in the context of an academic research supervision relationship. Exercise substantial autonomy and initiative to complete a substantial research project. Seek guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices in career guidance, development, or education.	

Prerequisites	Module Code	Module Title
	Other UWS PGDip in Career Guidance & Development or equivalent qualification for credit transfer	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
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.

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	10
Tutorial / Synchronous Support Activity	10
Practice-based Learning	40
Asynchronous Class Activity	20
Independent Study	520
Please select	
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.
Firth, J. (2020) The teacher's guide to research. Abingdon: Routledge.
Harris, D. J. (2020) Literature review and research design: a guide to effective research practice. London: Routledge, Taylor & Francis Group.

Inyang, E. (2017) Doing academic research. Newcastle upon Tyne: Cambridge Scholars Publishing.

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.

Potter, S. (2006) Doing postgraduate research. 2nd edn. 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 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 must attend all scheduled sessions, complete learning activities and submit assessment. Detailed guiadnce will be provided by the module coordinator.

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.

(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	PG Social Sciences
Moderator	M McCrory
External Examiner	G Frigerio
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Assessment for this module consists of a single piece of written coursework with a weighting of 100% and a pass mark of 50% comprising a 15,000-17,000 word research 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
	☒	☒	☒	☒	☒	100	

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%	hours

Change Control

What	When	Who
Transferred to new template, MC, MM updated for 25/26	Mar 25	E Olaru