

<b>Title of Module: Designing Your Dissertation Project</b>			
<b>Code: SOCY09056</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	C Maclean		
<b>Summary of Module</b>			
<p>This module equips students with the knowledge and skills necessary to design their honours year dissertation projects.</p> <p>Taking a step-by-step approach, the module introduces students to key decisions that need to be made during the design of a research project, such as: choosing a suitable topic; crafting "budding" dissertation questions; building a justification and identifying suitable approaches for sampling, collecting and analysing empirical data or published evidence.</p> <p>Throughout the course, students are encouraged to think about the ethics of their proposed dissertation projects and to consider the ways in which research shapes, as well as documents, the issue being explored.</p> <p>Where possible, students have opportunities to hear from honours year students who are engaged in their dissertation projects. Students will be able to ask dissertation students about their experiences, tips and suggestions.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
	✓				
<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 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</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>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> 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:

✓			✓			
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

<b>Learning Outcomes: (maximum of 5 statements)</b>		
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate critical knowledge and understanding of a chosen topic to be researched in honours year.</p> <p>L2. Critically justify key choices made in the development of an honours year dissertation proposal.</p> <p>L3. Demonstrate critical knowledge, understanding and skills in research design.</p> <p>L4. Demonstrate critical understanding of the moral and ethical issues involved in conducting a dissertation project and how these can be managed appropriately.</p>		
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>		
<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)	SCQF Level 9. Demonstrate critical knowledge and understanding of research design, including techniques for sampling, data collection and data analysis.	
Practice: Applied Knowledge and Understanding	SCQF Level 9. Application of critical knowledge and understanding to produce a robust dissertation proposal.	
Generic Cognitive skills	SCQF Level 9. Critical presentation of research question(s) and how they can be explored within the confines of an honours year dissertation project.	
Communication, ICT and Numeracy Skills	SCQF Level 9. Ability to orally present of a budding dissertation proposal and to field / respond to questions from the audience.	
Autonomy, Accountability and Working with others	SCQF Level 9. Ability to develop a detailed dissertation proposal under the supervision of the teaching team.	
<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>	Foundations of Quantitative Research and Foundations of Qualitative Research (Or equivalent)
<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>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	12
Tutorial/Synchronous Support Activity	22
Asynchronous Class Activity	10
Independent Study	156
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Creswell J and Creswell J (2018) Research Design: Qualitative, Quantitative &amp; Mixed-Methods Approaches. Thousand Oaks: Sage</p> <p>Greetham B (2019) How to Write Your Undergraduate Dissertation. 3rd Edition. London: Macmillan International.</p> <p>Punch K (2016) Developing Effective Research Proposals. 3rd Edition. Thousand Oaks: Sage.</p>	
(**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>Engagement Requirements</b>	
<p>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: <a href="#">Academic engagement procedure</a></p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <a href="http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/">http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</a></p>	

## Supplemental Information

<b>Programme Board</b>	Social Sciences
------------------------	-----------------

<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	UG Social Sciences
<b>Moderator</b>	K Cooper
<b>External Examiner</b>	E Matchett
<b>Accreditation Details</b>	
<b>Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Oral Presentation (30%) Students will present their choice of topic and working dissertation proposal to the class then field questions / suggestions from the audience. Feedback from the presentations can be used by students in preparing their final dissertation proposals.
Assessment 2 Dissertation Proposal (70%) Students will produce a detailed dissertation proposal that critically explores their chosen research design, including research question(s), approaches to data collection / analysis and ethical considerations.
(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Presentation	✓	✓			30	14.5	
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Dissertation/ Project report/ Thesis			✓	✓	70	18.5	
<b>Combined Total For All Components</b>					100%	33 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 overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University 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 policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity 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)