



Module Descriptor

Title	Designing Your Dissertation Project		
Session	2025/26	Status	
Code	SOCY09056	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	Chloe Maclean (LK) and Karen Cooper (PA)		
Summary of Module			
<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>			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/> Ayr	<input checked="" type="checkbox"/> Lanarkshire	<input type="checkbox"/> Online / Distance Learning			
	<input type="checkbox"/> Dumfries	<input type="checkbox"/> London	<input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
Long-thin Delivery over more than one Term						

Learning Outcomes	
L1	Demonstrate critical knowledge and understanding of a chosen topic to be researched in honours year.
L2	Critically justify key choices made in the development of an honours year dissertation proposal.
L3	Demonstrate critical knowledge, understanding and skills in research design.
L4	Demonstrate critical understanding of the moral and ethical issues involved in conducting a dissertation project and how these can be managed appropriately.
L5	

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 9 Demonstrate critical knowledge and understanding of research design, including techniques for sampling, data collection and data analysis.
Practice: Applied Knowledge and Understanding	SCQF 9 Application of critical knowledge and understanding to produce a robust dissertation proposal
Generic Cognitive skills	SCQF 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 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 9 Ability to develop a detailed dissertation proposal under the supervision of the teaching team.

Prerequisites	Module Code	Module Title
	Other Foundations of Quantitative Research and Foundations of Qualitative Research (Or equivalent)	
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

12

Tutorial / Synchronous Support Activity

24

Asynchronous Class Activity

10

Independent Study

154

Please select

Please select

TOTAL

200

Indicative Resources

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

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Bryman A (2016) Social Research Methods. Oxford: Oxford university press

Burnett J (2009) Doing Your Social Science Dissertation. London: Sage

Creswell J and Creswell J (2018) Research Design: Qualitative, Quantitative & Mixed-Methods Approaches. Thousand Oaks: 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:

Attending lectures and workshops in person; reading the academic sources recommended; participating in pre-workshop asynchronous online learning activities and submitting both assessments on time.

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	Please select
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input type="checkbox"/> 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	UG Social Sciences
Moderator	Karen Cooper
External Examiner	E Matchett
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

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

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.

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
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	14.5

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	70	18.5

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