

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module:</b> Designing Your Dissertation Project			
<b>Code:</b> SOCY09056	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 20	<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>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<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) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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.
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 Level <b>9</b> Demonstrate critical knowledge and understanding of research design, including techniques for sampling, data collection and data analysis.
Practice: Applied Knowledge and Understanding	SCQF Level <b>9</b> Application of critical knowledge and understanding to produce a robust dissertation proposal.
Generic Cognitive skills	SCQF Level <b>9</b> 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 <b>9</b> 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 <b>9</b> 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>

<b>Learning and Teaching</b>	
<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>	
<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	24
Asynchronous Class Activity	10
Independent Study	154
	Hours Total 200
<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>Bryman A (2016) <i>Social Research Methods</i>. Oxford: Oxford university press</p> <p>Burnett J (2009) <i>Doing Your Social Science Dissertation</i>. London: Sage</p> <p>Creswell J and Creswell J (2018) <i>Research Design: Qualitative, Quantitative &amp; Mixed-Methods Approaches</i>. 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)

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG Social Sciences
<b>Moderator</b>	K Cooper
<b>External Examiner</b>	E Matchett
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1:</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.
<b>Assessment 2:</b> 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 Module Handbook.)

**Assessment Outcome Grids (See Guidance Note)**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	x	x			30	14.5

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation Proposal			x	x	70	18.5

**Change Control:**

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**