University of the West of Scotland

Module Descriptor Template

Session: 202324

Title of Module: Language Dissertation			
Code: LING10003	**SCQF Level: 10** **(Scottish Credit and Qualifications Framework)**	**Credit Points: 40**	**ECTS: 20** **(European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	B Cross		
Summary of Module			
In this module, students will learn to write a dissertation on a topic of their choice, related to the English language, cultures of English speaking countries, or intercultural topics. During the module, students will develop an understanding of the nature of academic research as based on empirical evidence and appropriate research methodology. They will learn to define adequate research aims, select appropriate methods, search for, identify and critically evaluate sources, summarise, analyse, synthesise, and interpret source materials accurately and critically, and develop evidence-based, sound and balanced conclusions based on prior analysis; if human participants are involved in their projects, students will develop an ability to employ appropriate qualitative and/or quantitative methods, including definition of adequate samples, development of appropriate research instruments, and application of adequate methods of data analysis. Linguistically, students will develop an ability to produce an extended written academic text, deliver an oral presentation, and conduct an oral discussion of their project, with due attention to communicative effectiveness, text structures, text clarity, stylistic appropriateness, and accuracy of linguistic forms. They will also develop an ability to work independently and under their own initiative, manage their workload and time, and reflect critically on their own knowledge and skills. In assessment of all components of the module, quality of subject content and level of language skills will be assessed separately and weighted equally.			

Module Delivery Method		
Face-To-Face	**Blended**	**Fully Online**
☐	☒	☒

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
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.

Blended
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

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☐

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 an abililty to choose a suitable research topic, formulate adequate research aims , and
L2	Demonstrate an ability to search for, identify, classify, evaluate and select sources as appropriate for their project aims; if human subjects are involved: demonstrate an ability to define appropriate samples, and design and administer appropriate research instruments.
L3	Demonstrate an ability to report, analyse and interpret sources accurately and critically, and to produce sound, balanced and evidence-based conclusions; if human subjects are involved: demonstrate an ability to analyse and interpret critically empirical data.
L4	Demonstrate an ability to produce an extended piece of written work, with due attention to text structure, clarity, conciseness, linguistic accuracy, academic style, and referencing techniques; deliver an oral presentation, and conduct a formal discussion of their project, with due attention to structure, clarity, conciseness, accuracy, style, and effective oral communication
L5	Demonstrate an ability to reflect critically on their own knowledge, understanding, and skills; work independently and under their own initiative, manage their workload and time, and appreciate diversity in terms of academic knowledge and methods.

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 **10** recognizing, understanding and critically evaluating existing knowledge, theories and concepts in a specialist field recognizing, understanding and critically evaluating research methods in a specialist field
Practice: Applied Knowledge and Understanding	SCQF Level **10** applying research methods to derive evidence from relevant sources critically evaluating evidence acquired through research developing and testing conclusions drawn from evidence in relation to a specialised subject
Generic Cognitive skills	SCQF Level **10** critically evaluating existing knowledge in complex fields understanding qualitative and/or quantitative research methods deriving conclusions from complex and varied evidence critically testing conclusions against a variety research methods and complex and varied types of evidence
Communication, ICT and Numeracy Skills	SCQF Level **10** presenting orally complex information about specialist subjects to specialist audiences describing, explaining and defending research methods and conclusions relating to specialist subjects in discussion with specialists producing an extended research paper setting out research design, evidence and conclusions concerning specialist subjects using a range of IT applications for oral presentations and written papers
Autonomy, Accountability and	SCQF Level **10**

Working with others	identifying aims and methods of a research project in consultation with subject specialists
	executing a research project in consultation with subject specialists
	taking account of and adhering to timescales and deadlines
	taking responsibility for methods and conclusions of a research project by
	defending them in discussion with subject specialists
	Manage complex ethical and professional issues and make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	NA
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	48
Independent Study	328
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 400

**Indicative Resources: (eg. Core text, journals, internet access)

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

Bailey, S (2018) Book Academic Writing : a handbook for international students
5th ed. Abingdon, Oxon New York :Routledge

Bell, Judith,Waters, Stephen (2008) Doing your research project : a guide for first -time researchers, 7th ed.London :Open University Press

Boudah, Daniel J. (2020) Book Conducting educational research : guide to completing a thesis, dissertation, or action research project 2nd ed.Thousand Oaks, California :SAGE Publications

King, K A, Lai YJ, May S, (2020) Research Methods in Language Education, Third edition.Champaign, IL :Springer

(**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 Requirements

In line with the Student Attendance and Engagement Procedure 2023/24: 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.

Please refer to the Student Attendance and Engagement Procedure at the following link: Student Attendance and Engagement Procedure

For the purposes of this module, academic engagement equates to the following:

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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:

http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

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

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Language
Moderator	F Leon Solis
External Examiner	B Matthews
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1: Dissertation (60%)

Assessment 2: Oral Presentation (15%)

Assessment 3: Oral Exam (25%)

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	√	√	√	√	√	60	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	√	√			√	**15**	

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	√	√	√		√	25	
Combined Total for All Components						**100%**	**XX hours**

Footnotes
A. Referred to within Assessment Section above. 1. More than one assessment method can

be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)
Exam - Seen closed book
Exam - Unseen open book
Exam - Seen open book
Case study
Class test (written)
Design/ Diagram/ Drawing/ Photograph/ Sketch
Dissertation/ Project report/ Thesis
Essay
Laboratory/ Clinical/ Field notebook
Portfolio of written work
Report of practical/ field/ clinical work
Review/ Article/ Critique/ Paper
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
Class test (practical)
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
Demonstrations/ Poster presentations/ Exhibitions
Performance/ Studio work/ Placement/ WBL/ WRL assessment
Portfolio of practical work
Presentation
Objective Structured Clinical Examinations (OSCEs)
Objective Structured Professional Examinations (OSPREs)

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	140921	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