

MODULE SPECIFICATION PROFORMA

Module Title:	Dissertation	Level:	6	Credit Value:	40
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Module code:	SOC611	Is this a new module?	No	Code of module being replaced:	
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Cost Centre:	GASY	JACS3 code:	X210
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Trimester(s) in which to be offered:	1, 2	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Dr Jacquie Don
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Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Public and Social Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
SOC508 Research and Dissertation Skills

Office use only

Initial approval August 16

APSC approval of modification January 17

Version 2

Have any derogations received SQC approval?

Yes No

If new module, remove previous module spec from directory?

Yes No

Module Aims

- Refine the proposed research as presented in Research and Dissertation Skills module at Level 5.
- To further enhance skills in literature review, planning, structuring and writing a dissertation.
- To allow students to develop a greater depth of knowledge, understanding and critical analysis of a chosen topic.
- To develop an evaluative approach to research methods and data analysis related to public and social policy
- To integrate relevant knowledge drawn from a variety of perspectives.
- To encourage a critical, inquiring and reflective approach to a particular area of study.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
 KS2 Leadership, team working and networking skills
 KS3 Opportunity, creativity and problem solving skills
 KS4 Information technology skills and digital literacy
 KS5 Information management skills
 KS6 Research skills
 KS7 Intercultural and sustainability skills
 KS8 Career management skills
 KS9 Learning to learn (managing personal and professional development, self-management)
 KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Demonstrate a critical appreciation of the theoretical and methodological issues arising in the chosen research topic area.	KS1	KS4
		KS5	KS6
2	Plan and carry out a piece of independent empirical research (linked to Research and Dissertation Skills at Level 5).	KS2	KS4
		KS5	KS6
		KS8	KS9
		KS10	
3	Be sensitive to contextual and interpersonal factors; be able to work effectively with others; recognise problems and seek appropriate assistance in solving them.	KS2	KS3
		KS8	KS9
4	Analyse data using appropriate quantitative and/or qualitative methods (including the use of software packages as appropriate).	KS2	KS3
		KS5	KS10

5	Demonstrate enhanced skills in critical analysis, synthesis and evaluation.	KS1	KS3
6	Demonstrate effective time management.	KS9	KS8
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Research and study skills • Critical thinking skills • Communication skills • Problem Solving skills • Information Technology skills • Reflection on Learning. 			

Derogations

NA

Assessment:

Assessment 1: Poster presentation: Students will present a poster detailing the research dissertation on a subject related to Public and Social Policy.

Assessment 2: Dissertation: The Dissertation will include empirical primary data collection and provide an extended review and discussion of a topic related to Public and Social Policy, in which the student demonstrates their ability to analyse, evaluate and synthesise information from a wide variety of appropriate sources to address the research question.

Assessment 3: Evidence of record keeping of all supervisory meetings eDrac (GLLM's electronic tracking system) or similar, students are to accurately record meetings, reflect on progress and identify action points.

Formative assessment: from supervisor in relation to learning outcomes 1-6; from chair of ethics committee in relation ethical considerations.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Poster Presentation	20%	15mins	
2	1,2,3,4,5	Dissertation	75%		6,000
3	3,6	Learning logs/journals	5%		1,000

Learning and Teaching Strategies:

The module will use a variety of teaching and learning strategies, including lectures, seminars, discussion and supervisory meetings.

An ethics submission is to be approved prior to data collection. Supervision is given to students on an individual basis by an appointed supervisor. Supervision meetings will be scheduled for approx. 15-20mins per week. Module leader is also available by appointment.

Resources and guidance will be available on the VLE (Moodle) and students will be encouraged to engage in reflective learning using the journal tool. eDrac (GLLM's electronic tracking system), or similar will be used for students to record accurate details of supervisory meetings which links directly to transferable skills desirable within the sector.

Syllabus outline:

The dissertation will further develop higher level cognitive skills of analysis, evaluation and synthesis. It provides students with the opportunity to work more independently, taking an active role in the learning process. It is seen as an integrating, summative activity, enabling the students to demonstrate the skills they have acquired during the programme.

The module will also enable students to develop original and critical thinking in considering a research question.

Topics will include :

- Review of strategies for selection of an appropriate topic for investigation
- Ethical considerations
- Identification and evaluation of peer reviewed sources of information
- Project planning

- Evaluation of models of practitioner research
- Constructing a case - rhetoric and criticism
- Using information and manipulating data
- Effective management of information
- Formal writing and presenting a case/presenting research result
- Reflective learning
- Dissertation presentation

Bibliography:**Essential reading**

- Bryman, A. (2015). *Social Research Methods*. 5th ed. Oxford : Oxford University Press
- Cottrell, S. (2014). *Dissertations and project reports: A step by step guide*. Palgrave Macmillan.
- Matthews, B & Ross, L. (2010). *Research Methods: A practical guide for the social sciences*. Harlow: Pearson Education

Other indicative reading

- Bell, J. (2010) *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science (Fifth Edition)* . Buckingham: Open University Press. *Ebook available*.
- Burnett, J. (2009) *Doing Your Social Science Dissertation (Sage Study Skills Series)*. London: Sage Publications.
- Greetham, B. (2009) *How to Write your Undergraduate Dissertation (Palgrave Study Skills)*. London: Palgrave Macmillan.
- Hart, C. (2004) *Doing a Literature Review: Releasing the Social Science Imagination*. London: Sage Publications.
- Krathwohl, D.L. & Smith, N.L. (2005) *How to prepare a Dissertation proposal: Suggestions for Students in Education and the Social and Behavioural Sciences*. New York: Syracuse University press.
- Moon, J. (2006) *Learning Journals: A Handbook for Reflective Practice and Professional Development (Second Edition)*. Abingdon: Routledge.
- Ridley, D. (2008) *The Literature Review: A step by step guide for students*. London: Sage Publications.
- Roberts, C. (ed) (2010) *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*. London: Sage Publications.
- Smith, K., Todd, M & Waldman, J. (2009) *Doing Your Undergraduate Social Science Dissertation*. Abingdon: Routledge.
- Walliman, N. (2009) *Your Undergraduate Dissertation in Health and Social Care (Sage Study Skills Series)*. London: Sage Publications Ltd.
- Weyers, J. (2007) *How to write Dissertations and Project Reports*. Harlow: Pearson Education.