

## **MODULE DESCRIPTOR**

<b>TITLE</b>	<b>DISSERTATION</b>			
<b>SI MODULE CODE</b>	19-7R50-00S/C			
<b>CREDITS</b>	45			
<b>LEVEL</b>	7			
<b>JACS CODE</b>	N900 - Others in business & administrative studies			
<b>SUBJECT GROUP</b>	HOSPITALITY MANAGEMENT - SBS			
<b>DEPARTMENT</b>	Service Sector Management			
<b>MODULE LEADER</b>	Ian Elsmore			
<b>NOTIONAL STUDY HOURS BY TYPE</b>	Tutor-led	Tutor-directed	Self-directed	Total Hours
	6	6	438	450

## **MODULE AIM(S)**

1. to provide an opportunity for students to undertake an in-depth piece of investigative research on a subject appropriate and related to the programme award title;
2. to enable application, synthesis and development of contextual and theoretical knowledge from taught elements of the programme within an intensive period of personal research;
3. to enable demonstration of a high degree of critical thinking, originality and independence of enquiry;
4. to promote the development and advancement of a range of methodological, analytical and communication skills and competences to a level appropriate for a Masters award

## **MODULE LEARNING OUTCOMES**

**By engaging successfully with this module a student will be able to**

1. identify an appropriate and focused research question with related aims and objectives and examine them in a sustained and systematic research enquiry;
2. demonstrate competence in developing and applying a research design appropriate to the chosen area of enquiry;
3. display an understanding of the links between research theory and method and the challenges inherent in research enquiry, including the need to critically review past literature;
4. conduct a substantial empirical study that makes an identifiable and original contribution to an area of enquiry;
5. evaluate alternative methods and justify the use of appropriate methods to gather suitable data;
6. display competence in the application of methods and the presentation, analysis and interpretation of data;
7. use research findings to support or to question initial research aims and objectives, to show understanding of their relevance, and demonstrate awareness of the limitations of the study;
8. demonstrate skills that reflect the ability to work with a high degree of independence in research settings;
9. exhibit competence in managing issues of confidentiality, ethical concerns, risk and codes of conduct associated with research enquiry.

## **INDICATIVE CONTENT**

**These are examples of the content of the module**

- Introductory lectures and research workshops at which the Dissertation process, the role of subject specialists, learning sets and supervisors, and practical issues of organisation of work, risk assessment and research ethics will be explained and students will be given an opportunity to refine their proposed topics with subject specialists;
- A short series of tutorials, using learning sets, to provide advice on setting research aims and objectives, reviewing literature and methodological issues in order to enable students to submit their Proposal;
- A Dissertation Proposal Colloquium, comprising presentations of proposals to peers and supervisors for formative feedback;
- Supervision in a form agreed between the supervisor and student, which will be on a one-to-one basis but may include the use of learning sets.

## **LEARNING AND TEACHING METHODS**

**Students will be supported in their learning, to achieve the above outcomes, in the following ways**

The Dissertation applies the skills and knowledge undertaken in the Research Methods module and the theoretical and contextual knowledge gained in other modules. The learning, teaching and assessment activities are largely conducted through independent study supported by supervision.

Activities supporting the LTA strategy for this module are laid out in a Dissertation Handbook that explains the process of undertaking a dissertation, key learning resources and an assessment brief. The handbook is therefore a key learning resource that is available in hard copy and online.

Activities include introductory lectures and subject-specific research workshops, a short series of tutorials in the form of tutor-led small group learning sets and a colloquium in which students present their proposal to peers for feedback; these are designed as informal diagnostic and formative learning and feedback opportunities. These are complimented with on-going supervisory support from a member of staff with relevant experience in the student's chosen area of research. Further learning support is available through drop-in sessions provided by support services to aid literature searching and data gathering and analysis skills, including the use of relevant software.

The module therefore comprises LTA approaches that are both generic to the module aims and objectives and specific to the needs of each student's award title. The latter is provided through individualised supervisory and learning set support.

## **ASSESSMENT STRATEGY AND METHODS**

You will be assessed through a supervised independent research project. You will be required to submit and receive a pass on a research proposal before commencing with the dissertation project itself.

<b>Task No.</b>	<b>TASK DESCRIPTION</b>	<b>SI Code</b>	<b>% Weighting of overall module mark</b>	<b>Word Count / Duration</b>	<b>In-module retrieval available</b>	<b>Percentage Pass Mark or Pass/Fail</b>
1	Research Proposal	Individual Project/Dissertation	10	2500 words	Yes	
2	Dissertation Research Project	Individual Project/Dissertation	90	12500 words	No	

## **ASSESSMENT CRITERIA**

### **Learning Outcome**

identify an appropriate and focused research question with related aims and objectives and examine them in a sustained and systematic research enquiry

demonstrate competence in developing and applying a research design appropriate to the chosen area of enquiry

display an understanding of the links between research theory and method and the challenges inherent in research enquiry, including the need to critically review past literature

conduct a substantial empirical study that makes an identifiable and original contribution to an area of enquiry

evaluate alternative methods and justify the use of appropriate methods to gather suitable data

### **Minimum Pass Criteria**

Able to identify, select, and construct a broadly appropriate research question. Construct associated aims and objectives and show some competence in examining them in a sustained and reasonably systematic research enquiry.

Demonstrates a reasonable level of competence in developing and applying a research design appropriate to the chosen area of enquiry.

Shows some appreciation of the links between research theory and method and the challenges inherent in research enquiry, including the need to critically review past literature.

Demonstrates some competency in conducting a substantial empirical study that makes an identifiable and original contribution to an area of enquiry.

Able to identify and describe alternative methods with some evaluation and to make some justification of appropriate methods to gather suitable data

evaluate alternative methods and justify the use of appropriate methods to gather suitable data	Displays basic but passable competence in the application of methods and the presentation, analysis and interpretation of data
use research findings to support or to question initial research aims and objectives, to show understanding of their relevance, and demonstrate awareness of the limitations of the study	Is able to use research findings to support or to question initial research aims and objectives but in an obvious way. Show some understanding of their relevance, and demonstrate some awareness of the limitations of the study
demonstrate skills that reflect the ability to work with a high degree of independence in research settings	Demonstrates skills that reflect the ability to work with independence in research settings but was overly dependent on the supervisor for support
exhibit competence in managing issues of confidentiality, ethical concerns, risk and codes of conduct associated with research enquiry	Shows the base level of competence in managing issues of confidentiality, ethical concerns, risk and codes of conduct associated with research enquiry

## **FEEDBACK**

### **Students will receive feedback on their performance in the following ways**

Students will be allocated supervisors who will support the development of their projects through formative feedback. Students will receive summative feedback on both the research proposal and final submission in accordance with University feedback policy. The proposal must be passed before being permitted to commence with the Dissertation itself.

## **LEARNING RESOURCES (INCLUDING READING LISTS)**

Reading will be tailored to specific dissertation themes under the guidance of the supervisor.

**'MODEL B' MODULE CURRICULUM DATA**

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**ASSESSMENT STRATEGY AND METHODS**

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1	Research Proposal	Individual Project/Dissertation	10	2500 words	Yes	
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**SECTION 2 'MODEL B' MODULE (INFORMATION FOR STAFF ONLY)****MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	No
EXISTING MODULE - NO CHANGE	Yes
Title Change	No
Level Change	No
Credit Change	No
Assessment Pattern Change	No
Change to Delivery Pattern	No
Date the changes (or new module) will be implemented	n/a

**MODULE DELIVERY PATTERN**

<b>Module Begins</b>	<b>Module Ends</b>
01/05/2012	01/09/2012

<b>Is timetabled contact time required for this module?</b>	Yes
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<b>Are any staff teaching on this module non-SHU employees?</b>	No
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## **FINAL TASK**

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 2
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## **MODULE REFERRAL STRATEGY**

**NB: Model B modules always apply a Task for Task referral strategy (as shown for initial assessment strategy)**

## **REVISIONS**

<b>Date</b>	<b>Reason</b>
July 2012	Assessment Framework review