University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Dissertation					
Module Code	UZYRS8-40-M		Level	M	Version	4
UWE Credit Rating	40	ECTS Credit Rating	20	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professions		
Department	Allied Health Professions		Module Type	Project		
Contributes towards	MSc Radiotherapy and Oncology					
Pre-requisites	60 level 3 credits or equivalent on related area.		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
First CAP Approval Date	16/07/09		Valid from	01/09/09		
Revision CAP Approval Date	03/02/2015 01/02/2017 (v4)		Revised with effect from	01/01/16 01/11/2016 (v4)		

Review Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Produce a comprehensive and critical review of the literature (Component A, Element 1). • Demonstrate breadth and depth of understanding of the strengths and weaknesses of an investigation (Component A, Element 1). • Critically evaluate and explore aspects of the research process including issues of reliability, validity, ethical issues and constraints (Component A, Element 1). • Evaluate and contribute to theoretical and methodological debate in their discipline area (Component A, Element 1). • Design and execute a well planned research study based on relevant research methodology, within a framework of research governance (Component A, Element 1). Mapping of specific learning outcomes for the dissertation will be dependent upon the nature of the study and the methodology employed.
Syllabus Outline	The cohort meets with the module leader on up to three timetabled workshops (2hours 20 minutes each). One of these workshops may be used pre module start to support students in preparing ethics applications for their projects. The remaining workshops

	are designed to support students in understanding the nature of individual investigation, the value of using supervision appropriately and academic writing for journals. Students are allocated a dissertation supervisor to: a) confirm aims, questions and proposed research strategy and setting out a programme of work b) demonstrate the ability for independent work and ability to manage the study
Contact Hours	Students have up to seven hours of workshops. Students are allocated a supervisor who has the main responsibility for co-ordinating formal support, monitoring progress and project supervision. It is the student's responsibility to initiate and maintain contact with the supervisor. The student is entitled to 14 hours supervision; this includes contact time through face-to-face meetings, email or other technology-aided discussion and formative assessment. Further support is available for supporting ethics applications (12 hours for NRES applications and 5 hours for UWE ethics applications.
Teaching and Learning Methods	Independent learning underpins the teaching and learning strategy on the dissertation module. The student has an identified dissertation supervisor and 14 hours supervision. Supervision includes contact hours with the supervisor and formative feedback on draft work. Dissertation workshops make up to seven hours of scheduled learning.
Key Information Sets Information	**Key Information Set - Module data** *Number of credits for this module* 400 Hours to be allocated: 400 Scheduled learning and teaching study hours: 21 Independent study hours: 379 Placement study hours: 0 Allocated Hours: 400 The table below indicates as a percentage the total assessment of the module which constitutes a - **Written Exam**: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: Total assessment of the module: Written exam assessment percentage: 0% Coursework assessment percentage: 100% Practical exam assessment percentage: 0% 100%
Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of

	bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. **Access and skills** The nature of dissertation is independent study in which students will develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings will be available via other more frequently updated mechanisms. Bourgeault, I. Dingwall, R. de Vries, R. (2010) *The Sage Handbook of Qualitative Methods in Health Research*. London. Thousand Oakes California. New Delhi. Singapore: Sage Publications Ltd. Bowling, A. (2009) *Research Methods in Health: Investigating Health and Health Services* (3rd Edition). Maidenhead. New York: McGraw Hill Oxford University Press Gerish, K. and Lacey, A. (2010) *The Research Process in Nursing* (6th Edition). Chichester. Oxford: Wiley-Blackwell. Hicks, C.M. (2009) *Research Methods for Clinical Therapists: Applied Project design and Analysis.* (5th Edition). Edinburgh. London. New York. Oxford. Philadelphia. St Louis. Sydney. Toronto: Churchill Livingstone Elsevier. Hickson, M. (2008) *Research Handbook for Healthcare Professionals*. Chichester. Oxford: Wiley-Blackwell. Maltby, J. Williams, G.A. McGarry, J. and Day, L. (2010) *Research Methods for Nursing and Healthcare.* Harlow England. London. New York. Boston. San Francisco. Toronto. Sydney. Tokyo. Singapore. Hong Kong. Seoul. Taipei. New Delhi. Cape Town. Madrid. Mexico City. Amsterdam. Munich. Paris. Milan: Pearson Education Ltd. McNamee, M. (2005) *Philosophy and the Sciences of Exercise Health and Sport. Critical Perspectives on Research Methods.* Abingdon, Oxon. New York: Routledge. Taylor & Francis Inc. Plichta, S.B. and Kelvin, E. (2013) *Munro's Statistical Methods for Health Care Research* (6th Edition). Philadelphia. Baltimore. New York. London. Buenos Aires. Hong Kong. Sydney. Tokyo: Wolters Kluwer Health. Lippincott Williams & Wilkins Pope, C. Mays, N and Popay, J (2007) *Synthesizing Qualitative and Quantitative Health Evidence*. Maidenhead England. Two Penn Plaza New York: Open University Press McGraw-Hill Ramlaul, A. (2010) *Medical Imaging and Radiotherapy Research Skills and Strategies.* Edinburgh. London. New York. Oxford. Philadelphia. St Louis. Sydney. Toronto: Churchill Livingstone Elsevier. Steen, M. and Roberts, T. (2011) *The Handbook of Midwifery Research*. Oxford. Chichester. Iowa: Wiley-Blackwell.

Part 3: Assessment	
Assessment Strategy	The assessment strategy for this module is in the form of a portfolio of course work. The summative assessment is work that allows the student to present the design and execution of a primary or secondary research study or service evaluation that they have undertaken. Students will be asked to submit a 'dissertation portfolio' containing the following three elements, which

	altogether will be a maximum of 10,000 words (excluding reference lists): 1. A journal article prepared for submission to a journal of their choice. 2. An explanation and justification of the academic journal the paper is (hypothetically) written for. 3. A reflection on their research. This will provide students space to justify their decisions in carrying out the research and in evaluation that might not fit well in the journal article. Across the 3 elements of the portfolio all learning outcomes must be demonstrated. Formative assessment occurs throughout the module as the student works with the allocated dissertation supervisor.

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:**	**B**:
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**	
1. Dissertation Portfolio	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Resubmission of Dissertation Portfolio	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

FOR OFFICE USE ONLY

First CAP Approval Date	16/07/09			
Revision CAP Approval Date	01/02/2017	Version	4	Link to RIA 12094