CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Dissertation (distance learning)					
Module Code	UZVRTM-45-M	Level	M	Version	1	
Owning Faculty	Health and Applied Sciences	Field		Health and Social Sciences		
Contributes towards	MSc Environmental Health MSc Environmental Health Studies					
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project	
Pre-requisites	None			Co- requisites	None	
Excluded Combinations	None			Module Entry requirements	None	
Valid From	January 2015			Valid to	September 2019	

CAP Approval Date	
	22nd October 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Produce a comprehensive and critical review of the literature (Component A). 2. Demonstrate a good understanding of the strengths and weaknesses of a research methodology and method (Component A). 3. Critically evaluate and explore aspects of the research process including issues of reliability, validity and trustworthiness (Component A). 4. Evaluate and contribute to theoretical and methodological debate in their discipline (Component A). 5. Design and execute a well planned research study based on relevant methodology within an appropriate framework of research governance (Component A). 6. Demonstrate high standards of ethical practice in research and critically reflect on ethical issues (Component A). 7. Critically evaluate and reflect on the strengths and weaknesses of their own research practice. (Component A).
Syllabus Outline	• Guidance on undertaking dissertation research including developing aims and objectives, methodology, ethical issues, writing skills. • Support available from the university, managing the supervisory relationship and assessment issues. • Advanced literature searching. • Support in one of three types of research relevant to their individual research

	questions:
	- Secondary evidence synthesis (e.g. systematic review)
	- Qualitative research (including secondary analysis, e.g. meta-ethnography)
	- Quantitative research (including secondary analysis of existing data sets)
	• Guidance of preparation of dissertation protocol
	• Clarifying research aims, objectives, research questions, research strategy and methods.
Contact Hours	• This distance learning module provides a blended learning approach utilizing asynchronous online activities (including lectures, reading, quizzes, videos) and synchronous tutorials (seminars/discussions). Progress through the module is managed through time-dependent release of online resources to ensure structured progression through the learning materials and the synchronous activities promote development of the student-tutor relationship and encourage a cohort identity in addition to supporting core learning. Approximately 30 hours of directed study (e.g. online lectures, seminars, etc) are delivered via Blackboard.
	• Distance learning contact time will take a synchronous virtual form through module specific sessions which may include virtual learning environments (VLE) and other technology aided means. Specific time requirements for each session and activity, where possible, will be stated in the Module handbook.
	• Opportunities for one-to one interaction with members of staff, although not formally scheduled, will enable additional support for students and will consist of virtual scheduled supervision sessions as appropriate. Students need to recognise these as a positive opportunity for interaction with UWE staff.
Teaching and Learning Methods	• The Teaching and Learning Strategy for the module will be specified in the module handbook. In general: • **Scheduled learning** will be delivered in the format of online lectures, as audio podcasts or video capture, using appropriate software (e.g. Adobe Presenter, PowerPoint, etc.), online seminars and other web-based activities. Online seminar activities engage student-centred active learning techniques using online, Blackboard-based discussion platforms (e.g. Collaborate or equivalent) and blogs. Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources. • **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.
Key Information Sets	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. Further detail on Key Information Sets and how the University is implementing its requirements can be found at https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx. This also contains further guidance on how to complete the information requested below. A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

Key Information Set - Module data					
Number of credits for this module				45	
Hours to be allocated	Scheduled learning and teaching study hours*	Independent study hours	Placement study hours	Allocated Hours	
450	50	400	0	450	✅

*This includes synchronous and asynchronous activities.

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 and Further Readings** All essential, indicative and supplementary reading are indicated and available via Blackboard, which include access to online databases, peer reviewed online journals and e-textbooks all accessible via the online UWE Library. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish. All recommended reading is available online via Blackboard and the UWE Library, which supports individual lectures, seminars and topics. Students are expected to research other reading materials relevant to their assignment and to read widely using the variety of online resources at their disposal. The purpose of further reading is to ensure students become familiar with current research and practice relevant to the syllabus. **Access and Skills** Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and journals, evaluating information and referencing. Further details are available at http://www1.uwe.ac.uk/library/.
Indicative	The following list is offered to provide validation panels/accrediting bodies with an

Reading List	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 are available via the module's Blackboard homepage.

Textbooks

- Alvesson, M.A. and Sköldberg, K. (2009) *Reflexive Methodology: new vistas for qualitative research.* 2nd ed. London: Sage.
- Barbour, R.S. and Kitzinger, J. (1999) *Developing Focus Group Research: politics, theory and practice.* [online] London: Sage Publications.[Accessed 8 March 2013].
- Bell, J. (2010) *Doing your research project: a guide for first time researchers in education and social science.* [online] 5th ed..Milton Keynes: Open University Press.[Accessed 8 March 2013].
- Blaikie, N. (2010) *Designing Social Research.* 2nd ed. Cambridge: Polity Press.
- Blaxter, L., Hughes, C. and Tight, M. (2010) *How to Research.* [online] 4th ed. Milton Keynes: Open University Press. [Accessed 8 March 2013].
- Bowling, A. (2001) *Measuring disease: A Review of disease-specific quality of life measurement scales.* 2nd ed. Milton Keynes*:* Open University Press.
- Bowling, A. (2009) *Research Methods in Health.* [online] 3rd ed. Maidenhead: Open University Press. [Accessed 8 March 2013]
- Bowling, A. and Ebrahim, S. (2005) *Handbook of Health Research Methods.* [online] Milton Keynes: Open University Press.[Accessed 8 March 2013].
- Brewer, J.D. (2000) *Ethnography.* [online] Milton Keynes: Open University Press. [Accessed 8 March 2013].
- Campbell, M.J., Machin, D. and Walters, S.J. (2007) *Medical Statistics: A Textbook for the Health Sciences.* [online] 4th ed. London: Wiley. [Accessed 8 March 2013]
- Creswell, J.W. (2013) *Qualitative Inquiry and Research Design.* 3rd ed. London: Sage Publications.
- Cryer, P. (2006) *The Research Student's Guide to Success.* [online] 3rd ed. Milton Keynes: Open University Press. [Accessed 8 March 2013].
- Denscombe, M. (2010) *The Good Research Guide*: *for Small-scale Social Research Projects*[online] 4th ed. Milton Keynes: Open University Press. [Accessed 8 March 2013].
- Denzin, N.K. and Lincoln, Y.S. (2008) *Strategies of Qualitative Inquiry.* 3rd ed. London: Sage Publications.
- Geertz, C. (2000) *The Interpretation of Cultures.* New York: Basic Books.
- Gilbert, N. ed.(2008) *Researching Social Life.* 3rd ed. London: Sage Publications.
- Green, J. and Thorogood, N. (2009) *Qualitative Methods for Health Research.* 2nd ed. London: Sage Publications.
- Greenfield, T. ed. (2002) *Research Methods for Postgraduates.* London: Arnold.
- Hart, E. and Bond, M. (1995) *Action Research for Health and Social Care: a guide to practice.*[online] Milton Keynes: Open University Press. [Accessed 8 March 2013].
- Hulley, S.B. (2007) *Designing Clinical Research.* 3rd ed. Milton Keynes: Open University Press.
- Moses, J.W. and Knutsen, T. (20012) *Ways of Knowing: Competing Methodologies in Social and Political Research.* 2nd ed. Basingstoke: Palgrave Macmillan.
- Noblit, G.W. and Hare, R.D. (1988) *Meta-ethnography: synthesizing qualitative studies.* [online] London: Sage Publications.[Accessed 8 March 2013].
- O'Connell Davidson, J. and Layder, D. (1994) *Methods, Sex and Madness.* London: Routledge.
- O'Leary, Z. (2010) *The Essential Guide to Doing Your Research Project.* London: Sage.
- Orna, E. (2009) *Managing Information for Research.* 2nd ed. Milton Keynes: Open University Press.
- Potter, S. ed. (2006) *Doing Postgraduate Research.* [online] 2nd ed. London:

	Sage Publications.[Accessed 8 March 2013].
	- Reason, P. and Bradbury, H. eds. (2008) *The Sage Handbook of Action Research:Participative Inquiry and Practice* [online] 2nd ed London: Sage Publications.[Accessed 8 March 2013]. - Ritchie, J. and Lewis, J. (2003) *Qualitative Research Practice.* London: Sage Publications. - Robson, C. (2002) *Real World Research: a resource for social scientists and practitioner-researchers.*2nd ed. London: Blackwell. - Silverman, D (2011) *Interpreting Qualitative Data.* 4th ed. London: Sage Publications. - Silverman, D. (2010) *Doing Qualitative Research.* 3rd ed. London: Sage Publications. - Silverman, D. ed. (2004) *Qualitative research: theory, method and practice.* 2nd ed. London: Sage Publications. - Thomas, D.R. and Hodges, I.D. (2010) *Designing and Managing Your Research Project: Core Knowledge for Social and Health Researchers*. London: Sage. - Titscher, S., Meyer, M., Wodak, R. and Vetter, E. (2000) *Methods of Text and Discourse Analysis.* London: Sage Publications. - Wetherell, M., Taylor, S. and Yates, S.J. (2001) *Discourse as Data: a guide for analysis.* London: Sage in association with the Open University Press. - Wisker, G. (2008) *Postgraduate Research Handbook.* 2nd ed. London: Palgrave. **Websites** Relevant recommended websites are listed in the online module handbook and on Blackboard.

Part 3: Assessment

Assessment Strategy	The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are attained. Full details can be found in the Module Handbook and on the module's Blackboard site. - The assessment strategy is designed to support students to complete a well designed and evaluated research project. - The first stage of assessment will be a formative assessment of a research protocol. Students will be given guidance on producing a research protocol that outlines their research strategy, aims, objectives, research questions and methods. Feedback will be given on the strengths and weaknesses of the protocol with particular reference to methodological clarity, feasibility and ethicality. - Summative assessment will be based on the submission of the completed dissertation which will be assessed against the module learning outcomes.

Identify final assessment component and element	Component A Element 1		
% weighting between components A and B (Standard modules only)		**A:**	**B**:

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Dissertation (15,000 words)	**100%**

Component B Description of each element	Element weighting
N/A	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Dissertation (15,000 words)	**100%**
Component B **Description of each element**	**Element weighting**
N/A	
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	