






CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Masters Dissertation (Distance Learning)				
Module Code	UZYSQG-45-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	MSc Rehabilitation				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites	60 level 3 credits or equivalent. Completed and passed: UZWRGQ-20-M Health and Social Care Research: Methods and Methodology (Distance Learning) or equivalent	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2016	Valid to			

CAP Approval Date	31 May 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Produce a comprehensive and critical review of the literature (Component A). • Demonstrate a comprehensive understanding of the complexities, strengths and weaknesses of an investigation (Component A). • Critically evaluate and explore aspects of the research process including issues of reliability, validity, ethical issues and constraints (Component A). • Evaluate and contribute to theoretical and methodological debate in their discipline area (Component A). • Design and execute a well-planned research study based on relevant research methodology, within a framework of research governance (Component A). <p>Mapping of specific learning outcomes for the dissertation will be dependent upon the nature of the study and the methodology employed.</p>
Syllabus Outline	<p>The syllabus is dictated by the nature of the area/topic of study agreed between the learner and identified academic supervisor.</p>

Contact Hours	<p>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 approximately 20 hours supervision; this includes contact time through face-to-face meetings, email or other technology-aided discussion, and formative assessment.</p>																																			
Teaching and Learning Methods	<p>Independent learning underpins the teaching and learning strategy on the dissertation module. The student has an identified dissertation supervisor and approximately 20 hours supervision. Supervision includes contact hours with the supervisor and formative feedback on draft work.</p> <p>Working effectively with their dissertation supervisor, students will be expected to:</p> <ol style="list-style-type: none"> confirm aims, questions and proposed research strategy and set out a programme of work demonstrate the ability for independent work and ability to manage the study. <p>Scheduled learning includes tutorials, project supervision, and formative assessment.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.</p> <p>These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																																			
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="448 1312 1361 1704"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>45</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>450</td> <td>20</td> <td>430</td> <td>0</td> <td>450</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a –</p> <p>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</p> <p>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:</p>	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	20	430	0	450					
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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. Where texts are not available electronically, key chapters will be digitised wherever possible.

Bourgeault, I., Dingwall, R., and de Vries, R. (2010) *The Sage Handbook of Qualitative Methods in Health Research*. [online] London: Sage Publications Ltd. [Accessed 8 April 2016]

Bowling, A. (2014) *Research Methods in Health: Investigating Health and Health Services*. 4th ed. [online] Maidenhead. New York: McGraw Hill/Oxford University Press. [Accessed 8 April 2016].

Gerish, K. and Lacey, A. (2015) *The Research Process in Nursing*. 7th ed. [online] Oxford: Wiley-Blackwell. [Accessed 8 April 2016].

Hicks, C.M. (2009) *Research Methods for Clinical Therapists: Applied Project design and Analysis*. 5th ed. [online] Edinburgh: Churchill Livingstone/ Elsevier. [Accessed 8 April 2016].

Hickson, M. (2008) *Research Handbook for Healthcare Professionals*. [online] Oxford: Wiley-Blackwell. [Accessed 8 April 2016].

	<p>Maltby, J., Williams, G.A., McGarry, J. and Day, L. (2010) <i>Research Methods for Nursing and Healthcare</i>. [online] Harlow: Pearson Education Ltd. [Accessed 8 April 2016].</p> <p>McNamee, M. (2005) <i>Philosophy and the Sciences of Exercise Health and Sport. Critical Perspectives on Research Methods</i>. [online] Abingdon, Oxon: Routledge. [Accessed 8 April 2016].</p> <p>Pope, C. Mays, N and Popay, J (2007) <i>Synthesizing Qualitative and Quantitative Health Evidence</i>. [online] Maidenhead England: McGraw-Hill. [Accessed 8 April 2016].</p> <p>Ramlaul, A. (2010) <i>Medical Imaging and Radiotherapy Research Skills and Strategies</i>. [online] Edinburgh: Churchill Livingstone/ Elsevier. [Accessed 8 April 2016].</p> <p>Steen, M. and Roberts, T. (2011) <i>The Handbook of Midwifery Research</i>. [online] Oxford: Wiley-Blackwell. [Accessed 8 April 2016].</p>
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Part 3: Assessment		
Assessment Strategy	<p>The assessment strategy for this module is in the form of a portfolio of course work.</p> <p>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 tasks, which altogether will be a maximum of 10,000 words (excluding reference lists):</p> <ol style="list-style-type: none"> 1. A journal article prepared for submission to a journal of their choice. The journal article will carry 80% of the marks 2. An explanation and justification of the academic journal the paper is (hypothetically) written for (5% marks) 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 (15% marks). <p>Formative assessment occurs throughout the module as the student works with the allocated dissertation supervisor.</p>	
Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A Description of each element	Element weighting	
Dissertation portfolio (10,000 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A Description of each element	Element weighting	
Resubmission of Dissertation portfolio (10,000 words)	100%	
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.