University of the West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Dissertation (Post Qualifying)					
Module Code	UZWRG9-40-3		Level	3	Version	2
UWE Credit Rating	40	ECTS Credit Rating	20	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery		Module Type	Project		
Contributes towards	BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSc(hons) Professional Development					
Pre-requisites			Co- requisites	None		
Excluded Combinations	UZWRWJ-30-3		Module Entry requirements			
Valid From	September 2015		Valid to	September 2021		

CAP Approval Date	03/02/2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Select and develop a research method appropriate to particular research questions. (Component A) • Critically analyse ethical issues within the research process. (Component A) • Critically evaluate research and current issues in a selected area of practice. (Component A) • Demonstrate analysis and interpretation of data collected. (Component A) • Critically evaluate the findings and their applicability and implications for the development and improvement of practice. (Component A) • Articulate a coherent argument and an ability to defend that line of reasoning. (Component A) • Evaluate and reflect upon their own performance in applying the research process to their professional role. (Component A)
Syllabus Outline	• Advanced search skills • Critical appraisal • Links between policy and practice • Stakeholder perspectives including public and patient involvement • Research methods and ethics • Service Evaluation Theory • Barriers to change implementation

	• Writing for a professional audience • Dissemination techniques
Contact Hours	36 hours of contact to include seminars, lecturers and online activities, inclusive of 6 hours of contact per student
Teaching and Learning Methods	**Teaching and Learning Methods** A variety of approaches will be used which may include: • Lectures • Seminars • Master Classes • ICT Based Platforms • Problem Solving Approaches • Supervision • Directed and Independent Learning • Formative Assessment Opportunity
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				40	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
400	16	384	0	400	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Dissertation

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		
Coursework assessment percentage	100%	
Practical exam assessment percentage		
	100%	

Reading Strategy	**Core readings** It is essential that students read one of the many texts on research methods available through 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 research

	topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. **Access and skills** The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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	**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 the module guide. References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences. **Indicative Sources:** Aveyard, H. (2014) *Doing a literature review in health and social care.* [online]. 2nd ed. Maidenhead : Open University Press. [Accessed 20 January 2015] Bettany-Saltikov, J. (2012) *How to do a Systematic Literature Review in Nursing: A Step-by-Step Guide* [online]. Maidenhead: Open University Press. [Accessed 20 January 2015] Burns, N. & Grove, S.K. (2011) *Understanding Nursing Research: Building an Evidence-Based Practice.* 5th ed. Philadelphia: Saunders.- Cluett, E. R. and Bluff, R. eds. (2006) *Principles and practice of research in midwifery* 2nd ed. Edinburgh: Churchill Livingstone. Coughlan, M., Ryan, F. and Cronin, P. (2013) *Doing a Literature Review in Nursing, Health and Social Care*. London: SAGE. Cutcliffe, J. and Ward, M. F. (2014) *Critiquing Nursing Research.*[online] 2nd ed. London: Quay Books. [Accessed 20 January 2015] Davidson (2005) *Evaluation Methodology Basics. The Nuts and Bolts of Sound Evaluation* [online]. Sage Publications. [Accessed 20 January 2015] *Gerrish, K. and Lacey, A. (2015) The Research Process in Nursing. 7th ed., Oxford: Blackwell Publishing.* *Greenhalgh, T. (2014) How to read a paper: the basis of evidence-based medicine [online]. 5th ed. London: Blackwell.* [Accessed 20 January 2015] Holloway, I. and Wheeler, S. (2010) *Qualitative Research in Nursing and Healthcare* [online] 3rd ed. Oxford: Blackwell Science. [Accessed 20 January 2015] Jesson, J., Matheson, L. and Lacey, F.M. (2011) *Doing Your Literature*

Review: Traditional and Systematic Techniques. London: SAGE.

Langley. K. Nolan, T. (2009) *The Improvement Guide: A Practical Approach to Enhancing Organisational Performance,* [online].2nd ed. San Francisco: Jossey Bass [Accessed 20 January 2015]

LoBiondo-Wood, G. and Haber, J. eds., (2013) *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice.* 8th ed. St Louis: Mosby Elsevier.

Moule, P. and Goodman, M. (2013) Nursing research: an introduction. 2nd ed. London: Sage.

Moule, P. and Hek, G. (2015) Making sense of research. 5th ed. London :Sage.

Parahoo, K. (2014) Nursing research: Principles, process and issues. 3rd ed. Basingstoke: Macmillan.

Pearson, A., Field, J. and Jordan, Z. (2007) Evidence-based clinical practice in nursing and health care. Simulating Research, Experience and Expertise. [online]. Oxford: Blackwell. [Accessed 17 February 2013]

Polit, D. F. and Beck, C.T. (2013) *Essentials of Nursing Research: Methods, Appraisal, and Utilization.* 8th ed. Philadelphia: Lippincott Williams and Wilkins.

Rees, C. (2011) *An Introduction to Research for Midwives* [online] 3rd ed. Edinburgh: Books for Midwives. [Accessed 20 January 2015]

Reed, P.G. and Shearer, N.B.C. (2011) *Nursing Knowledge and Theory Innovation: Advancing the Science of Practice* [online]. New York; London: Springer. [Accessed 20 January 2015]

Risjord, M.W. (2010) *Nursing Knowledge: Science, Practice, and Philosophy* [online]. Chichester: Wiley-Blackwell. [Accessed 20 January 2015]

Schneider, Z., Whitehead, D., Lo-Biondo-Wood, G. and Haber, J. (2013) *Nursing and Midwifery Research: Methods and Appraisal for Evidence-Based Practice* [online]. 4th ed. New South Wales: Elsevier [Accessed 20 January 2015]

Watson, R., McKenna, H. and Cowman, S. (2008) *Nursing Research: Designs and Methods* Oxford: Churchill Livingstone.

Whittaker, A. and Williamson, G.R. (2011) *Succeeding in Research Plans and Literature Reviews.* Exeter: Learning Matters.

Journals: all available online
Evidence Based Nursing
Evidence Based Healthcare
Journal of Nursing Research

Blackboard
This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard.

Part 3: Assessment	
Assessment Strategy	Assessment will be in the form of a 6000 word assignment. The Dissertation will take the form of a literature review on a topic relevant to the students practice and to include consideration of the contribution of the evidence to service improvement.

Identify final assessment component and element	A

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 8,000 word assignment	100%
Component B **Description of each element**	**Element weighting**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 8,000 word assignment	100%
Component B **Description of each element**	**Element weighting**
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.	