

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Dissertation				
Module Code	UZVSMT-45-M	Level	M	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Health & Social Sciences		
Contributes towards	MSc Public Health				
	MSc Environmental Health				
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	September 2013		Valid to		

CAP Approval Date	21/11/ 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Produce a comprehensive and critical review of the literature 2. Demonstrate a good understanding of the strengths and weaknesses of a research methodology and method 3. Critically evaluate and explore aspects of the research process including issues of reliability, validity and trustworthiness 4. Evaluate and contribute to theoretical and methodological debate in their discipline 5. Design and execute a well planned research study based on relevant methodology within an appropriate framework of research governance 6. Demonstrate high standards of ethical practice in research and critically reflect on ethical issues 7. Critically evaluate and reflect on the strengths and weaknesses of their own research practice.
Syllabus Outline	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Secondary evidence synthesis (e.g. systematic review) - Qualitative research (including secondary analysis, e.g. meta-

	<p>ethnography)</p> <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • Total contact time over the course of the module will be approximately 30 hours.
Teaching and Learning Methods	<ul style="list-style-type: none"> • The Teaching and Learning Strategy is designed to support students to learn to undertake and evaluate research independently by the end of the module. Scheduled learning support to students will be front loaded to the initial months of the module with students increasingly learning to work as independent researchers as the module progresses. • Scheduled learning will include generic workshops on general module issues and specialist workshops tailored to the students' chosen methodological approach, team supervision and individual feedback on ethics applications and selected draft dissertation sections. • The majority of student time will be spent in independent learning including reading and synthesising research literature, planning, undertaking and analysing research data and writing up the dissertation.
Reading Strategy	<p>The reading strategy for this module is to support students to find and utilise the methodological and topic specific research literature relevant to their chosen topic. As students' topics will be diverse and individual, there will be no core or standard further reading for the module, but students will be advised by their workshop leaders and supervisory teams as appropriate. Training in how to identify and retrieve further reading to support their research will be given by the specialist librarian in the advanced literature searching workshop.</p>
Indicative Reading List	<p>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.</p> <ul style="list-style-type: none"> • Alvesson, M.A. and Sköldbörg, K. (2009) <i>Reflexive Methodology: new vistas for qualitative research</i>. 2nd ed. London: Sage. • Barbour, R.S. and Kitzinger, J. (1999) <i>Developing Focus Group Research: politics, theory and practice</i>. [online] London: Sage Publications.[Accessed 8 March 2013]. • Bell, J. (2010) <i>Doing your research project: a guide for first time researchers in education and social science</i>. [online] 5th ed..Milton Keynes: Open University Press.[Accessed 8 March 2013]. • Blaikie, N. (2010) <i>Designing Social Research</i>. 2nd ed. Cambridge: Polity Press. • Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i>. [online] 4th ed. Milton Keynes: Open University Press. [Accessed 8 March 2013]. • Bowling, A. (2001) <i>Measuring disease: A Review of disease-specific quality of life measurement scales</i>. 2nd ed. Milton Keynes: Open University Press. • Bowling, A. (2009) <i>Research Methods in Health</i>. [online] 3rd ed. Maidenhead: Open University Press. [Accessed 8 March 2013] • Bowling, A. and Ebrahim, S. (2005) <i>Handbook of Health Research Methods</i>. [online] Milton Keynes: Open University Press.[Accessed 8 March 2013]. • Brewer, J.D. (2000) <i>Ethnography</i>. [online] Milton Keynes: Open University Press. [Accessed 8 March 2013]. • Campbell, M.J., Machin, D. and Walters, S.J. (2007) <i>Medical Statistics: A Textbook for the Health Sciences</i>. [online] 4th ed. London: Wiley. [Accessed 8 March 2013] • Creswell, J.W. (2013) <i>Qualitative Inquiry and Research Design</i>. 3rd ed.

	<p>London: Sage Publications.</p> <ul style="list-style-type: none"> • Cryer, P. (2006) <i>The Research Student's Guide to Success</i>. [online] 3rd ed. Milton Keynes: Open University Press. [Accessed 8 March 2013]. • Denscombe, M. (2010) <i>The Good Research Guide: for Small-scale Social Research Projects</i>[online] 4th ed. Milton Keynes: Open University Press. [Accessed 8 March 2013]. • Denzin, N.K. and Lincoln, Y.S. (2008) <i>Strategies of Qualitative Inquiry</i>. 3rd ed. London: Sage Publications. • Geertz, C. (2000) <i>The Interpretation of Cultures</i>. New York: Basic Books. • Gilbert, N. ed.(2008) <i>Researching Social Life</i>. 3rd ed. London: Sage Publications. • Green, J. and Thorogood, N. (2009) <i>Qualitative Methods for Health Research</i>. 2nd ed. London: Sage Publications. • Greenfield, T. ed. (2002) <i>Research Methods for Postgraduates</i>. London: Arnold. • Hart, E. and Bond, M. (1995) <i>Action Research for Health and Social Care: a guide to practice</i>.[online] Milton Keynes: Open University Press. [Accessed 8 March 2013]. • Hulley, S.B. (2007) <i>Designing Clinical Research</i>. 3rd ed. Milton Keynes: Open University Press. • Moses, J.W. and Knutsen, T. (20012) <i>Ways of Knowing: Competing Methodologies in Social and Political Research</i>. 2nd ed. Basingstoke: Palgrave Macmillan. • Noblit, G.W. and Hare, R.D. (1988) <i>Meta-ethnography: synthesizing qualitative studies</i>. [online] London: Sage Publications.[Accessed 8 March 2013]. • O'Connell Davidson, J. and Layder, D. (1994) <i>Methods, Sex and Madness</i>. London: Routledge. • O'Leary, Z. (2010) <i>The Essential Guide to Doing Your Research Project</i>. London: Sage. • Orna, E. (2009) <i>Managing Information for Research</i>. 2nd ed. Milton Keynes: Open University Press. • Potter, S. ed. (2006) <i>Doing Postgraduate Research</i>. [online] 2nd ed. London: Sage Publications.[Accessed 8 March 2013]. • Reason, P. and Bradbury, H. eds. (2008) <i>The Sage Handbook of Action Research: Participative Inquiry and Practice</i> [online] 2nd ed London: Sage Publications.[Accessed 8 March 2013]. • Ritchie, J. and Lewis, J. (2003) <i>Qualitative Research Practice</i>. London: Sage Publications. • Robson, C. (2002) <i>Real World Research: a resource for social scientists and practitioner-researchers</i>.2nd ed. London: Blackwell. • Silverman, D (2011) <i>Interpreting Qualitative Data</i>. 4th ed. London: Sage Publications. • Silverman, D. (2010) <i>Doing Qualitative Research</i>. 3rd ed. London: Sage Publications. • Silverman, D. ed. (2004) <i>Qualitative research: theory, method and practice</i>. 2nd ed. London: Sage Publications. • Thomas, D.R. and Hodges, I.D. (2010) <i>Designing and Managing Your Research Project: Core Knowledge for Social and Health Researchers</i>. London: Sage. • Titscher, S., Meyer, M., Wodak, R. and Vetter, E. (2000) <i>Methods of Text and Discourse Analysis</i>. London: Sage Publications. • Wetherell, M., Taylor, S. and Yates, S.J. (2001) <i>Discourse as Data: a guide for analysis</i>. London: Sage in association with the Open University Press. • Wisker, G. (2008) <i>Postgraduate Research Handbook</i>. 2nd ed. London: Palgrave.
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Part 3: Assessment	
Assessment Strategy	<ul style="list-style-type: none"> • The assessment strategy is designed to support students to complete a well designed and evaluated research project.

	<ul style="list-style-type: none"> 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.
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Identify final assessment component and element	Dissertation 100%	
% 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 (15,000 words)	100%	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1.		
2.(etc)		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Dissertation (15,000 words)	100%
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1.	
2.(etc)	
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.	