



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Masters Dissertation				
Module Code	UZWSUL-45-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	MSc Advanced Practice MSc Specialist Practice MSc Medical Ultrasound MSc Nuclear Medicine MSc Radiotherapy and Oncology (pre-registration)				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites	60 level 3 credits or equivalent Completed and passed one of the following UZWSPX-15-M Health and Social Care Research: Methods and Methodology UZWSRV-15-M Health and Social Care Research: Methods and Methodology (Distance Learning) UZWRGQ-20-M Health and Social Care Research: Methods and Methodology or equivalent		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	1/9/14		Valid to		

<b>CAP Approval Date</b>	
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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"> <li>• Produce a comprehensive and critical review of the literature (Component A).</li> <li>• Demonstrate a good understanding of the strengths and weaknesses of an investigation (Component A).</li> <li>• Critically evaluate and explore aspects of the research process including issues of reliability, validity, ethical issues and constraints (Component A).</li> <li>• Evaluate and contribute to theoretical and methodological debate in their discipline area (Component A).</li> <li>• Design and execute a well planned research study based on relevant research</li> </ul>

methodology, within a framework of research governance (Component A).  
 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 21 hours supervision; this includes contact time through face-to-face meetings, email or other technology-aided discussion and formative assessment.

Teaching and Learning Methods

Independent learning underpins the teaching and learning strategy on the dissertation module. The student has an identified dissertation supervisor and 21 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 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				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	28	422		450



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

**Coursework:** Written dissertation

Total assessment of the module:				
Coursework assessment percentage				100%
				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* (3<sup>rd</sup> Edition). Maidenhead. New York: McGraw Hill Oxford University Press

Gerish, K. and Lacey, A. (2010) *The Research Process in Nursing* (6<sup>th</sup> Edition). Chichester. Oxford: Wiley-Blackwell.

Hicks, C.M. (2009) *Research Methods for Clinical Therapists: Applied Project design and Analysis*. (5<sup>th</sup> 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 (6<sup>th</sup> 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	<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 elements, which altogether will be a maximum of 10,000 words (excluding reference lists):</p> <ol style="list-style-type: none"> <li>1. A journal article prepared for submission to a journal of their choice. The journal article will carry 80% of the marks</li> <li>2. An explanation and justification of the academic journal the paper is (hypothetically) written for (5% marks)</li> <li>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).</li> </ol> <p>Formative assessment occurs throughout the module as the student works with the allocated dissertation supervisor.</p>
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Identify final assessment component and element	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>

<b>First Sit</b>		
<b>Component A</b>		<b>Element weighting</b>
<b>Description of each element</b>		
Dissertation portfolio		100%

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b>		<b>Element weighting</b>
<b>Description of each element</b>		
Resubmission of Dissertation portfolio		100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		