ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Dissertation – Child Nursing				
Module Code	UZURW9-30-3		Level	3	Version	1
Owning Faculty	Heath and Applied Sciences		Field	Child Nursing	
Contributes towards	BSc (Hons) Nursing				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Identify and demonstrate detailed and critical understanding of a practice issue (Component A) • Demonstrate a critical understanding of knowledge, research and evidence (Component A) • Demonstrate knowledge and understanding of ethical principles in research and practice (Component A) • Critically appraise a range of evidence demonstrating an awareness of the context in which practice occurs (Component A) • Identify its application and implications for practice (Component A) • Independently appraise chosen service improvement or service evaluation methods and tools (Component A) • Demonstrate an understanding of the responsibility of the professional to use evidence to inform practice development (Component A) • Demonstrate an understanding of how to inform practice development through a range of tools such as service improvement, service evaluation methodologies and audit (Component A) • Synthesise and appraise an extensive range of evidence to inform practice (Component A) • Articulate a coherent argument and an ability to defend that line of reasoning (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	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				30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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	**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. (2010) *Doing a literature review in health and social care.* [online]. 2nd ed. McGraw-Hill Open University Press. [Accessed 17 February 2013]. Burns, N. & Grove, S.K. (2011) *Understanding Nursing Research: Building an Evidence-Based Practice.* 5th ed. Philadelphia: Saunders. Cutcliffe, J. and Ward, M. F. (2007) *Critiquing Nursing Research.* London: Quay Books. Davidson (2005) *Evaluation Methodology Basics. The Nuts and Bolts of Sound Evaluation* [online]. Sage Publications. [Accessed 17 February 2013]. *Gerrish, K. and Lacey, A. (2010) The Research Process in Nursing. 6th ed., Oxford: Blackwell Publishing.* *Greenhalgh, T. (2006) How to read a paper: the basis of evidence-based medicine [online]. 4th ed. London: Blackwell.* [Accessed 17 February 2013]. *Hart, C. (2001) Doing a literature search: a comprehensive guide for the social sciences. London: Sage.* *Hart, C. (1998) Doing a literature review: releasing the social science research imagination. London : Sage.* Holloway, I. and Wheeler, S. (2002) *Qualitative Research in Nursing and Healthcare.* 2nd ed. Oxford: Blackwell Science. Langley. K. Nolan, T. (1996) *The Improvement Guide: A Practical Approach to Enhancing Organisational Performance,* [online]. San Francisco: Jossey Bass [Accessed 17 February 2013]. LoBiondo-Wood, G. and Haber, J. (2010) (eds) *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice.* St Louis: Mosby Elsevier. *Moule, P. and Goodman, M. (2009) Nursing research: an introduction. London: Sage.* Moule, P. and Hek, G. (2011) Making sense of research. 4th Edition. London :Sage. *Parahoo, K. (2006) Nursing research: Principles, process and issues. 2nd 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] 3nd ed. Edinburgh: Books for Midwives.** [Accessed 17 February 2013].

Rolfe, G. (1998) *Expanding Nursing Knowledge*. **2nd ed. Oxford: Butterworth Heinemann.**

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 17 February 2013].

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 with a focus on service improvement or service evaluation.

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

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. 6,000 word assignment	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. 6,000 word assignment	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.	