Module Descriptor

Title	MSc Dissertation Project		
Session	2026/27	**Status**	Published
Code	MDW11036	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Health and Life Sciences**		
Module Co-ordinator	Samia Kaddeer		

Summary of Module

Module Aim: To undertake a substantive piece of work to demonstrate original knowledge in the form of a Research Protocol on a contemporary midwifery topic that would be worthy of further research exploration.

Module Content: This module will consolidate students' understanding of the research process and demonstrates the acquisition of the knowledge and skills necessary for critically appraising research within the health and social care agenda. It will foster an approach based on critical analysis, evaluation and synthesis of available evidence in order to guide practice in a specific area. This approach will culminate in the planning and implementation of a dissertation project that improves care, quality and patient safety, the focus of which is a specific contemporary issue relating to professional practice A mock ethical processes will also be undertaken during the module. This module will enable students to feel confident at conducting research and future PhD studies through the acquisition of knowledge, critical analysis and synthesis of evidence skills when designing a research protocol.

Students will review, critique and explore the following:

Research protocols

Dissertation process and roles of student and supervisor

Theories, theoretical frameworks and conceptual frameworks

Epistemology, ontology, axiology and methodology

Research paradigms

Quantitative, qualitative and mixed-methods research designs

The research process

Systematic literature review and search strategy Aim(s), question(s), objective(s), hypothesis.

Ethical considerations

Access and recruitment

Population and sampling

Data collection methods and tools

Quantitative and qualitative data analysis

Dissemination

Aspects of research rigour

Critical appraisal, critical thinking, critical writing

Evidence-based practice process

The holistic promotion, support and maintenance of breastfeeding will be reviewed and assessed in relation to an overall, comprehensive and detailed knowledge and understanding of UNICEF UK Baby Friendly Initiative University Standards (UNICEF, 2019) - Theme 5: Promote positive communication.

This module will support students to develop characteristics which can contribute to the UWS graduate attributes which are Universal (critical thinking, analytical, inquiring, ethically and research minded); Work ready (knowledgeable, enterprising, motivated, ambitious, digitally literate and problem solving) and Successful (autonomous, incisive, resilient, driven and transformational) (I am UWS, 2018).

Module content maps to MSc Midwifery with Registration Programme Educational Framework (adapted from Framework for Quality Maternal and Newborn Care, Renfrew et al., 2014) to levels: • Educational Content - Professional and Personal Development; Health and Wellbeing; Midwifery Knowledge and Practice. • Teaching and Learning strategies. • Student Values. • Students.

NMC (2019) Proficiencies: 1.4, 1.7, 1.14, 1.23, 2.3, 4.2, 5.1, 5.3, 5.11, 5.16, 5.17.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify, conceptualise and define a contemporary practice issue/topic and undertake a research project.
L2	Appraise seminal and current evidence of principle theories, concepts and issues inherent within the chosen topic.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

L3	Evaluate research paradigms, methods and designs to justify the use of appropriate research and enquiry methods.
L4	Create a critical and analytical research proposal to conduct a research project with ethical approval.
L5	Synthesise acquired knowledge in order to demonstrate new insights and perspectives on the selected specific area of practice.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrating a critical understanding of evidence-based theory and apply this in delivery of safe, person-centred care. Critically appraising and evaluating the role of the midwife in promoting health/public health throughout the childbirth continuum. Critically reflecting on the concepts of personal and professional development including employability, reflective practice and the transition to qualified practitioner. Critically evaluating professional practice and strategies for quality improvement. Interpreting and evaluating numerical data in order to accurately establish client status and deliver safe care.
Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrating and / or working with a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject / discipline / sector. Applying a range of standard and specialised research and / or equivalent instruments and techniques of enquiry. Planning and executing a significant project of research, investigation or development demonstrating motivation, resilience and autonomy.
Generic Cognitive skills	**SCQF 11** Applying critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject / discipline / sector. Identifying, conceptualising and defining new and abstract problems and issues. Developing original and creative responses to problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 11** Using a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Undertaking critical evaluations of a wide range of numerical and graphical data demonstrating digital literacy.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrating leadership and / or initiative and make an identifiable contribution to change and development and / or new thinking.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Students will participate in a wide range of classroom activities which will include core lectures, tutorials, group activities and problem-based learning activities. This module will use a blended learning approach and students will have access to electronic learning resources on the Virtual Learning Environment (VLE). Students will have access to direct individual and tutorial support and will participate in asynchronous discussions and be directed to wider reading, including access to electronic library and books. To promote inclusiveness and flexibility, anticipatory adjustments have been made to teaching, learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments or disability support in either the academic setting or in clinical practice placement environments.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	28
Asynchronous Class Activity	24
Independent Study	512
n/a	
n/a	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Aveyard, H. (2019) Doing a literature review in health and social care: A practical guide. 4th edn. London: Open University Press. Aveyard, H. (2022) How to read and critique research: A guide for nursing and healthcare students. Los Angeles: SAGE. Gerrish, K. and Lathlean, J. (eds.) (2015) The research process in nursing. 7th edn. London: Wiley-Blackwell. Gray, D. (2017) Doing research in the real world. 4th edn. London: SAGE Publications Ltd. Gray, J.R. and Grove, S.K. (2021) Burns & Grove's the practice of nursing research: Appraisal, synthesis, and generation of evidence. 9th edn. Missouri: Elsevier.

Greenhalgh, T. (2019) How to read a paper: The basics of evidence-based medicine and healthcare. 6th edn. London: Wiley Blackwell.

Hollins Martin, C.J. (2024) Research recipes for midwives. West Sussex: Wiley-Blackwell.

LoBiondo-Wood, G. and Haber, J. (2022) Nursing research: Methods and critical appraisal for evidence-based practice. 10th edn. Elsevier.

McKenna, L. and Copnell, B. (2024) Fundamentals of nursing and midwifery research: A practical guide for evidence-based practice. 2nd edn. New York: Routledge.

Parahoo, K. (2024) How to design studies and write research proposals: A guide for nursing, allied health and social care students. Elsevier.

Polit, D. and Beck, C.T. (2021) Essentials of nursing research: Appraising evidence for nursing practice. 10th edn. Philadelphia: Wolters Kluwer.

Terrell, S.R. (2022) Writing a proposal for your dissertation: Guidelines and examples. London. The Guilford Press.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.

Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities to be assessed. Please refer to UWS Regulatory Framework Attendance Requirements.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Module content reflects societal diversity and a rights-based approach to midwifery practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MHMH L9-11
Moderator	Beth Peters
External Examiner	L Lawther
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	5

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Dissertation Project - Research Protocol (17,000-18,000 word range)
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesis	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Updated Equality and diversity statement / Updated Indicative Resources	August 2024	L Howie
Changed Module Coordinator / Updated indicitive Resources	February 2025	L Howie
Change of module coorindator & moderator Change of term of delivery	Jan 26	Stacey Dunn