University of the West of Scotland
Module Descriptor

Title of Module: MSc Dissertation (HLS)

Code: NURS11010	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Sarah Struzik		

Summary of Module

This module is a significant component of the MSc programme and encourages the student to pursue under supervision a sustained programme of individual autonomous work. The student has a choice of dissertations: Normally a protocol is selected, however a project can be considered

1. Research Protocol
2. Research Project
3. Improvement Protocol
4. Improvement Project

Research Protocol

Students will undertake a detailed research protocol which will include a systematic description and detailed set of activities for their proposed protocol and demonstrate evidence of an extended literature review, critique of ethical issues and include evidence of planning and management of anticipated and potential problems.

Research Project

Students will develop their research study whilst engaging with research methodology, developing skills in data collection and analysis and acquiring a deeper and more extensive understanding of an ethical standpoint. Students will be expected to demonstrate the essential academic, professional and ethical skills central to the process of research enquiry.

Improvement Protocol

Students will develop this protocol through an extended literature review, by critically evaluating and appraising quality improvment methods and provide a detailed set of activities.

Improvement Project

Students will undertake an Improvement project and critically evaluate and appraise a variety of sources of evidence to support the improvement. Utilizing quality improvement methods the student will implement and evaluate the care or practice improvement and critically reflect on the improvement process and the impact on care or practice.

Supervision

The student will be offered a minimum of eight hours of individual academic supervision for their chosen Dissertation.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning

		✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Carry out a substantial dissertation which has an appropriate conceptual and methodological perspective or professional justification.

L2. Undertake a comprehensive review of the empirical literature which identifies the relevant theoretical and analytical perspectives and deals critically with the arguments raised.

L3. Synthesise theoretical and professional insights derived from the literature and other sources.

L4. Justify the use of appropriate methodologies and reflect critically upon learning resulting from the enquiry identifying strengths and limitations within the field generally.

L5. Display sufficient breadth of view to be able to relate his/her own work in the programme of enquiry, meaningfully, to the wider professional, social and intellectual context in which it is situated.

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 Level 11. Demonstrates a critical understanding of contemporary theory, principles and concepts in relation to systematic review of the literature and/or research design

Practice: Applied Knowledge and Understanding	SCQF Level 11.
	Relates key components of research design or improvement methodologies methods to one's own domain.
	Demonstrates creativity in the application of theoretical concepts to enhance an evidence-base for work or practice within the health and social care contexts.
Generic Cognitive skills	SCQF Level 11.
	Critically reflects upon and appraises complex situations to make informed judgements that underpin the effective design of research projects or improvement methodologies to enhance organisational decisions.
	Demonstrates creativity in the application of theoretical concepts to enhance an evidence-base for work or practice within the health and social care contexts.
Communication, ICT and Numeracy Skills	SCQF Level 11.
	Selects and applies appropriate methods and tools to facilitate appropriate quantitative or qualitative data collection and analysis or improvement methodologies.
	Designs the presentation of information for dissemination across appropriate levels and areas of the professional audience and organisational contexts.
	Synthesises work into a well-designed dissertation document.
Autonomy, Accountability and Working with others	SCQF Level 11.
	Demonstrates leadership in relation to generating a vision for research or improvement in the work setting, engagement of self and others in contributing to research, and the promotion of professional excellence and effectiveness in the health and social care context.
	Work in ways that are reflective, critical and analytical to facilitate and enhance research and effective clinical developments.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
The teaching and learning approach will utilise a combination of blended and face to face delivery of materials. These teaching methods will be used to deliver information on research design, aspects of data processing and statistical analysis relevant for the degree programme. Additional information, resources and directed learning will be provided on the VLE.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	6
Laboratory/Practical Demonstration/Workshop	18
Personal Development Plan	8
Independent Study	560
Tutorial/Synchronous Support Activity	8

	600 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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. (4th edition). Maidenhead: Open University Press. (CORE)

Clough, P. and Nutbrown, C. (2012) A Student's Guide to Methodology. Justifying Enquiry.(3rd edition) London: Sage Publications: Palgrave MacMillan.

Creswell, J.W. (2018) Research Design: Qualitative, Quantitative and Mixed-methods Approaches. (5th edition). London: Sage Publications. (CORE)

De Brun, C. and Pearce-Smith, N. (2014) Searching Skills Toolkit: Finding the Evidence(EBMT-EBM Toolkit Series) (2nd Edition) Oxford: Wiley-Blackwell.

Denzin, N. K. & Lincoln, Y. (eds.) (2018) The Sage Handbook of Qualitative Research. (5th edition). Thousand Oaks: Sage Publications.

Glasper, A. and Rees, C. (2012) (eds) How to Write your Nursing Dissertation. Chichester: John Wiley and Sons

Heaslip, V. and Lindsey, B. (2019) Research and evidenced-based practice for nursing, health and social care students. Oxford: Lantern Publishing.

LoBiondo-Wood, G., Haber, J., and Titler, M. G (2019) Evidence-Based Practice for Nursing and Healthcare Quality Improvement, Elsevier

McLaughlin, C.P., Johnson, J.K. and Solleciko, W.A. (2011) Implementing Continuous Quality Improvement in Healthcare: A Global Casebook. London, Jones & Bartlett.

Patton, M. (2015). Qualitative research & evaluation methods: integrating theory and practice. (4th Edition). Sage, London.

Wallace, M., Wray, M., (2016). Critical Reading and Writing for Postgraduates. (3rd edition). London: Sage Publication.(CORE)

'The module site will also provide students will additional module resources.'

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students actively undertaking dissertation supervision with a dedicated supervisor(s)and also partaking in synchronous dissertation online sessions. Engagement is further demonstrated via the submission of engagement and supervision reports. This is further detailed within the module handbook and site.

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Laura McMillan
External Examiner	M Journeaux
Accreditation Details	Contact School for current details
Changes/Version Number	3.04 Updated MC, Mod and EE

Assessment: (also refer to Assessment Outcomes Grids below)

This module is a significant component of the MSc programme and develops and encourages the student to pursue under supervision a sustained programme of individual autonomous work. The students has a choice of Dissertations: normally a Protocol is selected, however a project can be considered.

1. Research Protocol or
2. Research Project or
3. Improvement Protocol or
4. Improvement Project

1. Research Protocol(previously undertaken MIDW11003 Research for Health & Social Care module)
The student under the guidance of academic supervisors will develop a detailed research protocol which will include a systematic description and detailed set of activities for their proposed research project. The protocol will demonstrate evidence of an extended literature review, critique of ethical issues and include evidence of planning and management of anticipated and potential problems.
[100% of the total marks allocated].

2. Research Project(previously undertaken MIDW11003 Research for Health & Social Care module)
The student will develop their chosen research study designed under the guidance of an academic supervisor(s) whilst engaging with research methodology, developing skills in data collection and analysis and acquiring a deeper and more extensive understanding of their chosen topic from an ethical standpoint. In undertaking the investigation the student will be expected to demonstrate the essential academic, professional and ethical skills central to the process of research enquiry.
[100% of the total marks allocated].

3. Improvement Protocol (previously undertaken NURS11049 Quality Improvement in Healthcare module or NURS11102 Knowledge into Action module or NURS11147 Value for People, Professionals , Organisations)

Students will develop this protocol through an extended literature review, by critically evaluating and appraising Quality Improvement methods(s) and provide a detailed set of activities for the protocol.[100% of the total marks allocated]

4. Improvement Project (previously undertaken NURS 11049 Quality Improvement in Healthcare module or NURS11102 Knowledge into Action module or NURS11147 Value for People, Professionals , Organisations)

Students will critically evaluate and appraise a variety of sources of evidence to support the improvement. Utilizing quality improvement methods the student will implement and evaluate the care or practice improvement. Finally, process the student will critically reflect on the improvement process and the impact on care or practice.[100% of the total marks allocated].

Supervision
The student will be offered a minimum of eight hours of individual academic supervision for their chosen Dissertation.

Through modular assessment, student skills acquisition will be supported and contribute to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful - autonomous, incisive, creative, resilient and daring.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	✓	✓	✓	✓	✓	100	8
Combined Total For All Components						100%	8 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health & Life Sciences believes that education and practitioner diversity are central to achieving quality of care. Within the module, quality of care, inclusiveness and employability are achieved by:

Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students

Promotion of confidence and knowledge of their rights as a student and employee

Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Online students must be able to access and use appropriate IT equipment, and to gain access to the University Virtual Learning Environment, student email and the internet resources available to all enrolled students.

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

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