Module Descriptor

Title	MSc Dissertation (HLS)		
Session	2026/27	**Status**	Published
Code	NURS11010	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Health and Life Sciences**		
Module Co-ordinator	Tamsin MacBride		

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 either undertaking a Research Protocol or Research Project, Quality Improvement Protocol or Quality Improvement Project.

Full details and timelines for the protocol and project options are detailed in the module handbook.

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

The online/distance learning version of the module is available only to students who are not UKVI sponsored. UKVI sponsored students require to attend on campus twice per month to meet Visa requirements.

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)

[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

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	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 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 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 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 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 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 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.

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. The aim of this module is for students to undertake pursue under supervision a sustained programme of individual autonomous work. Core content is available on the virtual learning environment for students to access asynchronously in relation to the research/quality improvement process. Students will also experience a minimum of 8 hours supervision in addition to attending 2 online module overview sessions. As this is module encourages student independence in producing an autonomous piece of work, the majority of the learning and teaching hours are independent.	
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	10
Tutorial / Synchronous Support Activity	10
Independent Study	580
n/a	
n/a	
n/a	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

There is no essential reading for this module. Below are some useful sources most of which students can access via the university's E-licencing and which are digitally linked via the module core material on the VLE.

Aveyard, H. (2023) Doing a literature review in health and social care. 5th edn. Maidenhead: Open University Press

Heaslip, V. (2019). Research and evidence-based practice: for nursing, health and social care students. Banbury: Lantern

LoBiondo-Wood, G., Haber, J., and Titler, M.G. (2018). Evidence based practice for nursing and healthcare quality improvement. London: Mosby

Parahoo, K. (2024) How to design studies and write research proposals [electronic book] : a guide for nursing, allied health and social care students. Amsterdam: Elsevier

(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:

Engagement will be monitored by students actively undertaking dissertation supervision with a dedicated supervisor(s). Engagement is further demonstrated via the submission of engagement and supervision reports to your supervisor. This is further detailed within the record of engagement section. Students will be expected to access AULA regularly.

The module coordinator will liaise with dissertation supervisors twice per term. Where students are not engaging with their supervisory team the UWS Student Attendance and Engagement Procedure will be implemented. The threshold for initiating stage 1 of the attendance and engagement procedure will be no engagement in 2 months.

UKVI students should refer to the Guidance for Sponsored Student Visa Holders. A minimum of two monthly touchpoints is required (scanning campus scanners).

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.

This module is appropriate for all students. 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. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

(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	Alan Curley
External Examiner	G Truscott
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The student will complete a 15,000 word dissertation and a choice of either a Research Protocol or Research Project, Quality Improvement Protocol or Quality Improvement Project. The student will be offered a minimum of eight hours of individual academic supervision for their chosen Dissertation. Each dissertation option will equate to 100% of the total marks allocated. Full assessment information for each option of dissertation including timelines for part time and full time students are available within the module handbook.
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
Module coordinator, moderator and indicative reading list updated	6.2.25	Tamsin MacBride
Module summary; teaching and learning activities/hours; indicative reading list; Engagement	30/1/26	Tamsin MacBride