Module Descriptor

Title	MSc Dissertation Health and Life Sciences (HLS)		
Session	2024/25	**Status**	
Code	NURS11010	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	Health and Life Sciences		
Module Co-ordinator	S 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 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.

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 ☒	

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[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

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 Virtual Learning Environment (VLE) will be used to deliver learning and teaching . 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	6 - (Dissertation briefing sessions and review of core module materials)
Laboratory / Practical Demonstration / Workshop	18 – (Ethical consideration training, literature search training and statistical support if required)
Personal Development Plan	8 – (Undertaking academic dissertation to develop knowledge in specialism and enhance employability)
Independent Study	560 - (Explore the topic, read widely, to structure and develop the dissertation)
Tutorial / Synchronous Support Activity	8 – (Dissertation supervisor support)

Please select	
TOTAL	600 Hours Total

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. Heaslip, V. (2019). Research and evidence-based practice: for nursing, health and social care students. Banbury: Lantern LoBiondo-Wood, G. (2018). Evidence based practice for nursing and healthcare quality improvement. London: Mosby
(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.
For the purposes of this module, academic engagement equates to the following:
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 VLE.

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.
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. Students should approach the Disability Service as early as possible to discuss support. Details of the service can be found at: www.uws.ac.uk/disabilityservice/	
(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	Mental Health, Midwifery and Health L9-11
Moderator	TBC
External Examiner	M Journeux
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	

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	8

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%	8 hours

Change Control

What	When	Who