



Module Descriptor

Title	The Honours Dissertation New		
Session	2025/26	Status	Published
Code	HLTH10007	SCQF Level	10
Credit Points	40	ECTS (European Credit Transfer Scheme)	40
School	Health and Life Sciences		
Module Co-ordinator	Natalie Dickinson		
Summary of Module			
<p>In the Honours Dissertation module, students undertake an independent piece of literature research on a topic that interests them and is relevant to their programme of study. This literature research project provides students with the opportunity to develop and enhance a range of skills such as independent research, critical evaluation and review and the ability to write an extended piece of work. Once completed, the research review adds to the body of knowledge the world has about the topic. The project is carried out with guidance and support from an academic supervisor. This module is suitable for nursing, health and social care students from anywhere in the world as it allows the application of theory to practice regardless of geography or care setting. This enhances the global citizenship of students by providing a critical understanding of health and social care across the world. As this module is theoretical in content students and thus a workplace supervisor is not required. UWS Graduate Attributes clearly align with the three corporate drivers of Student Success, Research and Enterprise, and Global Engagement from the refreshed strategy, which are translated in the graduate attributes model as Universal, Workready and Successful (UWS). These overarching statements are then aligned with the three dimensions of Academic, Personal and Professional.</p> <p>This module supports the following UWS Graduate Attributes:</p> <p>Universal – Critical Thinker, Ethically-minded and Research-Minded</p> <p>Work ready – Knowledgeable, Motivated and Potential leader</p> <p>Successful – Autonomous, Resilient and Driven</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) New College Lanarkshire	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input checked="" type="checkbox"/>	Term 2 – Term 3 <input checked="" type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Identify an area of research relevant to Professional Health Studies/ Integrated Health and Social care/ Nursing Studies/Nursing and draw up a systematic plan for investigating this area. Consideration should be given to how research addresses the UN SDGs.
L2	Critically evaluate and apply appropriate national and international theoretical frameworks and perspectives
L3	Demonstrate capacity for independent initiative and problem solving
L4	Organise and present research findings through a structure of sustained and critical argument in the form of a well-structured final dissertation.
L5	Critically discuss and reflect on the design and process of conducting a structured literature review.

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 10 Developing specialist knowledge and understanding of an area of research.
Practice: Applied Knowledge and Understanding	SCQF 10 SQF Level 10. Applying research skills to execute the aims and objectives of the research

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

Generic Cognitive skills	SCQF 10 Applying research skills to execute the aims and objectives of the research.
Communication, ICT and Numeracy Skills	SCQF 10 Writing skills and ICT and numeracy skills dependant on the topic being researched.
Autonomy, Accountability and Working with Others	SCQF 10 Working independently on an extended project. Recognising ethical and professional issues arising from emerging research.

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

Learning and Teaching	
<p>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.</p> <p>This module is delivered as a hybrid learning module as well as by full online learning.</p> <p>Hybrid Delivery:</p> <p>In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module.</p> <p>Fully online delivery:</p> <p>In a fully online delivery model students will be exposed to a series of online learning units that contain the core learning content for the module. These will require students to take part in a range of asynchronous personal and group learning activities. These will be supplemented with synchronous online learning events.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	6
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	346
Personal Development Plan	12
n/a	
TOTAL	400

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 Edition. London: Open University Press, McGraw-Hill Education. Available: https://uwsprimo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=44PAI_ALMA2143941660003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&isFrbr=true&tab=default_tab&query=any,contains,aveyard,%20h&sortby=date&facet=frbrgroupid,include,2195370517&offset=0 (Accessed 20/08/24)

Coughlan, M. & Cronin, P. (2017) Doing a Literature Review in Nursing, Health and Social Care. 2nd Edition. London: Sage. Available: [https://uwsprimo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=44PAI_ALMA2122094560003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&isFrbr=true&tab=default_tab&query=any,contains,Coughlan,%20M.%20\(2013\)%20Doing%20a%20Literature%20Review%20in%20Nursing,%20Health%20and%20Social%20Care&sortby=date&facet=frbrgroupid,include,2195546141&offset=0](https://uwsprimo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=44PAI_ALMA2122094560003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&isFrbr=true&tab=default_tab&query=any,contains,Coughlan,%20M.%20(2013)%20Doing%20a%20Literature%20Review%20in%20Nursing,%20Health%20and%20Social%20Care&sortby=date&facet=frbrgroupid,include,2195546141&offset=0) (Accessed 05/04/23)

Greetham, B. (2019) How to write your undergraduate dissertation. 3rd Edition. London: Red Globe Press. Available: [https://uws-primo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=44PAI_ALMA2144121690003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&isFrbr=true&tab=default_tab&query=any,contains,Greetham,%20B.%20\(2014\)%20How%20to%20write%20your%20undergraduate%20dissertation.&sortby=date&facet=frbrgroupid,include,2195451370&offset=0](https://uws-primo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=44PAI_ALMA2144121690003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&isFrbr=true&tab=default_tab&query=any,contains,Greetham,%20B.%20(2014)%20How%20to%20write%20your%20undergraduate%20dissertation.&sortby=date&facet=frbrgroupid,include,2195451370&offset=0) (Accessed 05/04/23)

Efron, S.E. & Ravid, R. (2019) Writing the literature Review: A practical Guide. London: The Guilford Press. Available: https://uws-primo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=44PAI_ALMA5152791860003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contains,Writing%20the%20literature%20Review:%20A%20practical%20Guide&offset=0 (Accessed 05/04/23)

Bell, J. (2010) Doing your Research Project: A guide to first-time researchers in Education, Health and Social Science 5th edition. Maidenhead: Open University Press. Available: [https://uws-primo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=44PAI_ALMA2121987120003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&isFrbr=true&tab=default_tab&query=any,contains,Bell,%20J.%20\(2010\)%20Doing%20your%20Research%20Project:%20A%20guide%20to%20first%20time%20researchers%20in%20Education,%20Health%20and%20Social%20Science%20%20\(5th%20edition\).%20Maidenhead:%20Open%20University%20Press.%20&sortby=date&facet=frbrgroupid,include,3187740773&offset=0](https://uws-primo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=44PAI_ALMA2121987120003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&isFrbr=true&tab=default_tab&query=any,contains,Bell,%20J.%20(2010)%20Doing%20your%20Research%20Project:%20A%20guide%20to%20first%20time%20researchers%20in%20Education,%20Health%20and%20Social%20Science%20%20(5th%20edition).%20Maidenhead:%20Open%20University%20Press.%20&sortby=date&facet=frbrgroupid,include,3187740773&offset=0) (Accessed 05/04/23)

For Service Improvement Plans:

Quality improvement into practice | The BMJ A guide to quality improvement tools – HQIP About Us - ihub |

Health and social care improvement in Scotland - About us

In addition to these resources, students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(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:

Attendance at four synchronous online workshops (two per trimester).

Satisfactory engagement with the academic supervisor - usually three-weekly meetings are expected.

Adequate engagement with Aula materials.

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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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	Biological Sciences Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Health
Moderator	Sandra Lucas
External Examiner	K Myrissa
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)**Assessment 1**

Presentation

At the mid-point in the module, students will submit a recorded presentation of the background and rationale for the topic choice, and methodology for the proposed literature review or service improvement plan. The presentation should be reflective in nature, allowing students to evaluate their learning.

Assessment 2

Dissertation

A written dissertation which will be between 7,000 and 7,500 words in length. The student can select to complete a systematic literature review or a service improvement plan in response to the literature.

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
Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	20	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who

