

Last modified: 05/04/2023

Status: Proposal

Title of Module: The Honours Dissertation			
Code:	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Natalie Dickinson		

Summary of Module

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, Work-ready and Successful (UWS). These overarching statements are then aligned with the three dimensions of Academic, Personal and Professional.

This module supports the following UWS Graduate Attributes:
 Universal – Critical Thinker, Ethically-minded and Research-Minded
 Work ready – Knowledgeable, Motivated and Potential leader
 Successful – Autonomous, Resilient and Driven

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)

At the end of this module the student will be able to:

L1. Identify an area of research relevant to programme of study and draw up a systematic plan for investigating this area

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

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 10. Developing specialist knowledge and understanding of an area of research.	
Practice: Applied Knowledge and Understanding	SCQF Level 10. Applying research skills to execute the aims and objectives of the research.	
Generic Cognitive skills	SCQF Level 10. Researching, analysing, evaluating and problem-solving in relation to the chosen research project.	
Communication, ICT and Numeracy Skills	SCQF Level 10. Writing skills and ICT and numeracy skills dependant on the topic being researched.	
Autonomy, Accountability and Working with others	SCQF Level 10. Working independently on an extended project. Recognising ethical and professional issues arising from emerging research.	
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

This module is delivered by hybrid and fully online learning.

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.

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.

Learning	Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:		(Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery		6
Tutorial/Synchronous Support Activity		30
Asynchronous Class Activity		0
Independent Study		352
Personal Development Plan		12
		400 Hours Total

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

(**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)

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://uws-primo.hosted.exlibrisgroup.com/primo-explore/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 05/04/23)

Coughlan, M. & Cronin, P. (2017) Doing a Literature Review in Nursing, Health and Social Care. 2nd Edition. London: Sage. Available: https://uws-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=44PAI_ALMA2122094560003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&isFrbr=t

[https://uws-primo.hosted.exlibrisgroup.com/primo-explore/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,Coughlan,%20M.%20\(2013\)%20Doing%20a%20Literature%20Review%20in%20Nursing,%20Health%20and%20Social%20Care&sortby=date&facet=frbrgroupid,include,2195546141&offset=0](https://uws-primo.hosted.exlibrisgroup.com/primo-explore/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,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/primo-explore/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/primo-explore/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/primo-explore/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/primo-explore/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-time%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/primo-explore/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-time%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.

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:

Attendance at synchronous sessions

(lectures, workshops, academic supervision - completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	David Hunter
External Examiner	Kyriaki Myrissa
Accreditation Details	
Changes/Version Number	5 Standard changes and Reading List Checked

Assessment: (also refer to Assessment Outcomes Grids below)

Summative Assessment

This module comprises 100% dissertation which meets the learning outcomes. The module assessment is based solely on the submission of a dissertation which will be between 8,000 and 9,000 words in length. The student can select to complete a systematic literature review or a service improvement plan in response to the literature.

Component 2

Formative Assessment

Students are encouraged to submit the first two sections of the dissertation for formative feedback at the end of the first trimester.

This module is also formatively assessed by individual discussion with module supervisor. This may be achieved in face to face discussion in the class or by discussion remotely managed via the module VLE.

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	✓	100	30

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

Equality and diversity is at the heart of the module – recognising that this is key to the student experience within the module. Through the hybrid approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation processes within the module. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module. All students are encouraged to disclose disability and any specific individual needs is given consideration by the module team. To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module.

[UWS Equality and Diversity Policy](#)

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