Module Descriptor

Title	The Honours Dissertation		
Session	2026/27	**Status**	Published
Code	NURS10024	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Audrey Cund		

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, Workready 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	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	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☒	Term 3 – Term 1	☒

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	
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. Hybrid learning students will participate in a range of synchronous and asynchrous activities All students have access to direct individual and tutorial support and will be directed to the VLE for wider reading, including access to electronic library and books. Students who are learning fully online will be supported via the VLE to engage in individual and/or group tutorial support and directed learning. This will be aided by synchronous and asynchronous activities; wider reading including access to the electronic library and e-books.	
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
Tutorial / Synchronous Support Activity	52
Personal Development Plan	12
Asynchronous Class Activity	14
Independent Study	316
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://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=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 (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. Avaliable: 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.

(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:
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	☐ **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	Health
Moderator	Sandra Lucas
External Examiner	J Coe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

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 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	☒	☐	☐	☐	☒	20	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesis	☐	☒	☒	☒	☐	80	0

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 name change and minor changes to the wording of the learning and teaching strategy.	28/01/26	Audrey Cund