



Module Descriptor

Title	The Honours Dissertation		
Session	2024/25	Status	
Code	NURS10024	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.</p> <p>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.</p> <p>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:</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 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 type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input 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 type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
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
L5	

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)	Please select SCQF Level SCQF Level 10. Developing specialist knowledge and understanding of an area of research.
Practice: Applied Knowledge and Understanding	Please select SCQF Level SCQF 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	<p>Please select SCQF Level</p> <p>SCQF Level 10.</p> <p>Applying research skills to execute the aims and objectives of the research</p>
Communication, ICT and Numeracy Skills	<p>Please select SCQF Level</p> <p>SCQF Level 10.</p> <p>Writing skills and ICT and numeracy skills dependant on the topic being researched.</p>
Autonomy, Accountability and Working with Others	<p>Please select SCQF Level</p> <p>SCQF Level 10.</p> <p>Working independently on an extended project.</p> <p>Recognising ethical and professional issues arising from emerging research.</p>

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.	
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	30
Independent Study	352
Personal Development Plan	12
Please select	
Please select	
TOTAL	400

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

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 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](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](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%20time%20researchers%20in%20Education,%20Health%20and%20Social%20Science%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%20time%20researchers%20in%20Education,%20Health%20and%20Social%20Science%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 |

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.

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](#).

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)

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 L7-11
Moderator	Kyriaki Myrissa
External Examiner	David Hunter
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

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

Assessment 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.

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	36

Component 2

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"/>		

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%	hours

Change Control

What	When	Who