

<b>Module Title:</b>	Dissertation	<b>Level</b>	7	<b>Credit Value:</b>	60
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<b>Module code:</b>	NHS703/ NHS703D* please see derogations section	New  Existing X	<b>Code of module being replaced:</b>	NA
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<b>Cost Centre:</b>	GANG	<u>JACS3</u> code:	B700
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<b>Trimester(s) in which to be offered:</b>	1,2,3	<b>With effect from:</b>	September 17
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<b>School</b>	Social and Life Sciences	<b>Module Leader:</b>	Dr Joanne Pike
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Scheduled learning and teaching hours	10 hrs
Guided independent study	590 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	600 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
MSc Advanced Clinical Practice (Therapies)	✓	<input type="checkbox"/>
MSc Advanced Clinical Practice	✓	<input type="checkbox"/>
MSc Health Sciences	✓	<input type="checkbox"/>
MSc Health Sciences (Healthcare Leadership)	✓	<input type="checkbox"/>
MSc Health Sciences (Palliative Care)	✓	<input type="checkbox"/>
MSc Health Sciences (Allied Health)	✓	<input type="checkbox"/>
MSc Health and Social Care (Community Specialist Practice)	✓	<input type="checkbox"/>
MSc Primary Healthcare	✓	<input type="checkbox"/>
MSc Specialist Community Public Health Nursing	✓	<input type="checkbox"/>

<b>Pre-requisites</b>

Office use only

Initial approval August 16

APSC approval of modification September 17

Have any derogations received SQC approval?

Version 2

Yes  No

<b>Module Aims</b>
<p>This module aims to provide students with the opportunity to:</p> <ol style="list-style-type: none"> <li>1) demonstrate independent thought and developing originality in the evaluation, application and synthesis of knowledge through the critical exploration of a topic relevant to health professions/public health nursing and</li> <li>2) enhance the academic skills necessary in the selection, planning, preparation and writing of a dissertation which integrates both empirical and theoretical knowledge gained within the programme.</li> </ol>

<b>Intended Learning Outcomes</b>			
Key skills for employability			
KS1	Written, oral and media communication skills		
KS2	Leadership, team working and networking skills		
KS3	Opportunity, creativity and problem solving skills		
KS4	Information technology skills and digital literacy		
KS5	Information management skills		
KS6	Research skills		
KS7	Intercultural and sustainability skills		
KS8	Career management skills		
KS9	Learning to learn (managing personal and professional development, self-management)		
KS10	Numeracy		
At the end of this module, students will be able to		Key Skills	
1	Analyse a clearly identified aspect of practice in the light of the empirical and theoretical learning in which they have engaged.	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Evaluate a range of research methods and select an appropriate approach for the chosen topic.	KS1	KS3
		KS4	KS5
		KS6	KS9
3	Critically investigate the chosen topic in an informed and appropriate manner.	KS1	KS3
		KS4	KS5
		KS6	KS9
4	Integrate empirical and theoretical knowledge in conducting the investigation.	KS1	KS3
		KS4	KS5
		KS6	KS9

5	Plan and carry through a supervised programme of research.	KS1	KS3
		KS4	KS5
		KS6	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Exercise initiative and personal responsibility</li> <li>• Demonstrate the independent learning ability required for continuing professional development</li> <li>• Demonstrate competency in word processing and the presentation of data</li> <li>• Demonstrate competency in the use of libraries, databases and the internet as sources of information as a basis for life-long learning</li> <li>• Demonstrate excellent written communication skills</li> </ul>			

<b>Derogations</b>
<p>Students on MSc Advanced Clinical Practice, MSc Advanced Clinical Practice (Therapies) and MSc Health and Social Care (Community Specialist Practice) will be registered on NHS703D and the following derogations will apply:</p> <p>Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.</p> <p>There will be no condonement allowed for any assessment, thus all elements of a module must be passed.</p>

<b>Assessment:</b> Please give details of indicative assessment tasks below.
<p>All routes have specific contexts in which the dissertation should be situated. In general, students have a number of choices relating to the completion of a dissertation. Initially students have a choice between a:</p> <p>A) <i>15,000 word theoretical analysis:</i> This theoretical analysis must be both critical and reflective. The analysis will evaluate a substantive area of the literature using a particular theoretical stance. This theoretical position must be both well articulated and also be subject to a more reflective critique. Examples of appropriate topics include: models of clinical decision-making; nurses' discourses on empowerment, the emerging role of advanced practice in allied health and therapy practice.</p> <p style="text-align: center;">OR</p> <p>B) <i>15,000 word report of a small scale research project.</i> Selected method may be of quantitative or qualitative design. Appropriate topics include: Welsh language usage in</p>

health care settings; infection control through the use of alcohol gel; an evaluation of a health education programme directed at the reduction of teenage pregnancy,

writing performance through a revised paediatric seating device, evaluation of disability sports advice service, evaluating therapy roles in primary care.

OR

- C) *15,000 word report on a systematic literature review.* The review must focus on empirical literature relating to clearly identified aspect of practice. The review should seek to identify all relevant published and unpublished evidence, select studies or reports for inclusion, assess the quality of each study or report, synthesise the findings from individual studies or reports, in an unbiased way, interpret the findings and present a balanced and impartial summary of the findings with due consideration of any flaws in the evidence.

OR

- D) Students may choose an alternative format for their choice which is:

A 12,000 word theoretical analysis, systematic review or research report PLUS a 3,000 word journal article which encapsulates their analysis or research. This journal article must indicate the journal to which it is intended to be submitted. The journal must be a national or international refereed journal.

Please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
<b>Options A - C</b>					
1	1,2,3,4,5	Dissertation	100%		15,000
<b>Option D</b>					
Assessment One:	1, 2, 3, 4 & 5	Dissertation	80%		Maximum 12,000
Assessment Two	1, 2, 3, 4 & 5	Article	20%		Maximum 3,000

**Learning and Teaching Strategies:**

The form of the dissertation and the intended topic area are the subjects of the first student/supervisor meeting. Students will be asked to produce an outline proposal (500 words) of their intended research or a 500 word (approximate) outline of how they will undertake the theoretical analysis following discussion of the scope and focus of their intended study.

**Syllabus outline:**

Students will be given appropriate individual support in the use of electronic and paper resources in the choice, researching and preparation of a dissertation. Group sessions will include review of methodologies, processes for ethical approval, submission processes. Research process and dissertation proposals.

**Bibliography:**

**Essential reading**

Aveyard, H. (2014) *Doing a Literature Review in Health and Social Care: A Practical Guide 3<sup>rd</sup> Ed.* Maidenhead: Open University Press.

Cottrell, S. (2017). *Critical thinking skills: effective analysis, argument and reflection (3<sup>rd</sup> Ed).* Basingstoke: Palgrave Macmillan.

Denscombe, M. (2012) *Research proposals: A practical guide.* Maidenhead: Open University Press.

Moule, P. (2015) *Making sense of research in nursing, health and social care 5<sup>th</sup> Ed* London: Sage

Rudestam, K. E., Newton, R. (2015) *Surviving Your Dissertation: A Comprehensive Guide to Content and Process.* London: Sage

**Other indicative reading**

*Students are encouraged to access key/original texts relating to the research methodology selected for their project. Typical examples may include:*

Gaw, A. (2011) *Abstract expressions: A quick guide to writing effective abstracts for papers and conferences.* Glasgow; SA Press

Guest, G. & Namey, E. E. (eds) (2015) *Public health research methods.* London: Sage Publications.

Walker, D. M. (2014). *An introduction to health services research.* Sage. London.