

## Module specification

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Module code	NHS7C4
Module title	Dissertation
Level	7
Credit value	60
Faculty	SLS
Module Leader	Joanne Pike
HECoS Code	100246
Cost Code	GANG

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Professional Practice in Health	Core

### Pre-requisites

None

### Breakdown of module hours

Learning and teaching hours	12 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	10 hrs
<b>Total active learning and teaching hours</b>	<b>22 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	578 hrs
<b>Module duration (total hours)</b>	<b>600 hrs</b>

<b>For office use only</b>	
Initial approval date	22/03/21
With effect from date	September 2021
Date and details of revision	
Version number	1

## Module aims

This module aims to provide students with the opportunity to:

- 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 and the area of health and social care.
- 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.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically evaluate relevant literature and demonstrate a critical understanding of research and policy within the context of the particular project and the wider field of health.
2	Organise and conduct a project under supervision demonstrating a high level of understanding of the research process and the impact of developing knowledge
3	Collect and analyse data, from primary and/or secondary sources, utilising appropriate analytical methodologies
4	Discuss and make a plan to disseminate findings highlighting: potential implications, impact on areas of practice/ work place, opportunities for future research, developing education and future learning opportunities.

## Assessment

### Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

The student can select the assessment method that lends itself best to their learning style and enables them to achieve the module learning outcomes. Both elements of the assessment must be passed for the module to be successfully achieved.

### Assessment 1 (75%)

**The student must select from the choice below**

**(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 (12,000 words)

**(B) Independent small scale primary research-** Develop a context specific research project aligned to the student's area of employment/ profession (12,000 words)

\*Students undertaking original (primary) research will be required to obtain ethical approval for their study prior to collecting any data. This will not be included in their word count.

**(C) Service Development/ Evaluation Project**- an in depth investigation of a topic of the students choice, gathering and analysing existing data with the aim to inform local development (12,000 words)

### Assessment 2 (25%)

The students must select a suitable format (to be agreed by the module leader eg- contribution to a staff communication forum, audio blog, poster ) to disseminate the knowledge gained within Assessment 1 , and must articulate-

- The rationale for the format chosen to disseminate the information
- A broad overview of the subject studied and the method/ design of their work
- The potential for impact on their personal professional development
- The wider impact on their area of work
- The possibilities for future developments and improvements.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,	Dissertation/Project	75%
2	4	Report	25%

### Derogations

The following derogation will apply for students undertaking the MSc Professional Practice in Health:

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. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Both elements of this assessment must be successfully completed in order for a pass to be awarded.

### Learning and Teaching Strategies

Core aspects of the module will be delivered in semester one in a classroom setting/ or over a suitable platform such as Teams (approx. 12 hours in total. Learning and teaching activities in the classroom and VLE may include lectures, discussions, case studies, simulations, problem-based learning, workbooks, key readings and reflective activities. Following these sessions students will work with an assigned supervisor, who will support and advise them to undertake their selected assessment. Students can expect a maximum of 10 hours of tutorials which will comprise of a mix of group tutorials and one-to-one tutorials with their supervisor.

### Indicative Syllabus Outline

The content will be updated regularly to reflect the evolving and dynamic nature of the health and social care landscape, however, indicative content is as follows:

- Carrying out a dissertation
- Disseminating findings in written and oral formats

## **Indicative Bibliography:**

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Please note the essential reads and other indicative reading are subject to annual review and update.

### **Essential Reads**

Bowling, A. (2014) Research Methods in Health: Investigating Health and Health Services. Berkshire: Open University Press.

### **Other indicative reading**

Aveyard, H. (2018) Doing a Literature Review in Health and Social Care: A Practical Guide 4<sup>th</sup> Edition. Maidenhead: UK Higher Education OUP.

Bergin, T. (2018) An Introduction to Data Analysis: Quantitative, Qualitative and Mixed Methods. London: Sage.

Booth, A., Sutton, A. and Papaioannou, D. (2016) Systematic Approaches to a Successful Literature Review. London: Sage.

Bruce, N., Pope, D. and Stanistreet, D. (2018) Quantitative Methods for Health Research: A Practical Interactive Guide to Epidemiology and Statistics. 2<sup>nd</sup> Edition. West Sussex: John Wiley and Sons Ltd.

Creswell, J. and Creswell, D. (2018) Research Design: Qualitative, Quantitative, and Mixed Methods. London: Sage.

McClean, S., Bray, I., Viggiani, N., Bird, E. and Pilkington, E. (2019) Research Methods for Public Health. London: Sage.

Rudestam, K. E., Newton, R. (2020) Surviving Your Dissertation: A Comprehensive Guide to Content and Process. 2<sup>nd</sup> Edition. London: Sage

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas. [Click here to read more about the Glyndwr Graduate attributes](#)

### **Core Attributes**

Engaged  
Enterprising  
Creative  
Ethical

**Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

**Practical Skillsets**

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking  
Emotional Intelligence  
Communication