

Module specification

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Refer to the module guidance notes for completion of each section of the specification.

Module code	NHS7C4
Module title	Dissertation
Level	7
Credit value	60
Faculty	SLS
Module Leader	Nikki Lloyd-Jones
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
MSc Advanced Clinical Practice	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
Total active learning and teaching hours	22 hrs
Placement / work based learning	0 hrs
Guided independent study	578 hrs
Module duration (total hours)	600 hrs

For office use only	
Initial approval date	04.02.21
With effect from date	September 2021
Date and details of revision	Addition of MSc ACP May 21- change of LO's
Version number	2

Module aims

This module aims to prepare students to:

- 1) demonstrate the knowledge and academic skills necessary to formulate an idea/question, plan and manage a process of enquiry, to construct a dissertation as a coherent and structured presentation of a summarised argument integrating knowledge gained within the programme to make recommendations for future practice.
- 2) become independent learners enhancing their discipline and integrity in using methods for gathering of appropriate data which can be critically reviewed, evaluated and synthesised to demonstrate a mastery on a topic relevant to health professions and applicable to an area of health and social care practice.

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

1	Formulate an idea/question and plan a logical and achievable process of enquiry.
2	Demonstrate knowledge and academic skills necessary to structure a coherent thesis.
3	Use a methodical approach to gathering and analysing relevant data from primary and/or secondary sources.
4	Discuss and plan dissemination of findings highlighting: potential implications for and impact on areas of practice/work place; opportunities for future research and/or educational innovation.

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 the issue/problem/question and learning style and which 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 research literature relating to a clearly identified aspect of practice. The review should construct a reasonable scope and scale for identifying relevant published and unpublished studies or reports for inclusion. The quality of each study or report must be evaluated using a structured method and synthesised in a way that presents 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 robust research project designed to respond to a question raised from 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- Develop a coherent and robust project design focussing on a service innovation/evaluation with clear aims and purpose. It will demonstrate methods of data collection, analysis of data to present evidence supporting an evaluation of a service innovation, or to inform a local service improvement innovation (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/conference, blog or poster) to disseminate knowledge/findings gained within Assessment 1, and must articulate-

- The rationale for the format chosen to disseminate information
- A concise overview of the subject studied and the method/design used to meet the aims and purpose of the study
- The potential impact of the study
- Recommendations for future innovation/research/service improvement

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 and Advanced Clinical Practice:

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). VLE may include recorded lectures, seminar discussions, case study examples, directed problem-based exercises, quizzes, key readings and reflective activities. Organised learning and teaching activities in the classroom will address specific knowledge and skills required to undertake a robust process of enquiry. Resources from sessions will be made available for supporting students and their assigned supervisor to develop a plan of study for them to undertake a selected assessment. Students can expect a maximum of 10 hours of tutorials which will comprise a mix of group and one-to-one sessions.

Indicative Syllabus Outline

The content will be updated regularly to reflect the evolving and dynamic nature of research and innovation in the health and social care landscape, however, the range of indicative content available includes:

- Framing your process of enquiry (aims, objectives & purpose PICO, SPIDER)
- Designing your enquiry/methodologies (paradigms and approaches)
- Planning (permissions, approvals, pragmatics, IRAS)
- Constructing a literature search strategy (scope, terms, PRISMA, audit)
- Research methods (qualitative and quantitative data collection)
- Analysing data (qualitative and quantitative)
- Reviewing literature (systematic, narrative, integrative)
- Writing a thesis (GANNT, structure, document tips and techniques)
- Supervisory expectations (independent learning, making the most out of supervision)
- Impact and dissemination (abstracts, conferences, posters and networking)

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to student choice of assessment, annual review and update.

Essential Reads

Saks, M. & Allsop, J. (2019) *Researching Health, Qualitative and quantitative and mixed methods*. 3rd ed. London: Sage

Other indicative reading

Aveyard, H. (2018) *Doing a Literature Review in Health and Social Care: A Practical Guide* 4th 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.

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

Bruce, N., Pope, D. and Stanistreet, D. (2018) *Quantitative Methods for Health Research: A Practical Interactive Guide to Epidemiology and Statistics*. 2nd 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*. 2nd Edition. London: Sage

Employability skills – the Glyndŵr Graduate

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.

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