

## MODULE DESCRIPTOR

### Module Title

Advancing Practice Dissertation

Reference	NUM100	Version	1
Created	January 2020	SCQF Level	SCQF 11
Approved	May 2020	SCQF Points	60
Amended		ECTS Points	30

### Aims of Module

To enable the student to undertake an empirical study or a structured review of an area of clinical practice, using a robust and systematic process, which will inform future research or practice.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Critically appraise the appropriate evidence base to support an in-depth study or review in an area of clinical practice.
- 2 Undertake an empirical study or a structured review justifying appropriate methodologies to collect, analyse and synthesise the data.
- 3 Critically and creatively comment on the potential contributions of the findings to relevant areas of clinical practice and existing evidence.
- 4 Synthesise relevant information from the completion of the study and prepare written and oral reports at a standard worthy of publication in a credible peer reviewed journal, and presentation at a professional conference.

### Indicative Module Content

Evidence-based research; Protocol development; Supervision contracts; Systematic processes - research, clinical audit, evaluative methodology, quality improvement cycles, structured review; Reflexivity; Ethical considerations; Application for ethical approval; Data collection methods, data analysis and synthesis methods; Effective utilisation of critical and analytical skills; Making recommendations for practice; Consideration of implications for practice and further research; Report writing in the form of a dissertation; Formats for oral presentation and effective oral presentation skills.

### Module Delivery

The indicative content for this module will be delivered online with a supervisory element which will be negotiated with individual students. Such supervision may take place through face-to-face discussion, telephone, email, or using technology such as Blackboard Collaborate Ultra or video conferencing.

**Indicative Student Workload**

	Full Time	Part Time
Contact Hours	30	30
Non-Contact Hours	570	570
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	600	600
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

**ASSESSMENT PLAN**

If a major/minor model is used and box is ticked, % weightings below are indicative only.

**Component 1**

Type:	Coursework	Weighting:	80%	Outcomes Assessed:	1, 2, 3, 4
Description:	Written dissertation.				

**Component 2**

Type:	Examination	Weighting:	20%	Outcomes Assessed:	4
Description:	Oral presentation.				

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text**

C1 = Written dissertation. C2 = Oral presentation.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>A</b>	C1 = A; C2 = Pass
<b>B</b>	C1 = B; C2 = Pass
<b>C</b>	C1 = C; C2 = Pass
<b>D</b>	C1 = D; C2 = Pass
<b>E</b>	C1 = E; C2 = Fail
<b>F</b>	C1 = F; C2 = Fail
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

**Module Requirements**

Prerequisites for Module	Successful completion of a postgraduate diploma or equivalent.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- 1 BELL, J. and WATERS, S., 2018. *Doing your research project: a guide for first-time researchers*. 7th ed. Maidenhead: Open University Press.
- 2 DENSCOMBE, M., 2017. *The good research guide for small-scale research projects*. 6th ed. Maidenhead: Open University Press.
- 3 HOLLY, C., SALMOND, S. and SAIMBERT, M., eds., 2017. *Comprehensive systematic review for advanced practice*. New York, NY: Springer.
- 4 PUNCH, K.F., 2016. *Developing effective research proposals*. 3rd ed. London: Sage.
- 5 McKENDRY, S., 2016. *Critical thinking skills for healthcare*. Abingdon: Routledge.
- 6 A current and comprehensive list of references will be supplied on an annual basis to reflect the evolving nature of the topics addressed within this module.