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About this Handbook
This handbook is designed to give specific additional information to support you during the completion of your Postgraduate Masters. Please see the Glyntaff Campus Student Information (http://glyntaffcampus.southwales.ac.uk/) site for information on the Faculty, information on regulations and policies, other useful documents and links to web pages which provide additional information.

Term Dates
The March 2018 term dates are:

- **Module 1**: 26th March - 17th June 2018
- **Module 2**: 9th July - 6th January 2019

The September 2018 term dates are:

- **Module 1**: 24th September - 16th December 2018
- **Module 2**: 7th January - 8th July 2019

Modules
*Please see appendices for further breakdown of the module content*

<table>
<thead>
<tr>
<th>Module</th>
<th>All Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research Methodologies and Critical Appraisal</td>
</tr>
<tr>
<td>2</td>
<td>Professional Project</td>
</tr>
<tr>
<td>Or 2</td>
<td>Independent Prescribing (UK-based only)</td>
</tr>
</tbody>
</table>

Tutor Groups
Module 1
For module 1 you are divided into groups of 10-15 students and allocated a tutor who will guide you throughout the module and allocate marks for each assignment.

Module 2
For Module 2, you will communicate 1-2-1 with your tutor. Please see further information below.

Library Facilities
Each module has a reading list, however you are encouraged to do your own research. You have full access to the learning resources of the University of South Wales via your student ID. You will find more information on the library facilities here. (http://studentlibrary.southwales.ac.uk/)
Referencing

The University uses only Harvard referencing, please see http://studentlibrary.southwales.ac.uk/documents/download/12/ for further details.

Poor Academic Practice/Plagiarism

- Cutting and pasting work is poor academic practice and will not attract marks. At post-graduate level, we are looking for the ability for you to weigh up both the quality and source of material and critically analyse the evidence. Direct quotations must be enclosed in quotation marks. The sources you access MUST be acknowledged with accurate referencing.
- You are encouraged to use primary sources of material (i.e. the original research report) rather than secondary sources, particularly if they are not formally peer reviewed e.g. Wikipedia.
- To use other people's work without referencing is to pass work off as your own. This is plagiarism, an academic offence that the University takes seriously. These offences will be referred to the University and will be taken through its academic infringements processes.
- Please refer to USW Referencing, Plagiarism and Good Practice Information page. (http://unilife.southwales.ac.uk/pages/3272-referencing-and-plagiarism)

Submission of work

- You are expected to submit work within the deadlines given on the course website. In line with the University of South Wales policy, if you submit work late but within 5 working days of the official deadline, you will gain a maximum of 40%.
- Students should aim to write concisely and succinctly within the recommended word limits on the component instructions.
- Tutors can penalise the content of the work at their own discretion.

*Please see Appendix 1

Marking and results

In line with the University of South Wales policy, we will strive for provisional module results to be given within 20 working days. We will endeavour where possible to provide marks prior to the start of the next module.

Module marks when released can be found on the corresponding module page on the online course.

On completion of the Masters, the University subject board will ratify the marks for each module and following the Award Board you will be notified of your results.

To access these you will need to login to your UniLife student account where you will find your marks on Blackboard.

Classification Parameters

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>70% and above</td>
<td>Distinction</td>
</tr>
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<td>60-69%</td>
<td>Merit</td>
</tr>
<tr>
<td>40-59%</td>
<td>Pass</td>
</tr>
<tr>
<td>39% and below</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Extenuating circumstances

Extenuating circumstances are defined as “Special circumstances which are beyond a student's control which may be unexpected and/or acute, and have affected academic performance”.
In line with the University of South Wales policy, if you feel that circumstances beyond your control are affecting your ability to study effectively, you should submit a claim **as soon as you are aware there is an issue**. Please do not wait until the end of the module to submit a claim as retrospective claims cannot be made. For further details please email support@diploma-msc.com or click here for further information.

**Teaching methods**

The course is designed to be practically and clinically focussed. Module 1 is delivered over a period of 12 weeks with a mix of teaching material, individual work, group work and assessment. Due to the online nature of the course, the Masters a course is assessed continuously and students are expected to login and participate in the course regularly throughout each week of the module (ideally on a daily basis).

As a guide we recommend:

- Up to half day dedicated study
- 1 - 2 hours each working evening
- 2 - 3 hour session at the weekend

**Module Assessments:**

Each module will be assessed by the following four components

**Clinical Case Scenarios & Case Based Discussion**

This component carries **40%** of the module weighting.

Each week, students are presented with 2 to 3 clinical cases with associated questions. These cases are designed to promote discussion within a specific clinical area.

Students:

- complete the questions (each week)
- discuss the cases and issues surrounding the cases in a discussion forum (each week)

Students discuss the cases within their tutor groups, facilitated by their tutor. They use the online discussion forum to write well referenced, scientifically written postings, commenting and critically analysing the literature. Postings are meant to reflect the students' thoughts and ideas around the subject in their own words after reading the relevant literature.

**Individual Learning Portfolio**

This component carries **10%** of the module weighting and should be updated each week.

The individual portfolio or journal is a learning log/diary. The purpose is for the student to reflect on their personal progress throughout the module. Students would typically include the following:

- initial expectations of the course, reasons for undertaking the course
- module and/or personal learning objectives
- description of events/issues/learning points within their personal practice
- examples of change in personal practice due to knowledge gained throughout the module
- what has been learned during the module

Students are asked to think reflectively about what they are learning from each module, how this differs from their current practice, and how they can apply what they have learned through the course to their everyday practice as a health professional. Referencing would not typically be found in a learning portfolio nor would a simple list of points learned.

**Group activity**
This component carries 20% of the module weighting.

The group activity is designed to encourage group dynamics catering to the multi-disciplinary nature of care. Students are required to produce the following.

- a group submission (to be submitted end of week 12)
- an individual submission (to be submitted end of week 12)
- and are also marked according to their contribution to the group submission (ongoing)

The group is given a specific task to accomplish over the 12 weeks of the module e.g. ‘Develop an appropriate screening method for your clinic’. Students are required to write well referenced, scientific reports.

For the group submission, the group will choose a leader at the start of the module. The topic will be provided at the start of the module and the instructions can be found under the Group Activity instructions. The group leader will co-ordinate the project and delegate parts of the project to individual students and at the end collate and upload the project onto the course website within the deadline date. The tutor will provide comments if asked or steer you in the right direction if the project starts to veer off the subject, but will not actively contribute to the project. If a group leader has not been assigned by the end of the first week, the tutor can select someone at random for this role.

Case-based examination

This component carries 30% of the module weighting. The exam is available from week 10-12.

30 case problems in the form of ‘single best answer’ questions are presented in the form of a 1 and a half hour online assessment. The questions are based on the clinical aspects of the module and their discussion topics.

Professional Project Module

This module will be assessed by the following components:

Project Summary (10%)

Submit an outline (1,500 words) of your project to your tutor by the end of week 8.

At the start of the professional project, students will interact with their tutor via the online communication log to select the topic for their specific project. After selecting their project, students will then be expected to draft an outline/proposal of their project and submit this to their tutor by the end of week 8.

The professional project will be a formal thesis which may comprise:

- Literature review and appraisal of evidence
- Audit of practice including organisational or clinical
- Review and implementation of evidence-based practice
- Qualitative or quantitative research (formal research involving human subjects is not anticipated)
- Case(s)-based and quality of service review with critical appraisal
- Case report, review of literature and organisational assessment

Professional Project (90%)

Submit a completed dissertation (10,500 words) on your chosen project area by the set date provided.

Once the proposal has been approved by the tutor, the student can then continue with the professional project under the guidance of his/her tutor for the remaining 18 weeks of the module. Each tutor will interact with their student formally at three agreed instances during the course of the module and on at least a weekly basis through their online communication log. The project should be structured along the following lines:

- Title of project
The professional project is then submitted to the tutor at the end of the 26 week module. Ethical Consideration – It is unlikely that the research involved in the professional project should require approval from research ethical committees as it is anticipated that such projects could not be completed in the time-frame for the module. However, students who still wish to undertake such projects should do so only after thorough discussion with their educational supervisor and after prior approval from the University and their local medical ethical committees.

What to expect of your tutor

Your tutor is there to facilitate the group rather than formally teach. We try to ensure that you will experience a variety of tutors throughout your time on the course. 10% of students work is double marked to ensure equity across tutors. It is important to realise that all tutors have different styles however you should be able to expect the following at a minimum:

- A welcome to the group from your tutor in the form of email/forum posting/message
- Regular access to the course
- Monitoring of the discussion forums, steering the discussion as required
- Feedback on your portfolio
- Marking for your assignments

What your tutor expects of you

You are expected to engage with your peers in lively debate using the online fora. You should complete all aspects of the coursework, participating in each of the activities as described above.

Please note: At Postgraduate level, we are looking for the ability for you to weigh up both the quality and source of evidence and critically analyse the evidence. When you use source material, you must acknowledge this with the correct referencing. Direct quotations must be enclosed in quotation marks.

Failure to engage

If you fail to participate in each of the activities as described above:

1. In the first instance, the course leader or nominee will remind you in writing of your requirement to engage, and will state that continued failure to engage could result in failing the module.
2. Where you continue to fail to respond by increasing your participation in each of the activities described above and fail the module, you forfeit the right to re-sit the module and are allocated repeat status, i.e. you will be required to pay an additional fee to resit the module.

Marking Grids

Professional Project
80% and above
Distinction. Insightful work displaying in-depth knowledge. Work of publishable quality, excellent research potential, originality and/or independent thought, ability to make informed judgments. High standards of presentation.

70 - 79%
Distinction. Thoughtful work displaying in-depth knowledge. Good research potential, evidence of independent thought, ability to make informed judgments. High standards of presentation.

60 – 69%
Merit. Thoughtful work displaying good knowledge and accuracy. Some evidence of research potential, clear thinking and/or ability to make informed judgments. Good standards of presentation.

40 – 59%
Pass. Work displays knowledge and understanding in most areas but the standard of work is variable. Evidence of clear thinking in places but lacks insight. Satisfactory standards of presentation.

30 – 39%
Condonable fail. Limited knowledge of core material and limited critical ability.

29% and below
Fail. Lacking in basic knowledge and critical ability.

Case Problems (Weekly Cases) 12%
You must complete the case problems each week. If you complete each weekly case within 7 days of it being made available, you will receive 100% for this component.

You are marked on your participation, not your score.

You can attempt the weekly quiz as many times as you like.

Discussion of case problems 28%
Each case problem will be associated with a discussion thread and the contribution to these case-problem discussions will be judged against the criteria listed below.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>0/1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and initiative</td>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td>Responds to most postings within a 48 hour period; requires occasional prompting to post</td>
<td>Consistently responds to postings in less than 48 hours; demonstrates good self-initiative</td>
<td></td>
</tr>
<tr>
<td>Delivery of post</td>
<td>Utilizes poor spelling and grammar in most posts; posts appear &quot;hasty&quot;</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Few grammatical or spelling errors are noted in posts</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
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</tr>
<tr>
<td>Relevance of post</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic</td>
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<td>Attribute</td>
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<td>Expression of ideas within the post</td>
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<td>Does not express opinions or ideas clearly;</td>
<td>Expresses opinions and ideas in a clear and concise manner with</td>
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<td>no connection to topic</td>
<td>obvious connection to topic</td>
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<td>Unclear connection to topic evidenced in</td>
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<td>minimal expression of opinions or ideas</td>
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<td>Opinions and ideas are stately clearly with</td>
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<td>occasional lack of connection to topic</td>
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<td>Contributes to the learning community</td>
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<td>Does not make effort to participate in</td>
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<td>learning community as it develops; seems</td>
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<td>indifferent</td>
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<td>Occasionally makes meaningful reflection on</td>
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<td>group's efforts; marginal effort to become</td>
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<td>involved with group</td>
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<td>Frequently attempts to direct the discussion</td>
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<td>and to present relevant viewpoints for</td>
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<td>consideration by group; interacts freely</td>
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<td>Aware of needs of community; frequently</td>
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<td>attempts to motivate the group discussion;</td>
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<tr>
<td>presents creative approaches to topic</td>
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</table>

Adapted from Online Journal of Distance Learning Administration, Volume V, Number I, Spring 2002. State University of West Georgia, Distance Education Center.

Portfolio 10%

70% and above
Distinction. There is a clear purpose. Events or issues are described in detail. Additional ideas are presented. There is evidence of exceptional reflective thinking and other processing of ideas. A clear conclusion of the reflective process is present.

60 – 69%
Merit. There is a purpose. Events or issues are described. Additional ideas are presented. There is evidence of reflective thinking and some other processing of ideas. There is a conclusion to the reflective process.

40 – 59%
Pass. There is a purpose but it is not clear. Some events or issues are described. Some additional ideas are presented. There is little evidence of reflective thinking and other processing of ideas may not be present. There is a conclusion to the reflective process.

30 – 39%
Condonable fail. There is a purpose but it is not clear. Very few additional ideas are presented. There is little or no evidence of reflective thinking or other processing of ideas. There is a conclusion to the reflective process but it is not clear.

29% and below
Fail. There is no purpose. No additional ideas are presented. There is little or no evidence of reflective thinking or other processing of ideas. There is no clear conclusion.

Detail of assessment indicators:

Purpose:
- You demonstrate awareness and understanding of the purpose of the journal, using the purpose to guide selection and description of the issues on which to reflect.
- You identify your own purpose for the journal

Description of an event or issue:
- Description is present
- Description provides an adequate focus for reflection
- Description includes statement of observations, comment on personal behaviour, comment on reactions/feelings, comment on context
Additional ideas

You demonstrate:

- The introduction of any additional ideas to the description

The addition of:

- Further observations
- Relevant other knowledge, experience, feelings
- Suggestions from others
- New information
- Formal theory
- Other factors such as ethical, moral, contextual

Reflective thinking:

- Reflective thinking is present
- The learner demonstrates:
  - The ability to work with unstructured material
  - The linking of theory to practice
  - The viewing of issues/events from different points of view
  - The ability to "step back" from a situation

Other processing

- There is evidence of, for example, new ideas being tested in practice or revisited and revised.

A product (or conclusion) results

- A statement of either what has been learnt or solved that relates to the description; or identification of a new area for further reflection.


Group Activity 20%

Group joint report (1/3)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% and above</td>
<td>Distinction. Work of exceptional standard reflecting outstanding knowledge of material and critical ability. Fully meets the group task requirements.</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Merit. Work with a well-defined focus, reflecting a good working knowledge of material and good level of competence in its critical assessment. Mostly meets the group task requirements.</td>
</tr>
<tr>
<td>40 – 59%</td>
<td>Pass. Work demonstrating adequate working knowledge of material and evidence of some analysis. Meets some but not most of the group task requirements.</td>
</tr>
<tr>
<td>30 – 39%</td>
<td>Condonable fail. Limited knowledge of core material and limited critical ability. Fails to meet the important group task requirements.</td>
</tr>
<tr>
<td>29% and below</td>
<td>Fail. Lacking in basic knowledge and critical ability. Fails to meet any of the group task requirements or final document not submitted.</td>
</tr>
</tbody>
</table>
70% and above | Distinction. Work of exceptional standard reflecting outstanding knowledge of material and critical ability.

60 – 69% | Merit. Work with a well-defined focus, reflecting a good working knowledge of material and good level of competence in its critical assessment.

40 – 59% | Pass. Work demonstrating adequate working knowledge of material and evidence of some analysis.

30 – 39% | Condonable fail. Limited knowledge of core material and limited critical ability.

29% and below | Fail. Lacking in basic knowledge and critical ability.

Evidence of activity (3/3)

Contributions to the discussion area of the group activity will be marked using the following points system as a guide. It is essential to contribute constructively to the online discussions to gain the maximum marks.

If there is a failure for the group to finish the task, a student who has undertaken an individual report and shown evidence of activity in the discussion area and/or portfolio may still be able to pass.

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Expression within the post</td>
<td>Does not express opinions or ideas clearly; no connection to topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Opinions and ideas are stately clearly with occasional lack of connection to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
<tr>
<td>Contribution to the learning community</td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent</td>
<td>Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
</tbody>
</table>
Adapted from Online Journal of Distance Learning Administration, Volume V, Number I, Spring 2002. State University of West Georgia, Distance Education Center.

Course Structure

Module 1 - Research Methodologies and Critical Appraisal in Respiratory Medicine (compulsory module)

Aim of the module:

- To help students recognise, understand, interpret and apply methods used in healthcare research and critically appraise the various methodologies specific to Respiratory Medicine research.

Synopsis of module content:

- Basic terminology used in epidemiology and research studies such as prevalence, incidence, sensitivity, specificity, false positive and false negatives.
- Interpreting graphical representation of epidemiological and statistical data such as Kaplan-Meier Curves, Forrest Plots and Meta-analyses.
- Calculations used in the assessment of research data such as relative risk, absolute risk, number needed to treat.
- Basic statistical tests and their applications including t-Tests, ANOVA, Chi-Square.
- Methodologies as applied to respiratory medicine research.
- Fundamentals of evidence based practice and its application into the clinical setting.
- Establishing patient registers and the value of disease specific registers.
- Research into educational principles for both health care practitioner and patient. Understanding what may work for the patient as well as the educator.

On completion of this module the student should be able to:

1. Interpret research in rheumatology medicine.
2. Display a critical understanding of the clinical implications of research and its impact upon healthcare delivery and service development.
3. Implement evidence based practice into care.

Module 2 - Professional Project: Respiratory Medicine

Appendix 1

Sanctions for not Observing Word Limits in Academic Work

An important skill in academic writing is the ability to organise and express your ideas clearly and succinctly. You must be able to demonstrate the ability to work within a word limit in all of your assessed work.

- In the guidelines for each assessment you will be told what the word limit for the assessment is.
- Words, which form part of the count, include all words in the text of the assignment except material in tables and diagrams. The reference list at the end of the assignment and appendices are not included in the word count. If in doubt, consult with the module leader, who will offer guidance for the particular assessment.
You must state the actual word count on the title page of the submission and/or front page of the mark sheet.

Failure to adhere to these word limits, will be penalised by the module tutor at their own discretion. This could include deduction/capping of marks or a mark of 0 being granted.

Appendix 2
Professional Project Presentation Guidelines

The professional Project

This comprises the creation of a piece of work based upon a specific clinically related project relevant to your practice. This project may comprise:

- Literature review and appraisal of the evidence.
- Audit of practice including organisational or clinical.
- Review and implementation of evidence-based practice.
- Qualitative or quantitative research (formal research involving human subjects is not anticipated).
- Case(s)-based and quality of service review with critical appraisal.
- Case report, review of literature and organisational assessment.

Project Length

Professional Project 10,500 words (90% of overall module marks).

Words which form part of the count include all words in the text of the assignment.

Material excluded from the word count is: tables, table of contents, glossary and diagrams, reference list at the end of the assignment and appendices. Please check with the Supervising Tutor if you feel unclear about this. In your submission you must have a word count within 10% of the word limit. If you do not do this then the final grade awarded to you will be reduced by 10%.

You must state the actual word count on the title page of the submission and/or front page of the mark sheet. If your work is less than or exceeds the 20% word limit it will not be marked.

N.B. The research involved in Professional Projects should not normally require approval from NHS research ethical committees. It is anticipated that such projects could not be completed in the time-frame of this module.

Presentation

The study must be presented electronically in type written form. The text should be double spaced, except for block quotations, notes, captions, legends and long headings which should be single-spaced with a space between items. A uniform font should be used throughout and should be point 12. Leave a margin of at least one and a half inches in the left side of each page and at least one inch on the right side of each page. Assign a number to every page and of the study starting with the first page of the introduction. All pages prior to the introduction (the preliminaries) should be numbered using Roman Numerals.

Layout of the Professional Project

Title page

Include the name of the University (centered towards the top of the page), the exact title of the study, the award title (including its department), the date and the candidate number of the author.

Table of Contents page

Sometimes headed simply CONTENTS, lists all parts of the paper except the title page, abstract, acknowledgment and blank pages. If the chapters are grouped in parts, the generic MSc Professional Project Guidance 2012headings (e.g. Part 1) and titles (e.g. Early Findings) of the parts also appear in the contents.

Subheadings within the chapters may also be included. If Illustrations and Tables have been included in the text, then these should also be listed under contents.
A list of abbreviations (if used) and Glossary of Terms (if necessary) follow the contents page.

Abstract page
This is a short summary of the Project usually no more than 250 words.

Main body
Normally the main body would begin with an introductory chapter. The main body of the study is usually separated into well-defined divisions, such as parts, chapters, sections and subsections. Each chapter begins a new page.

Bibliography or Reference List
This is the last part of the study. The Harvard referencing system must be used (see Moodle for guidance). The study should be proof read carefully and corrections made before submission. Spelling should agree with best usage and should be consistent throughout the text.

Appendices
This is used for material related to the text but not suitable for inclusion in it. For example, it may contain tables too detailed for text presentation, a large group of illustrations, technical notes on method, schedules and forms used in collecting information. All appendices go at the end of the study, not at the end of chapters to which they pertain. Materials of different categories should be placed in separate appendices. The appendices should be relevant to the work and unnecessary appendices avoided.

Professional Project – Pointers
The Professional Project provides an academic challenge, which will enable you to link professional and academic themes. It provides an opportunity to select a subject area from any theme of the course that has an application to your professional practice and extend your understanding/knowledge of that area. This extension of understanding/knowledge can be achieved via the literature review, analysis of relevant research, critique of research methodologies applicable to the area of study and philosophical/conceptual analysis of related concepts.

You need to get to know your level 7 (master's) marking grid and use this when writing your Professional Project. Consider your topic area carefully. Keep a track of references from the onset. Using a reference manager will save the frustrations of searching for those one or two lost references at the end.

The fundamental basis of the Project is formed by:

The Introduction, The literature Review, Conclusions/Recommendations OR What (the literature says) so What (relevance to Professional Practice), What Now (Recommendations).

The introduction should include – why you choose that topic area, its relevance and an overview of what will be addressed. Search strategies should be explained.

Assessment Cover Sheet
An Assessment Cover Sheet must be included with your Professional Project. This will include a signed declaration that the professional Project is your own work and that you are ‘fit to submit’ the work (see extenuating circumstances policy). It is your responsibility to ensure that the Assessment Cover Sheet bears the correct module code and submission date.

Application deadline for the March 2019 intake: 15th February