

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	YCW714
Module Title	Dissertation
Level	7
Credit value	60
Faculty	Social and Life Sciences
HECoS Code	100466
Cost Code	GAYC
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Youth and Community Work (JNC)	Core
MA Youth and Community Work (JNC) Top-up	Core
MA Youth and Community Studies (Advanced Practice)	Core

Breakdown of module hours

Learning and teaching hours	20 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	10 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	570 hrs
Module duration (Total hours)	600 hrs

Module aims

Students will complete a significant research project that meets the requirements of Level 7 study and builds on learning from the Advanced Research Methods module. Students will demonstrate systematic understanding of knowledge in the discipline of Youth and Community Work; critically evaluate existing research in the field; identify and justify chosen research methodologies and methods; and undertake ethical research and data analysis to form recommendations for future practice, policy or theory.

Module Learning Outcomes



At the end of this module, students will be able to:

1	Systematically appraise relevant contemporary literature on chosen research topic
2	Critically evaluate the theoretical perspectives that underpin the chosen research topic
3	Use critical analysis to select and justify and appropriate research methodology and methods for chosen area of research
4	Critically examine the need for appropriate ethical research practice and demonstrate how this has been applied to the research project
5	Analyse empirically collected data to inform a critical discussion of the research.
6	Critically evaluate the research carried out to reach conclusions and recommendations for practice, policy, or theory

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.

Assessment 1:

Annotated Bibliography – (2000 words). Students will complete an annotated bibliography that demonstrates their ability to systematically appraise relevant contemporary literature on chosen research topic. They will need to identify at least 10 pieces of academic research, provide a brief summary of the research and commentary on how the research informs their chosen area of research.

Assessment 2:

Dissertation – Students will complete a significant piece of empirical research to produce a dissertation that:

- Critically evaluates the theoretical perspectives that underpin the chosen research topic
- Uses critical analysis to select and justify and appropriate research methodology and methods for chosen area of research
- Critically examines the need for appropriate ethical research practice and demonstrate how this has been applied to the research project
- Analyses collected data to inform a critical discussion of the research.
- Critically evaluates the research carried out to reach conclusions and recommendations for practice, policy, or theory (13000 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	2,000 words	10%	N/A
2	2, 3, 4, 5, 6	Dissertation/Project	13,000 words	90%	N/A

Derogations

All elements of assessment must be passed with a grade of at least 40%. Compensation between assessment elements is not permitted.

Learning and Teaching Strategies

A variety of teaching and learning activities will be employed on this module, predominantly those that emphasises interactive learning and student participation. These will include practical classes and workshops; case studies and problem-based learning activities, class and small-group discussion, simulation and group work.

This module will adopt a Hy-Flex approach to teaching and learning, in line with the Active Learning Framework. This means that students can join the classroom in person or join synchronously online to engage in the learning activities. Sessions will also be recorded for students to engage with alongside asynchronous online learning activities to scaffold the learning from the module.

Students will also be supported on this module through 10 x 1 hour dissertation supervision across the year

Welsh Elements

Welsh speaking students can participate in group discussion and activities in Welsh.

Students will be able to undertake their research and data collection in Welsh, and may choose to focus their research on Welsh language or culture.

Indicative Syllabus Outline

- Review of Writing a literature review & Getting your methodology right
- Review of Developing your research tools & methods, Sampling and recruitment
- Review of Writing your methodology
- Reflexivity and the position of the researcher
- Research ethics & Submitting your ethics forms
- Analysing your data
- Writing your discussion chapter
- Evaluating your own research

Indicative Bibliography:

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

Essential Reads

O' Leary, Z. and Tennent, E. (2025), *The Essential Guide to Doing Your Research Project*. London: SAGE.

Silverman, D. (2024), *Interpreting Qualitative Data* (7th ed.). London: SAGE.

Other indicative reading

Beatty, L. and Cochran, C. A. (2020), *Writing the Annotated Bibliography; a guide for students and researchers*. London: Routledge.

Bradford, S. and Cullen, F. (eds.) (2015), *Research and Research Methods for Youth Practitioners*. London: Routledge.

Flick, U. (2023), *An Introduction to Qualitative Research*. London: SAGE.

Paris, D. and Winn, M. T. (2018), *Humanising Research; Decolonising Qualitative Inquiry with Youth and Communities*. London: SAGE.

Schmid, E. and Garrels, V. (2025) Ethical Pitfalls in Research with Young People: How Can They Be Identified and Addressed? *Young*, Vol. 33, No. 1, pp. 56–71.

Tcherni-Buzzeo, M. and Pyrczak, F. (2024), *Evaluating Research in Academic Journals; A Practical Guide to Realistic Evaluation* (8th ed.) London: Routledge.

Administrative Information

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Initial approval date	10/12/2018
With effect from date	Sept 2019
Date and details of revision	12/05/2025, updated and re-approved during the Y&C revalidation
Version number	2