

Module Code:	YCW714
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Module Title:	Dissertation
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Level:	7	Credit Value:	60
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Cost Centre(s):	GAYC	<u>JACS3</u> code:	L530
		<u>HECoS</u> code:	100466

Faculty	Social and Life Sciences	Module Leader:	Jess Achilleos
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Scheduled learning and teaching hours	30 hrs
Guided independent study	570 hrs
Placement	0 hrs
Module duration (total hours)	600 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Youth and Community Work (JNC)	✓	<input type="checkbox"/>
MA Youth and Community Work Studies	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 10/12/2018

Version no: 1

With effect from: 23/09/2019

Date and details of revision:

Version no:

Module Aims

The module aims to enable students to engage in a significant research project at level seven, drawing upon their experience gained during Research Methodology and Enquiry in the Social Sciences. The module aims to enable students to demonstrate a deep level of knowledge in relation to youth and community work; critically evaluating existing research in the field, identifying and justifying chosen research methodologies, undertaking ethical research, and forming recommendations for future practice, policy or theory.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Develop a critically argued and coherent proposal for a Master's level dissertation, including elements of the initial methodology and literature review	KS1	KS6
		KS9	
2	Critically evaluate the theoretical perspectives that underpin the chosen research topic.	KS6	KS9
3	Demonstrate a critical approach to research methodologies and methods in the Social Sciences.	KS5	KS6
4	Provide a critical discussion of the research carried out.	KS3	KS1
5	Produce an extended piece of writing, with a clear structure, that demonstrates stylistic competence and the use of accurate referencing.	KS1	KS4
		KS5	KS6
		KS9	

Transferable skills and other attributes

On successful completion of this modules students will have developed the following
The ability to critically reflect upon professional practice;
Development of study and research skills;
Communicate with others to research in an ethical manner in a professional setting;
Problem solving using appropriate methodologies that can lead to models of practice;
Manage own learning in order to complete the research task within the allocated time.

Derogations

All elements of assessment must be passed with a grade of at least 40%. There is no compensation.

Assessment:

Indicative Assessment Tasks:

1. Students will submit a research proposal identifying a suitable topic for study initial literature review. Methodology and research question.
2. The dissertation is an independent study, involving the collection and analysis of data from primary sources, carried out by individual students on a topic of their choice

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1	Research Proposal	20	3400
2	2, 3, 4, 5	Dissertation	80	15000

Learning and Teaching Strategies:

A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. At the residential weekend 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 also use the VLE to provide additional resources and learning support through forums and other interactive means of communication. Students will be required to work with the module leader and fellow students to develop their ideas for the area of study, which could include example assignment plans and reading/resources lists. Students will each be allocated a supervisor for one-to-one research supervision throughout the year of study. In addition, three face-to-face workshops will be delivered to all students to provide taught content as well as peer-review of individual's progress.

Thereafter, the dissertation module will be supported by individual tutorials either online synchronous meetings or face to face meetings depending on the preferences of the student concerned.

Syllabus outline:

Indicative syllabus to include;

- The dissertation research proposal;
- Defining the research question;
- Arguing a coherent and ethical research design;
- Reviewing the literature;
- Research methods that fit the chosen methodology;
- Analysing the data;
- Reporting the findings;
- Publishing the research.

Indicative Bibliography:

Essential reading

Bradford, S. & Cullen, F. (2012) *Research and Research Methods for Youth Practitioners*. London: Routledge.

Groundwater-Smith, S., Dockett, S. & Buottrell, D. (2014) *Participatory Research with Children and Young People*. London: Sage.

Stuart, K., Maynard, L. and Rouncefield, C., (2015). *Evaluation Practice for Projects with Young People: A Guide to Creative Research*. London: Sage.

Other indicative reading

Content and reading to be determined in discussion with the tutor with reference to the specialist area identified, but could also include:

Aurini, J.D., Heath, M. & Howells, S., (2016). *The How To of Qualitative Research: Strategies for Executing High Quality Projects*. London: Sage.

Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. London: McGraw-Hill Education (UK).

Cooper, S. (2017) *Participatory Evaluation in Youth and Community Work*. London: Routledge.

Gray, D. E. (2013). *Doing Research in the Real World*. London: Sage.

Jensen, E., & Laurie, C. (2016). *Doing Real Research: A Practical Guide to Social Research*. London: Sage.

Onwuegbuzie, A. J., & Frels, R. (2016). *Seven Steps to a Comprehensive Literature Review: A multimodal and cultural approach*. London: Sage

Punch, K.F. & Oancea, A., (2014). *Introduction to Research Methods in Education*. London: Sage.

Stringer, E.T., (2013). *Action Research*. London: Sage.