

## Module specification

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Module Code	EDY610
Module Title	Dissertation
Level	6
Credit value	40
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	n/a

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA Hons Childhood & Adolescent Studies Programme Design	Core

### Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	24 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>48 hrs</b>
Placement hours	0 hrs
Guided independent study hours	352 hrs
<b>Module duration (Total hours)</b>	<b>400 hrs</b>

### Module aims

- To enable students to conduct a sustained, independent piece of academic research on a specialist topic of their choice.
- To develop high-level skills in critical synthesis, data analysis, and academic argumentation.
- To provide an opportunity for students to apply theoretical frameworks to professional or practical problems.
- To foster autonomy and project management skills through the execution of a long-form academic project.

### Module Learning Outcomes

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

1	Design a complex research project with clear objectives and a viable methodology.
2	Critically evaluate an extensive body of literature to establish a theoretical framework for the study.
3	Execute a systematic research process, demonstrating adherence to ethical standards and rigorous data collection/analysis.
4	Synthesise findings into a coherent, professional dissertation that demonstrates a systematic understanding of the chosen subject area.

## 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: Final Dissertation** The final written report (Dissertation). The submission must include a critical literature review, a justified methodology, presentation of findings, and a deep analysis that links results back to theoretical frameworks. It must demonstrate that the student has acted as an ethical and independent researcher.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 4	Dissertation	8000-10,000 words	100%	

## Derogations

N/A

## Learning and Teaching Strategies

The module is taught through a combination of research seminars, practical workshops, and one-to-one project supervision. An active learning approach will be used to engage learners in advanced research methodologies and ethics, involving individual critical reflection and collaborative research design activities. The Moodle VLE and other online resources will be available to support the extensive independent research required. The approach aligns with the university's Active Learning Framework (ALF) to provide flexible and accessible support for the independent project.

This module is primarily driven by 1-to-1 Supervision. In line with ALF, Semester 1 includes "Thematic Analysis", and Semester 2 focuses on peer-review writing circles and "Progress

Pitch" sessions where students troubleshoot their research obstacles with peers. The supervisory relationship is central, providing a scaffold for the student's transition to an independent scholar. Digital resources include online research ethics portals and dissertation formatting guides.

## Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

## Indicative Syllabus Outline

**Project Management:** Planning a long-form project and managing the supervisor relationship.

**The Literature Review:** Moving from summary to critical synthesis.

**Advanced Methodology:** Deep dive into the specific method chosen (e.g., Thematic Analysis, Statistical Analysis).

**Ethical Governance:** Completing institutional ethical review and managing risk.

**Data Collection in Practice:** Managing participants, surveys, or archival data.

**Findings and Analysis:** How to present data visually and narratively.

**Writing the Conclusion:** Aligning findings back to the original research questions.

## Indicative Bibliography

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

### Essential Reads:

Bell, J. and Waters, S. (2022), *Doing Your Research Project*. 8th ed. London: Open University Press.

Cohen, L., Manion, L. and Morrison, K. (2018), *Research Methods in Education*. 8th ed. Oxon: Routledge.

### Other indicative reading:

Walliman, N. (2019), *Your Research Project: Designing, Planning and Getting Started*. 4th ed. London: Sage.



Braun, V. and Clarke, V. (2022), *Thematic Analysis: A Practical Guide*. London: Sage.

### Administrative Information

<b>For office use only</b>	
Initial approval date	6 May 2026
With effect from date	September 2026
Date and details of revision	
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