

Athrofa Rheolaeth ac Iechyd /
Institute of Management and
Health

BSc (Hons) Health Portfolio
THESIS HANDBOOK

Disclaimer

This document was correct at the time of publication. The Module Coordinator reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by UWTSD. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible. An electronic copy of this handbook can be found on the Moodle page for the module.

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Structure of Research Sessions and Deadlines

Failure to meet these final deadlines may impact upon your ability to graduate in July 2018.

Week Commencing	Week No	Attendance	Lesson Content
30 Sep	1	ON TIMETABLE (expected to be in)	Preplanning – your dissertation title
7 Oct	2	ON TIMETABLE (expected to be in)	Title, Aim and Objectives: Approval and confirmation Thesis handbook distribution
14 Oct	3	ON TIMETABLE (expected to be in)	Overview of how to write your thesis Contact supervisor
21 Oct	4	ON TIMETABLE (expected to be in)	Finding research and writing a literature review
28 Oct	5	ON TIMETABLE (Support and Recap Week)	Independent tutorials available
4 Nov	6	ON TIMETABLE (expected to be in)	Chapter one
11 Nov	7	ON TIMETABLE (expected to be in)	Chapter two
18 Nov	8	ON TIMETABLE (expected to be in)	Chapter three
25 Nov	9	ON TIMETABLE (expected to be in)	Chapters four, five and the appendix
2 Dec	10	ON TIMETABLE (expected to be in)	Research proposal Vivas (all day slots 10 - 5)
9 Dec	11	Vacation OFF TIMETABLE (not in)	
16 Dec	Christmas Vacation OFF TIMETABLE (Not in)		
6 Jan	12	ON TIMETABLE (expected to be in)	Supervision only
13 Jan	13	Vacation OFF TIMETABLE (not in)	
20 Jan	14	ON TIMETABLE (expected to be in)	Supervision only
SEMESTER TWO (Monday 27 th January 2019 – Friday 10 th July 2020)			
27 Jan	1	ON TIMETABLE (expected to be in)	Recap and review lesson 1
3 Feb	2	ON TIMETABLE (expected to be in)	Supervision only
10 Feb	3	ON TIMETABLE (expected to be in)	Supervision only
17 Feb	4	ON TIMETABLE (Support and Recap Week)	Supervision only
24 Feb	5	ON TIMETABLE (expected to be in)	Supervision only
2 Mar	6	ON TIMETABLE (expected to be in)	Supervision only
9 Mar	7	ON TIMETABLE (expected to be in)	Recap and review lesson 2
16 Mar	8	ON TIMETABLE (expected to be in)	Recap and review lesson 3
23 Mar	9	THESIS LAST CHANCE FOR SUBMISSION DATE FRIDAY 27 TH MARCH 2020 11.55PM ON TIMETABLE (expected to be in)	

		Independent tutorials available	
30 Mar	Easter Vacation OFF TIMETABLE (not in)		
20 Apr	10	ON TIMETABLE (expected to be in)	RESEARCH VIVAS WEEK 1
27 Apr	11	ON TIMETABLE (expected to be in)	RESEARCH VIVAS WEEK 2

These workshop dates are subject to change where necessary. Please check your university emails regularly. Also, the Moodle notice board. NB: PLEASE NOTE THAT AS A GENERAL RULE TUTORIAL SUPPORT FROM SUPERVISORS CANNOT BE UNDERTAKEN DURING HOLIDAY TIME (TERM-TIME ONLY)

Late submission Policy

Late submission penalties must be applied to work that is not submitted by the published deadline. Unless a SCM or EC decision supports a late submission then the penalty is:

- Between one minute and one week late: Capped at 40%
- After one week late: 0% awarded

These penalties may be lifted only with the approval of the Extenuating Circumstances Panel

Extenuating circumstances

The University recognises that, on occasion, exceptional or 'extenuating' circumstances such as illness or bereavement may affect a student's ability to meet deadlines. Arrangements are in place to ensure that, where such circumstances exist, the student is not unfairly penalised. The arrangements are designed to ensure that students across the University are treated equally, regardless of their Programme of Study or Faculty. It is essential that you familiarise yourself with the University's regulations relating to extenuating circumstances. Information can be found on the HPIP moodle page or through MyTSD. You should note in particular the sorts of events that are **not** normally accepted as being extenuating circumstances. These include:

- Any loss of work linked to theft
- Any loss of work linked to IT or computer breakdown
- Any inability to upload to turnitin either on or off campus
- Any barrier to submission which results in a lack of the student taking responsibility for and necessary steps to protect against such circumstances arising

Please note that the Programme Manager and module leads are not permitted to extend deadlines for individual students – if you believe that you have extenuating circumstances, you must follow the procedure set out in the regulations. Further advice is available from Student Services. Your contact for this in the Health Portfolio is Karen Hudson (karen.hudson@uwtsd.ac.uk).

Introduction to the Research Modules

There are two research modules offered within the Health Portfolio. These are:

- BMHP6010 Dissertation (40 credits and thesis worth 10,000 words)
- BMHP6011 Research Project (20 credits and thesis worth 5,000 words)

These modules are coordinated by the Dissertation Coordinator (Tania Davies). The Health Portfolio Research Team (please see Moodle pages for details) help to regulate, assess and internally verify every thesis submitted. Every thesis is sent to the External Examiner.

Both Research modules are taught together. The only difference in provision is the word count and impact upon degree award and classification. It should be noted that the dissertation is 40 credit module and a student's performance in this module has a substantial influence on the class of degree awarded. In short, any student who fails the dissertation will NOT be eligible for a degree or attend graduation.

Thesis Template

A template will be published on Moodle which will outline how the thesis should look. This will be published within four weeks of the start of the module.

Assessment Techniques

There are TWO forms of assessment within the Research Modules:

- Research Proposal Viva (worth 10% of the mark)
- Thesis and Viva (both worth 90% of the mark)

The thesis is either 5,000 or 10,000 words in total depending on the research module chosen. Vivas are in depth interviews with students in relation to their justifications and actions within the research undertaken. Questions are bespoke in accordance to any weaknesses or omissions found in the thesis after first and second marking.

There will be a final grade given after completion of a viva where students are able to increase their marked grade. At least three of the supervisory team shall be present and agree final marks for all vivas. The Dissertation Supervisor has final authority on all marks and reserves the right to seek external input on any final grade given. The External Examiner (EE) has the right to alter marks and all marks awarded should not be viewed as complete until ratification from the EE.

MODULE CODE:	BMHP6010
TITLE:	Health Portfolio Dissertation
DATED:	16/03/2017
LEVEL:	06
CREDITS:	40
JACS CODE:	L400

AIM(S)

The dissertation provides an opportunity for students to produce a substantial body of work which has been instigated, developed and produced as a consequence of their own initiative. The dissertation normally arises from individual interest or from a professional internship period, but will require the student to undertake an independent research investigation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Develop a suitable and appropriate research proposal.
- Evaluate, select and apply relevant research techniques in both primary and secondary fields.
- Analyse rigorously the evidence gathered.
- Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.
- Produce an organised and structured document that adheres to academic convention.

INDICATIVE CONTENT

- Developing and structuring a research proposal: problem identification, formulating aims/hypotheses, sampling, ethical issues and the practicalities of design.
- Research principles and approaches (e.g. the research process, purpose, sources of data including primary/secondary research, quantitative/qualitative data, objective/hypothesis formation, reliability, validity, generalisability)
- Research design strategies, (e.g. action research, experiments, surveys, case studies, ethnography), their advantages and limitations, and their suitability to a variety of research contexts. Primary and Secondary research methods are suitable for this module depending upon agreement with Module Lead and First Supervisor.
- Data collection & sampling methods (e.g. interviews, questionnaires, observation), and their advantages and limitations in a variety of contexts.
- Data analysis of both qualitative and quantitative information, including the use of appropriate computer software, e.g. SPSS, Survey Monkey.
- Development of documentation for academic dissertations.
- Subject-specific content as required.

LEARNING AND TEACHING STRATEGY

Given that the aims and learning outcomes are to be achieved through independent study, the learning strategy is mainly student-driven; students will be expected to manage and implement their own research programme of study throughout the academic year. However, each student will be allocated a dissertation supervisor who will see him or her on a regular tutorial basis (typically weekly throughout the academic year) in order to monitor research progress and provide support and guidance.

Students will participate in an intensive research methodology programme at the commencement of the module. They will consider the variety of research methodological paradigms in the context of their own research study, which will support their production of a 1,500-2000 word research proposal.

In addition to the subject-specialist advice provided by supervisors, throughout the remainder of the year there will be occasional lectures to provide the general support for the development and structure of the dissertation documentation and IT workshops to support computer analysis of data, etc. Guidelines and progress deadlines will be given to students at appropriate times of the year in order to facilitate continued progress. Details of all dissertation procedures and processes will be outlined in a Dissertation Handbook given to each student at the start of the module. The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	10%
Independent learning	360	90%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 – 10% Research Proposal (Coursework) (1500 words)

A written research proposal (coursework, 1,500 words) detailing the area of study, relevant to your degree pathway, in which you would like to conduct your own research for your BSc final year research Dissertation. You must justify your chosen research methods.

Assessment Component 2 – 90% Thesis and Viva (Coursework) (10000 words)

A written thesis (coursework, 10,000 words) which makes use of relevant methodological and method constraints and produces a robust and sound conclusion and recommendations on the topic of your choosing. You will be required to present aspects of your work via a viva voce presentation upon request.

This will be assessed and may help with your final grade.

MODULE CODE: BMHP6011
TITLE: Research Project
DATED: 16/03/2017
LEVEL: 06
CREDITS: 20
JACS CODE: L400

AIM(S)

The aim of this module is to develop skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to Health and Social Care / Health Management.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Initiate and carry out a project that is of strategic relevance to Health and Social Care/ Health Management / Children and Young person sector
- Undertake a systematic secondary analysis of information and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgments to achieve a solution.

INDICATIVE CONTENT

- The external or internal influences that impact upon Health and Social Care/ Health Management ability to serve and bring about change and innovation;
- Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis.
- Progressing research projects from initial idea to the presentation of persuasive, pertinent and actionable reports;
- Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, government, Health and Social Care / Health Management information that serves to increase the credibility of projects;
- Relative merits of secondary research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations;
- Presenting results clearly and professionally, drawing realistic and meaningful conclusions from data collected; recommendations including costed (where applicable) and timed implementation plans

LEARNING AND TEACHING STRATEGY

The module will be delivered and assessed over one academic year. The module will be facilitated and supported by technology enhanced learning (TEL) and traditional teaching and learning methods.

The first part of the module will be didactic and predominantly led by the module tutor. These sessions will incorporate the teaching of research and project management tools and techniques.

In the next phase of the module students will be required to formulate and finalise their project ideas, students will be given guidance on the topic area selected to ensure practical application of the theory. Their project ideas will be presented in the form of a project initiation document (PID). Tutorial sessions will be employed to discuss progress, problems, the way forward and are intended to encourage the students to take responsibility for the successful completion of their report in terms of: delivering upon the aim and objectives set out in their PID; and in relation to the pre-set marking criteria.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 10% Research Proposal (Coursework) 1500 words

A written research proposal (coursework, 1,500 words) detailing the area of study, relevant to your degree pathway, in which you would like to conduct your own research for your BSc final year research project. Produce a research proposal in which you introduce and justify your chosen research.

Assessment Component 1 – 90% Thesis and Viva Voce (Written Assignment) 5,000 words

A written thesis (coursework, 5,000 words) which makes use of relevant methodological and method constraints and produces a robust and sound conclusion and recommendations on the topic of your choosing. You may be

required to present aspects of your work via a viva voce presentation if requested. This could have a positive impact on your grade.

READING LIST

Module Code	BMHP6010	
Module Title	Health Portfolio Dissertation	
Classification	Reading List entry	Electronic*
Essential	Aveyard, H (2015) <u>Doing A Literature Review In Health And Social Care: A Practical Guide: A Practical Guide</u>, Open University Press, England Collis, J & Hussey, R (2013), <u>Business Research, A Practical Guide for Undergraduate and Post Graduate Students</u>, 4th Ed. Palgrave Macmillan: London Saunders, M., Lewis, P. and Thornhill, A. (2012) <u>Research Methods for Business Students</u>, 6th Ed., FT/Prentice Hall: Harlow	☐
Essential	Bell, J. and Waters, S (2014) <u>Doing Your Research Project: a guide for first time researchers in education</u>, Open University Press: Maidenhead Cottrell, S. (2011) <u>Critical Thinking Skills: Developing Effective Analysis and Argument</u>, 2nd Ed., Palgrave Study Guides, Palgrave Macmillan: Basingstoke Denscombe, M. (2012) <u>Research Proposals: A Practical Guide</u>, Open University Press: Maidenhead	☐
Essential	Bryman, A (2012) <u>Social Research Methods</u> , OUP Oxford, England	☐

Student To-do List

Through completing this module, the student should be able to

- Take responsibility for the management of a dissertation throughout the various stages of development;
- Conduct an in-depth investigation of a problem area identified, and appraise critically the literature that is relevant to that area;
- Evaluate, select and apply relevant research techniques in secondary fields.
- Analyse rigorously the evidence gathered.
- Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.
- Communicate at an appropriate level, both orally and in writing;
- Justify and defend decisions made in the development of the dissertation.

The Research Proposal Viva

You will complete a research proposal in viva form worth 10% of the Dissertation module marks. You should use the following to help you structure this.

Research Proposal Viva Structure

You need to identify an area of study, relevant to your degree pathway, in which you would like to conduct your own research for your BSc final year thesis. You will need to introduce, detail and justify your chosen research.

Present this idea in a ten minute manner of your own choosing. You must submit research planning sheets and a bibliography along with the presentation. Ensure you include:

INTRODUCTION TO THE PROPOSED RESEARCH (45% of word count)

- **Title, Background, Justification, Aim and Objectives**
- **Title:** Begin with stating your title
- **Background:** Describe clearly the background to the subject area of study. Ensure you make clear all definitions in this section, as well as a 'snapshot' of the topic and question as currently situated in literature and / or fields of study. This will then lead into justifying the rationale for your study.
- **Justification:** Here you must make clear why your chosen title is timely, relevant, researchable and vital to the field of health and social care. You should loosely discuss the following: why is the research worth doing? Is it topical, interesting, controversial, applied in a new context, etc? Have there been similar studies? Is there a gap? If relevant, introduce the industry/organisation/context that is being investigated.
- **Aim:** Define one overarching aim of the study (the research purpose). This should link exactly to your title
- **Objectives:** Give at least four objectives – see them as the steps you will take to achieve your aim. Remember that if your content does not link back to your title, aim or objectives, your supervisor will tell you to remove it.

2. RESEARCH METHODS (50% of word count)

- **Systematic Review, Methodology and Justification, Methods and Justification, and Ethics**
- **Systematic Review:** Here you should describe what a systematic review is, how it will link to your chosen title and the pros and cons of undertaking one
- **Methodology and Justification:** Here you should describe which methodology you have chosen, how it will link to your chosen title and the pros and cons of this choice, then conclude overall
- **Methods and Justification:** Here you should describe which methods you will use in order to utilise this methodology, how it will link to your chosen title and the pros and cons of your choices, and how they will be evidenced in your appendix
- **Ethics:** You are conducting secondary research only so need not undertake Ethical Application or Approval. You do however need to ensure the literature or studies used are within ethical boundaries. Make clear here how you will do this.
- Remember that you **MUST** include evidence of your utilisation of a methodology **AND** the methods used in your Appendix. It is not enough to simply discuss them here – **YOU MUST USE THEM TO ANALYSE DATA**

3. PLANNING (5% of word count)

- Using a general outline of a Gantt chart or your own chart, demonstrate evidence of project planning and management. Identify the timescales for each component of the study. **Use the research year planner to help you**

4. REFERENCE LIST AND BIBLIOGRAPHY (not included in word count)

- You need to include a reference list and / or bibliography when you present. You should have at **LEAST** seven journal articles which are fundamental to achieving your research aim.

Hand-in Procedures: The Final Thesis

The date for the submission of final thesis is specified on page 4 of this document. There are THREE submission requirements:

- One copy submitted via turnitin (see page 4 for date and time)
- One copy submitted via Admin Office for first marking (see page 4 for date and time). This needs to be a BOUND copy
- One further copy submitted via Admin Office for second marking (see page 4 for date and time). This needs to be a BOUND copy

You should use the Thesis Template to ensure you follow the correct structure. Your front page should be the declarations page, with your front cover following this (see below)

CORY HENRY
HOW DO SAFEGUARDING PROCEDURES COMPARE ACROSS HEALTH BOARDS WITHIN WALES?

BSc (Hons) HEALTH MANAGEMENT
UWTSD SWANSEA
2018

Failure to meet these requirements and deadlines will delay the processing and marking of your dissertation. This in turn might have serious implications for meeting external examination board deadlines and the ability to graduate promptly.

The Supervisor/Student Relationship

Supervisors

- The supervisor is there to guide you, not to do or write your Dissertation for you. The Dissertation is your responsibility.
- Your supervisor will be available to see you, usually every week during term-time, at a mutually agreed time.
- Your supervisor is there to guide you but can only do so if contact is regular and frequent.
- Feed your supervisor material on a regular basis. It is unfair to expect detailed comments on a major part of your work at a moment's notice.
- Supervisors will keep a record of your attendance and be asked regularly for a report on your progress.
- Your supervisor reserves the right to refuse to comment on material sent via email and request to see you via one to one meeting instead

Responsibilities of supervisors

1. On finalisation of supervisory arrangements, **advise** the student of relevant data/literature sources and **discuss** approaches to the literature review.
2. **Discuss** research design and choice of appropriate methods ensuring that
 - (a) the student has thought through the process adequately, and
 - (b) advice is given on how to refine the design/methodology process
 - (c) evidence of methodology is included in appendix
3. **Meet** with student at agreed times for length of time as offered or equivalent of; on average 20 minutes per term-time week for dissertation students and 10 minutes per term-time week for research project students

4. **Complete** Supervision form as given below, and keep a note of contact and advice.
5. **Monitor and discuss** student attendance and progress and advise the Dissertation Co-ordinator of any students causing concern.
6. **Discuss** research findings.
7. **Read and comment** on draft chapters to help students identify any weaknesses in analysis and presentation. This should be verbal where possible rather than written to ensure full independence and autonomy of student
8. **Read and comment** on one complete draft of the Dissertation if submitted in sufficient time.
9. **First and Second mark** same number of theses as you have supervised (approx.). Act as **third marker** where needed upon request

Responsibilities of students

1. To **produce** a suitable research proposal and Ethics Approval form by the agreed deadlines.
2. To **arrange** and **attend** meetings with Dissertation tutor and/or allocated supervisor on a regular basis, keeping notes of advice.
3. To attend group sessions and lead lectures with the Group Dissertation Coordinator to **refine Dissertation proposal** and **discuss** plan of action.
4. To **adhere** to the Dissertation timetable and inform supervisor of any problems.
5. To supply a complete **final draft** in sufficient time for reading and comment.
6. Although he/she will be advised of presentational problems, the student is responsible for **accurate citation, the standard of English, overall presentation and proof reading.**
7. The student is responsible for the **submission** of the Dissertation on the specified date and time.
8. As a **general** point, the Dissertation process and the production of the Dissertation are primarily the student's responsibility. The supervisor is there to help and guide but not to do the work or write it for you.
10. If the student has any complaint regarding their supervision, it is their responsibility to report the problem immediately to the Dissertation Co-ordinator.

Attendance

Student attendance at Dissertation meetings with the Dissertation Co-ordinator and with individual Dissertation supervisors will be monitored closely. Failure to attend Dissertation supervision meetings will be recorded and measures taken.

Unfair Practice and Plagiarism

Within the Health Portfolio research marking, any thesis submitted which scores over 50% plagiarism after all extras have been removed and accounted usually receives an automatic FAIL. You are able to check your score for yourself as all turnitin opportunities reveal to the student the score accrued. You will be given training in how to read this for yourself.

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...'.

Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another without acknowledgement, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another

student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty. Plagiarism is also submitting work for an assignment that has been submitted for another assignment before without acknowledging that this is the case – this is self-plagiarism.

The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it. All students are asked to submit an electronic copy of their work wherever possible. This is so that the work can be checked against the database of the UK Higher Education Plagiarism Detection Service, Turnitin. Your tutors have the right to do so since, in University Regulations registering as a student at the University you have consented to the submission of your work, if necessary, to Turnitin.

How can I avoid plagiarism?

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to acknowledge your sources. All Schools will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source may be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. title, author, and page number).
- Synthesising the work of others involves putting their ideas into your words. This is fine but you must acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart maintains that...' 'Hart provides evidence for...': 'It is argued, or submitted by Hart that...' Then give the source of the original work.
- Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.

The golden rule is; 'if in doubt, provide references'. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism!

What are the penalties?

Plagiarism by students in coursework, other forms of continuous assessment, examinations, dissertations or theses will be dealt with according to the Unfair Practice Procedure and regulations. The same regulations apply to any other form of unfair practice. The University applies a range of penalties, varying in severity, where unfair practice is confirmed. All tutors are required to be vigilant in the detection of plagiarism and are required to take action in all cases where it is suspected.

With every piece of coursework you present for assessment, you will be required to fill in a pro-forma stipulating that the work is your own original work. Your work may not be University Regulations marked if you do not include a plagiarism statement with your assessment. It is your responsibility to make sure that the appropriate form is included with your work. Copies of the form are included in this handbook.

APPENDIX 1 COMPLAINTS AND APPEALS

Can I appeal against my marks or a decision about my academic progress?

If you believe that a mistake has been made in your marks, you should first contact your Programme Director or the Registry for confirmation that your marks are correct. You cannot appeal against a specific mark or marks but if you continue to have concerns that a mistake has been made, you may submit an appeal against the decision of the Examining Board. You may also appeal against Examining Board decisions relating to your progression or your final award. Information about how to appeal is provided in the 'Academic Appeal Procedure' and in supporting documentation produced published on the intranet. Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed. Appeals which question the academic or professional judgement of tutors or examiners are not admissible. Appeals made on grounds that you are dissatisfied or disappointed with an assessment result are not admissible. In the event that you are not satisfied with the outcome of an appeal, you are entitled to take the issue to the Office of the Independent Adjudicator (OIA) for Higher Education. Full details of the procedure are available from the OIA website: <http://www.oiahe.org.uk>.

How do I make a complaint?

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in your Academic Quality Handbook.

APPENDIX 2 LIBRARY DATA RESOURCES

Important A workshop will be run regarding how to use the library for the Dissertation. It is very important that you attend this session because using the resources at the library for this project is different to how you have used the library before.

Library and Learning Resources General Information about the Library and other Learning Resources services available to students online.

Online Library The library aims to provide as many resources as possible electronically. The library subscribes to a wide variety of e-resources, including e-books and e-journals, all of which are available via the library website and are searchable via the library catalogue.

Advice and Support The Library can also help you to develop expertise in finding, evaluating and using information effectively and ethically. For support in accessing and locating material and finding out which e-resources are most appropriate for your course, please contact your Subject Librarian who will be happy to assist you.

APPENDIX 3: CAROLINE JAWAD'S BREAKDOWN OF HOW TO WRITE A LITERATURE REVIEW

Literature Review

In this section of the research proposal, you need to outline what previous research has been done on the topic and how it has guided or informed your research. You also need to include a theoretical framework that relates to the research area you are looking at.

The literature review serves several important functions:

1. Gives credits to those who have laid the groundwork for your research.
2. Demonstrates your knowledge of the research problem.
3. Demonstrates your understanding of the theoretical and research issues related to your research question and their relative significance.
4. Shows your ability to critically evaluate relevant literature information.
5. Indicates your ability to integrate and synthesise the existing literature.

6. Provides new theoretical insights or develops a new model as the conceptual framework for your research.
7. Convinces your reader that your proposed research will make a contribution to the literature.

Most students' literature reviews suffer from the following problems:

- Lacking organization and structure
- Lacking focus, unity and coherence
- Being repetitive and verbose
- Failing to cite influential papers
- Failing to keep up with recent developments
- Failing to critically evaluate cited papers
- Citing irrelevant or trivial references
- Depending too much on secondary sources
- Writing an essay

Your scholarship and research competence will be questioned if any of the above applies to your proposal. There are different ways to organize your literature review. Make use of subheadings to bring order and coherence to your review. For example, having established the importance of your research area and its current state of development, you may devote several subsections on related issues as: *theoretical models*, *measuring instruments*, *etc.*

What previous research has already been done on this topic?
Who did it, when and perhaps why?
What conclusions did previous researchers reach?
How relevant are these conclusions today generally and for your own research?
How will your research build on previous research? How is it similar or different?
What theories, models or practices are particularly relevant to prepare or analyse your research topic and findings?
How has previous research influenced your own intended research methodology and methods?

APPENDIX 4 SUPERVISION FORM (see below)

UNDERGRADUATE TAUGHT DISSERTATION SUPERVISION RECORD (1 per student)

This form is to be used to record a summary of the outcomes of each formal meeting between the student and the dissertation supervisors for the dissertation of an Undergraduate Programme.

Student Name:		Student No:	
Programme of Study:		Campus:	
Faculty/School/Centre:		Module Code:	
Mode of study:	Full-time / Part-time	Method of study:	Campus based

Dissertation Title:	
Dissertation Supervisor:	
Dissertation Coordinator:	TANIA DAVIES

SUPERVISION RECORD

Date of meeting	Type of meeting / contact	Content / Discussion Notes	To Do / Next Steps	Student Comment (not compulsory)

Date of meeting	Type of meeting / contact	Content / Discussion Notes	To Do / Next Steps	Student Comment (not compulsory)

Notes on the Undergraduate Taught Dissertation Supervision Record

Record the date and type of meeting / contact – e.g. face-to-face, video conference, telephone, email, letter

Note the outcomes agreed by both the student and the supervisor

Both the student and the supervisor should initial

Record the duration of the meeting

Update the running total for duration by adding the duration of the meeting to the previous running total