

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
SWANSEA - ABERTAWE

Faculty of Business and Management
/Cyfadran Busnes a Rheolaeth
Swansea Business School
/Ysgol Fusnes Abertawe

BA (Hons) Business Portfolio

DISSERTATION HANDBOOK

2018–2019

Disclaimer

This document was published in September 2016 and was correct at that time. The Department* 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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Dissertation dates 2018-2019

Week	Friday	Dissertation Dates
Level 6	5 Oct	Dissertation explained Preparation for the research proposal and the dissertation
1	12 Oct	Deadline for working title of dissertation Writing the research proposal and writing aims and objectives All students to have Library research session on dissertation
2	19 Oct	The Literature Review Deadline for allocation of dissertation supervisors Q & A with dissertation graduates WEEKLY SUPERVISION BEGINS
3	26 Oct	Research methods explored and explained
4	2 Nov	Data analysis explored and explained Deadline for the Turnitin draft research proposal
5	9 Nov	Research conclusion, discussion and recommendations
6	16 Nov	Submission of research proposal with ETHICS FORM COMPULSORY COMPONENT FRIDAY 23.59 TURNITIN
7	23 Nov	NO DISSERTATION LECTURE
8	30 Nov	Revisiting the Literature Review
9	7 Dec	NO DISSERTATION LECTURE
10	8 Dec	NO DISSERTATION LECTURE
11	14 Dec	Recommended draft literature review submission
12		  Christmas vacation (3 weeks) Monday 17 December 2018 - Monday 7 January 2019
13	11 Jan	Exam Period 9 – 18 January 2019 Supervisors to submit mid-year review of Students' Dissertation Progress
14	18 Jan	Exam Week TBC
15	25 Jan	Research workshop: research methodology (refresher) Recommended draft literature review completion (hand in direct and by prior agreement with your supervisor)
16	1 Feb	Research workshop: online surveys (e.g. Survey Monkey)
17	8 Feb	Research workshop: SPSS/data analysis techniques
18	15 Feb	NO DISSERTATION LECTURE
19	22 Feb	NO DISSERTATION LECTURE
20	1 Mar	Recommended completion of data collection and 'Research Methods' chapter
21	8 Mar	NO DISSERTATION LECTURE
22	15 Mar	Research workshop: writing up results, conclusions
23	22 Mar	Research workshop: Final preparation, pulling it all together. Advised completion of 'Analysis of Results' chapter (hand in direct and by prior agreement with your tutors)
24	29 Mar	NO DISSERTATION LECTURE
25	5 Apr	Rundown and reminder of dissertation Chapters 1 to 5
		  Easter vacation (3 weeks) Monday, 8 April 2018 - Friday, 26 April 2019
26	4 May	Draft submission of completed dissertation using Turnitin Draft Assignment Option
27	MONDAY 13 MAY 2019	Monday 14 May: Final Submission/hand in: - To General Office (2 bound 'paper' copies) by 3pm - Also upload an electronic copy to our internal server and Turnitin

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)

Failure to meet these final deadlines may mean that you may not be able to graduate in July 2018.

Late submission

Late submission penalties must be applied to work that is not submitted by the published deadline as follows:

up to 1 week late: maximum mark of 40% for first attempts; 0% for re-assessment

These penalties may be lifted only with the approval of the Extenuating Circumstances Panel (see Chapter 13 of the Academic Quality Handbook which can be found clicking on this link http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/quality-handbook/Chapter_13_Student_Cases_Pages_243-279.pdf

Work cannot be accepted more than 1 week after the submission deadline and must be recorded as a non-submission.

Feedback

Please note the following extract from the Academic Quality Handbook (page 97 7.12).

“marking of students’ work must be completed no later than 20 clear term-time working days after its submission and students must be provided with provisional feedback within the same time scale”.

Therefore students can expect provisional feedback 11 June 2018.

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 and the accompanying guidance, which are set out in Chapter 7 of the Academic Quality Handbook (AQH) at

http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/quality-handbook/Chapter_07_Assessment-Taught_Programmes_Pages_89-114.pdf and supporting documents published on the University website.

You should note in particular the sorts of events that are **not** normally accepted as being extenuating circumstances, such as loss of work as a result of theft or computer breakdown, and take the necessary steps to protect against such circumstances arising.

Please note that Programme Directors and module tutors 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.

Introduction to the Dissertation

The Level 6 (year 3 full time) Dissertation is a major piece of work undertaken by the student on an individual basis. The dissertation is 40 credit module and a student's performance in this module has a substantial influence on the class of degree awarded.

The timetabled hours allow briefing sessions with the Dissertation Coordinator and formal tutorials with individual dissertation supervisors. The sessions with the Dissertation Coordinator will occur as the need arises, for example, during the dissertation selection phase. The meetings with dissertation supervisors will occur on a regular (normally weekly) basis. It is expected that students will supplement the timetable allocation with a considerable period of unsupervised work. The Dissertation is looked upon as a final large scale integrating study.

Attendance at dissertation briefings with the Dissertation Coordinator and tutorials with individual supervisors is seen as being essential and student attendance as well as progress will be monitored carefully.

MODULE CODE:	M3X9083	TITLE:	Dissertation
DATED:		September 2014	
LEVEL:	6		
CREDITS:	40		
JACS CODE:	N190		

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.
- In this context it will also aim to allow the student to apply a range of analytical skills and techniques and to develop research based skills by undertaking structured and methodical research.

LEARNING OUTCOMES

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

1. Develop a suitable and appropriate research proposal.
2. Appraise critically the literature pertaining to a problem domain.
3. Evaluate, select and apply relevant research techniques in both primary and secondary fields.
4. Analyse rigorously the evidence gathered.
5. Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.
6. 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.
- 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.

Allocation of teaching to deliver the module are:

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

ASSESSMENT

Description of each assessment component and its weighting, together with an example for new forms of assessment:

Assessment Component 1 – 10%

A written research proposal (coursework, 1,500-2000 words) detailing the background to the study, the research objectives, research methods, planning/resources and ethical considerations.

Exemplar

Identify an area of study, relevant to your degree pathway, in which you would like to conduct your own research for your BA final year research Dissertation. Produce a dissertation research proposal in which you introduce and justify your chosen research. The document should be approximately 1,500-2,000 words and contain the following sections:

1. INTRODUCTION TO THE PROPOSED RESEARCH

- Give your research a working title.
- Describe clearly the background to the subject area of study. This should involve a mini critical review of the literature pertaining to your research topic (diverse sources such as academic, governmental and industrial literature). Ensure that all literature sources identified are referenced correctly (use the Harvard system of referencing, and append a bibliography).
- Provide the reader with an understanding of the field in which your study lies and an idea of where and how your study fits into this field. In other words, you must justify a rationale for the study, based on the literature review. 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.
- Define one overarching aim of the study (the research purpose). Construct a series of objectives that specify what you will do to achieve the aim (typically 3 or 4 objectives). The objectives represent major components that direct your activity, i.e. to breakdown the study into identifiable sub-tasks. Ensure that they are SMARTly phrased, incorporating higher order verbs (to analyse..., to evaluate..., to design and develop... etc.).
- The research question should be a clear and focused question around which you base your research. Research questions help you focus their research by providing a path through the research and writing process. The specificity of a well-developed research question helps you work toward supporting your thesis. You need to ensure that your research question is clear in order for it to be effective in helping you direct your research with so much research available on any given topic. The research question must be focused and specific enough to be well covered in the word count available. The research question must be complex by which we mean that the research questions should not be answerable with a simple 'yes' or 'no' or by easily found facts. They should require both research and analysis by you. Finally when you come up with a question, think about what the path you think the answer will take. Where do you think your research will take you? What kind of argument are you hoping to make/support? What will it mean if your research disputes your planned argument ?

2. RESEARCH METHODS

- Identify and *justify* the research methods that you will use to gather your data and/or evaluate your results. This may include:
 - Research philosophy and approach (positivism or phenomenology? Induction or deduction? Quantitative or qualitative?)
 - Research strategy (action research, experiment, case study, survey, etc.)
 - The study population and sample (who are they, do you have access?)
 - Data collection methods for each objective (interview, questionnaire, observation, document review, etc.).
 - Reliability and validity
- Identify risks/limitations/ethical/legal issues and ways that you might deal with those risks. Append an 'Ethics Approval' form detailing the issues.
- How will you analyse the data/evaluate your results? (e.g. SPSS, Survey Monkey, content analysis, qualitative data matrix etc.)

3. RESOURCES & PLANNING

- Identify any **resources** required (computer systems, application packages and specialist equipment, access to journals).
- Construct a Gantt chart that demonstrates evidence of project planning and management. Identify the timescales for each component of the study.

Assessment Component 2 – 90%

A written Dissertation (coursework, approximately 10,000 to 12,000 words)

Exemplar titles

- Political marketing: policy or propaganda? An evaluation of the motivations of the UK electorate.
- An analysis of the impact of volunteer tourism in the developing world: a case study of Sri Lanka
- A critical analysis of marketing practice at Swansea City Football Club
- Swansea leisure and sports development services: an effective system for sustainability and success?
- A critical analysis of safe gambling in the online environment
- Corporate social responsibility during economic recession: a case study of Primark
- An investigation into the importance of working capital management within the SME sector during economic recession

Assessment Summary

Activity type	Percentage
Written	100
Coursework	
Practical	
TOTAL	100%

Education for Sustainable Development

Does the module contribute to ESD?	The dissertation makes a contribution to the social capital analysis skill dimension of sustainability in communities
	No
If yes please provide brief details (no more than 100 words): There may be dissertation topics directly related to Bruntland, UNESCO, FGW and other sustainable development themes. However as a minimum requirement all students are forced to consider social impacts of their research, which will inevitably review sustainability and innovation. Each student is required to analysis research and ethical risks and demonstrate that they are minimising negative external impacts, both in the topic they choose to study and the methodology which they plan to adopt.	

Bibliography

Essential

Collis, J & Hussey, R (2013), Business Research, A Practical Guide for Undergraduate and Post Graduate Students, 4th Ed., Palgrave Macmillan: London

Saunders, M., Lewis, P. and Thornhill, A. (2012) Research Methods for Business Students, 6th Edition, FT/Prentice Hall: Harlow

Veal, A J (2011), Research Methods for Leisure and Tourism, 4th Ed, Financial Times/ Prentice Hall: Harlow

Recommended

Bell, J. (2010) Doing Your Research Project: a guide for first time researchers in education, Open University Press: Maidenhead

Cottrell, S. (2011) Critical Thinking Skills: Developing Effective Analysis and Argument, 2nd Ed., Palgrave Study Guides, Palgrave Macmillan: Basingstoke

Denscombe, M. (2012) Research Proposals: A Practical Guide, Open University Press: Maidenhead

Greetham, B. (2009), How to Write Your Undergraduate Dissertation - Palgrave Study Skills, Palgrave Macmillan: Basingstoke

Robson, C (2011), Real World Research, 3rd Ed, John Wiley and Sons: Chichester

Wood, M. (2003) Making Sense of Statistics: A Non-mathematical Approach, Palgrave Study Guides, Palgrave Macmillan: Basingstoke

Background

Pallant, J. (2013) SPSS Survival Manual: a step by step guide to data analysis using IBM SPSS, Open University Press: Maidenhead

Swetnam, D. And Swetnam R., (2000) Writing Your Dissertation: The bestselling guide to planning, preparing and presenting first-class work, The How to Series: Oxford

Yin, R K, (2013) Case Study Research: Design and Methods, 4th Ed., Sage: Beverly Hills.

Journals

Appropriate journals from the BA pathway subject areas and suitable for the dissertation.

Websites

<http://www.socialresearchmethods.net/kb/contents.php>

<http://www.intute.ac.uk/>

bubl.ac.uk/LINK/r/researchmethods.htm

www.esrcsocietytoday.ac.uk/.../research/ResearchMethods/

<http://managementhelp.org/research/research.htm>

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 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.
- Communicate at an appropriate level, both orally and in writing;
- Justify and defend decisions made in the development of the dissertation.

The student is required, through negotiation with the Group Tutor to develop **a dissertation research proposal**. On completion of the proposal an individual dissertation supervisor will be allocated. Once this is completed the student can devote himself/herself to the main project tasks.

Once accepted, **Dissertation Titles and Proposals cannot be changed** without the agreement of both Dissertation Co-ordinator AND individual supervisor.

Dissertation Selection

When selecting a Dissertation the following factors should be considered:

- The task must be achievable within the timescale.
- The Dissertation should be in a subject area appropriate to the degree title.
- Industry-based Dissertations are encouraged.
- Proposed Dissertations must have an acceptable programme pathway-specific related content.
- The resource requirements of the Dissertation should be reasonable and adequate access to these resources be available. For example, Dissertations involving speech recognition or video streaming will be approved only if the Dissertation Tutor is satisfied that the required equipment will be available for use.
- A sample list of Dissertation titles is provided in Appendix 4. The Dissertation Coordinator has a longer list of possible Dissertation titles which may be consulted. Also you may consult the past Dissertations available in the Dissertation library. See the Dissertation Coordinator about this.

Dissertation 'Research Proposal'

Students should commence their level 6 Dissertation studies by generating a dissertation research proposal (worth 10% of the Dissertation module marks). You will receive guidance to help you generate a suitable proposal at the commencement of the academic year. All proposals will be reviewed with the Dissertation Coordinator and Supervisor to allow for amendments and, when acceptable, consequently formally agreed. Students **should not** start work on the dissertation until the initial proposal idea has been agreed with the Dissertation Coordinator. Based upon the agreed proposal each student will be allocated an individual supervisor who will meet with the student each week for the remainder of the academic year.

The purpose of the Dissertation proposal is to establish exactly what is to be achieved by the Dissertation and to establish a plan to do this. It should be regarded as a sort of contract between you and your supervisor.

The final proposal should contain the information specified overleaf.:

The following general points apply:

- The proposal must be well-structured and written in good, clear English with correct spelling and punctuation.
- You must adopt the specified standards for referencing. [See later section]
- The proposal should be prepared using a word processor. The pages should be numbered.

Dissertation Research Proposal Tasks

Identify an area of study, relevant to your degree pathway, in which you would like to conduct your own research for your BA final year research Dissertation. Produce a dissertation research proposal in which you introduce and justify your chosen research. The document should be approximately 1,500 words and contain the following sections:

1. INTRODUCTION TO THE PROPOSED RESEARCH (40% of available marks)

- Give your research a working title.
- Discuss your research question in order to define the focus of your research project. Your research question should help readers know the specific subject area you will be addressing within the broader topic. For example, if you are interested in market development and its environmental effects. If you asked, “What is the relationship between market development and the environment?” your question would be too broad. This question does not clearly define the problems you are interested in nor does it put boundaries on your research project. Instead you could ask, “How has market development in the SA1brownfield development area impacted on local businesses?” A well-articulated research question provides you and your readers with critical information about your project by defining the focus of your research, its scope and your motivation.
- Describe clearly the background to the subject area of study. This should involve a mini critical review of the literature pertaining to your research topic (diverse sources such as academic, governmental and industrial literature). Ensure that all literature sources identified are referenced correctly (use the Harvard system of referencing, and append a bibliography).
- Provide the reader with an understanding of the field in which your study lies and an idea of where and how your study fits into this field. In other words, you must justify a rationale for the study, based on the literature review. 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.
- Define one overarching aim of the study (the research purpose). Construct a series of objectives that specify what you will do to achieve the aim (typically 3 or 4 objectives). The objectives represent major components that direct your activity, i.e. to breakdown the study into identifiable sub-tasks. Ensure that they are SMARTly phrased, incorporating higher order verbs (to analyse..., to evaluate..., to design and develop... etc.).
- Completion of the Ethics form.

2. RESEARCH METHODS (40% of available marks)

- Identify and *justify* the research methods that you will use to gather your data and/or evaluate your results. This may include:
 - Research philosophy and approach (positivism or phenomenology? Induction or deduction? Quantitative or qualitative?)
 - Research strategy (action research, experiment, case study, survey, etc.)
 - The study population and sample (who are they, do you have access?)
 - Data collection methods for each objective (interview, questionnaire, observation, document review, etc.).
 - Reliability and validity

- Identify risks/limitations/ethical/legal issues and ways that you might deal with those risks. Append an 'Ethics Approval' form detailing the issues.
- How will you analyse the data/evaluate your results? (e.g. SPSS, Survey Monkey, content analysis, qualitative data matrix etc.)

3. RESOURCES & PLANNING (10% of available marks)

- Identify any **resources** required (computer systems, application packages and specialist equipment, access to journals).
- Construct a Gantt chart that demonstrates evidence of project planning and management. Identify the timescales for each component of the study.

As well as general proposal guidance from the Dissertation Coordinator, you will be allocated to a subject specialist (supervising lecturer) who will help you to develop your proposal. Take his/her advice on issues unique to your proposal.

Marking Scheme for the Research Proposal

Marking scheme (and lecturer comments)	Marks available	Marks awarded
INTRODUCTION / BACKGROUND TO THE PROPOSED RESEARCH WHAT are you trying to achieve (objectives)? WHY? What is the background rationale? Brief literature review.	40%	
RESEARCH METHODS HOW will you do it – research methods to achieve the objectives WHO will you question (sample) and do you have access to them?	40%	
RESOURCES & PLANNING WHAT resources will you need, WHAT actions will you take? WHEN (timescale)?	10%	
PRESENTATION (Professionalism, correct spelling, grammar, punctuation, appropriate sections, flow of narrative/fluency, coherence.)	10%	
TOTAL	100	

Dissertation Workload

- The Dissertation workload can be deceptive. As the submission deadline appears far away when you start, there is a danger of wasting time in the early stages of the process. If anything, you should engage in intensive Dissertation activity early in the final year before the course work demands of other modules catch up with you. In fact the astute student gets as much as possible achieved in the first semester of the final year and many add to this with preparation over the summer vacation preceding the final year.
- Start the Dissertation as soon as possible and do as much of the writing, e.g. literature review, as you can at an early stage. There are dangers in putting off this task.
- Always allow as much time as possible for the final stages. Final amendments, organising typing/word processing and doing a thorough job on the proof reading all take longer than you imagine. Something will always go wrong to thwart your schedule!
 - The completed dissertation should be approximately **10,000 words**.
- You are required to keep all primary data collected, e.g. completed questionnaires, transcripts of interviews, computer printouts etc., as the examiners may ask to see such evidence.

Hand-in Procedures

The date for the submission of final Dissertation documentation is specified on page 4 of this document. This allows time for the process of second-marking, third-marking where necessary and transmission to the external examiner.

Dissertations must be submitted in the normal manner for assignment submission currently operated within Swansea Business School.

Students must submit two spiral- or heat-bound copies of their Dissertation documentation.

Your NAME, DEGREE TITLE AND YEAR should be on the front cover (and spine, if possible)

Front Cover: e.g.

**CORY HENRY
A STUDY OF DEVELOPING NEW NICHE MARKETS IN THE SWANSEA VALLEY
BA (Hons) BUSINESS MANAGEMENT
UWTSD SWANSEA
2019**

Spine: e.g.

CORY HENRY BA (Hons) BUSINESS MANAGEMENT 2019

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.

ALL TAUGHT AWARD REGULATIONS WILL APPLY, see the Academic Quality Handbook at

http://www.uwtسد.ac.uk/media/uwtسد-website/content-assets/documents/academic-office/quality-handbook/Chapter_06_Taught_Award_Regulations_Pages_34-88.pdf

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 has the responsibility of bringing reasonable Dissertation resourcing requests to the appropriate person/committee.

Responsibilities of supervisors

1. Help the student refine the Dissertation research proposal and ethics approval form produced early in the first semester (1,500-2,000 words with indications of data sources, research methods to be employed, ethics consideration). The emphasis must be on what is achievable.
2. On finalisation of supervisory arrangements, advise the student of relevant data/literature sources and discuss approaches to the literature review.
3. 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.
4. Discuss the plan of action.
5. Discuss Ethics form.
6. Approve Ethics form and any concerns will be discussed with the Dissertation Co-ordinator.
7. **Meet with student at agreed times. You have 10 hours of supervision which works out at average 20 minutes per term-time week. Students will be provided with notes of contact and advice. Students must be advised that these supervision sessions are regular and missed appointments is time lost and cannot be made up.**

8. Monitor and discuss student attendance and progress and advise the Dissertation Co-ordinator of any students causing concern.
9. Discuss research findings.
10. Read and comment on draft chapters to help students identify any weaknesses in analysis and presentation.
11. Read and comment on one complete draft of the Dissertation if submitted in sufficient time.
12. Mark the Research Proposal. Dissertation supervisor and second marker to approve research proposal.
13. Agreed feedback provided to the student.
14. Mark the Dissertation.
15. Complete a Dissertation Supervision progress form after each meeting.
16. Complete an attendance sheet for every supervision session (term time only).
17. Agree to all changes to the Dissertation proposal in conjunction with student and Dissertation Tutor.

Responsibilities of students

2. To **produce** a suitable Dissertation research proposal and Ethics Approval form by the agreed deadlines.
3. To **arrange** and **attend** meetings with Dissertation tutor and/or allocated supervisor on a regular basis, keeping notes of advice.
4. To attend group sessions with the Group Dissertation Coordinator to **refine Dissertation proposal** and **discuss** plan of action.
5. To **adhere** to the Dissertation timetable and inform supervisor of any problems.
6. To supply a complete **final draft** in sufficient time (agreed between supervisor and student) for reading and comment.
7. 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**.
8. The student is responsible for the **submission** of the Dissertation on the specified date and time.
9. 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.

Structure of the Dissertation Document

Each dissertation is unique and consequently the sections covered may vary somewhat from dissertation to dissertation. Also some sections may be larger than others and be split into two chapters, especially if the dissertation deals with the convergence of more than one thematic area.

The following is meant to be a **guide** to help you, not a straight-jacket. Each major section should be present in some way, although not necessarily in a chapter of its own. The chapter layout must be appropriate to each particular dissertation. The dissertation supervisor should be consulted about the best layout for your particular dissertation documentation.

1. *DECLARATION (see Appendix 3).*

This states that the candidate is the author of the Project and the work contained therein has been done by the candidate.

2. *TITLE*

Towards top of page: Full title of work (20 words maximum).
 Full name of author

Towards bottom of page:

Dissertation submitted as part of the requirements for the award BA (Hons) xxx (insert your programme title).

3. *ACKNOWLEDGEMENTS & PERMISSION TO COPY (see Appendix 3)*

4. *ABSTRACT* (1 page or 300 words)

This explains the scope of the study, identifying the problems on which it focused, indicating the elements of the research design and a statement of conclusions and recommendations.

The abstract traditionally is the first thing in a report, even before the list of contents in most cases. The abstract is intended to stand alone and, under certain circumstances, it might be copied and kept separately from the report itself. The idea is that someone could read the abstract and decide from it whether it would be worth their while to read the whole study. Although it's the first thing that appears in the study, it is probably the last to be written.

The abstract is a précis, a summary, a synopsis of the *entire* dissertation. As such, it should summarise the important points from the objectives, the review, the research methods, the results, the conclusions and anything else that is in the main part of the study (though not necessarily everything). Keep it concise. It should include:

- a)** The overall aim.
- b)** A synopsis of the methods used.

- c) A summary of the major findings.
- d) A brief mention of the subjects and material.
- e) The conclusions based on the results.

During your search for secondary materials you will be grateful for the provision of abstracts by other authors and you should return the compliment in your dissertation.

5. TABLE OF CONTENTS

Keep it concise and self-explanatory. Also provide a List of Tables and List of Figures

6. CHAPTER 1: INTRODUCTION (1,500 to 2,000 words)

This chapter is essential. The title and the abstract will give the reader of your dissertation a clue as to where the research is going, but the introduction should remove all need for guesswork. The introduction should begin with an explanation of why this research has come in to being and what is the rationale for this research.

The introduction should also put the research in context, whether that is a geographical context, and/or a conceptual context. However, students should avoid the temptation to explain in depth the wonders of a particular location (usually their home region) or to lapse into “brochure-speak” about a particular business or organisation. The opposite is usually the case for the conceptual context and there is often insufficient explanation of where this topic sits within the various academic disciplines. Thinking about this question will help to focus your literature review.

The overall aim and objectives of the research and the research questions to be answered should be clearly explained as should a brief explanation of the methods you have chosen to answer the questions. In this respect you should list quite clearly 3-5 objectives of your study that will highlight the key questions you seek to answer. These will then help ‘frame’ your Literature Review and the way in which you will present your results, conclusions and recommendations. A research hypothesis or question which is a statement which needs to be proved or disproved, may be included. The final section to the introduction should contain a very brief review of the structure of the dissertation. Thus, somewhat paradoxically, the introduction will be the last chapter to be completed.

7. CHAPTER 2: REVIEW OF LITERATURE (3,000 to 4,000 words)

The aim of the literature review is to provide the conceptual background to your particular research topic. You should aim to show the reader that you understand the topic under consideration, but also to provide yourself with a point of evaluation for the final chapter. The dissertation as a whole must provide an analysis and critical evaluation of the topic, which is impossible if you only have your own research findings to base the conclusions on. Thus, the literature review shows what other people asking similar questions have discovered, and then once you have revealed your own findings, the conclusion can compare and discuss the similarities and differences between the findings. This will ensure that the dissertation is analytical and evaluative in outlook rather than simply being descriptive. If the dissertation is descriptive, then the reader is left to make his/her own conclusions. It is the task of the dissertation author to make these conclusions based on the argument presented. Students often fail to be sufficiently

analytical or evaluative and try to compensate with a greater amount of information instead. Quantity cannot substitute for the quality of analysis.

As well as providing the basis for analysis later, the literature review itself also needs to be critical and analytical. This does not necessarily mean being negative and finding fault, but looking for commonality and themes, whether this be by perspective within geography or history or politics etc. The review should not be a simple recitation of what other authors have written, it is essential that you compare and contrast the material and look for any trends or themes. The literature review is not a summary, or annotated bibliography and must not drive the reader to ask, "Why am I reading this?" The review should build up an argument for your particular research and not simply stop when you feel sufficient literature has been reviewed.

There is a mass of secondary material available and you should begin with general texts before moving to more specific material (macro and micro). Your supervisor may be able to help with specific references that provide a good starting point. However, while your supervisor can direct you as to what to read, a common weakness amongst students is the way that notes are taken whilst reading. The literature review is a critical stage of the dissertation and any errors made in your note taking will be transferred throughout the research. Sometimes it is often useful to divide your Literature Review into separate chapters that address 'macro' theoretical and contextual issues at one level and 'micro' or more applied detailed case scenarios at another. It is also useful to separate each chapter into clearly headed sub sections which will help structure the literature in a logical and coherent review. Always have clear summaries at the end of each chapter to highlight the key issues you wish to raise. The steps to avoid mistakes and hours spent chasing references at the end of the dissertation are simple and obvious, yet often ignored.

- a. Always keep notes tidy and file them systematically.
- b. Understand what information you need to include in a bibliography and always put a full bibliographical reference, in the correct form, on every note taken. Include the page numbers of the reference. Keep a card index of all references.
- c. If you copy a quotation into your notes for later use in your dissertation be sure to do so fully and without abbreviations, you can always abbreviate later. Check the quote thoroughly to make sure that you have not misrepresented the author's views. Remember to record the specific page number the quote comes from.
- d. Be particularly careful when you copy statistical tables. Set them out neatly in the notes and check every figure.
- e. If you are doing any statistical calculations, be particularly careful to set out the worksheets tidily and with plenty of spaces. Check all calculations when you first make them.
- f. Do not provide listing quotes from authors and always discuss quotes that you do use.
- g. Take time to clearly structure each chapter with a coherent and logical sequence of sub headings and summaries.

8. CHAPTER 3: RESEARCH METHODOLOGY (2,000 to 2,500 words)

Here you explain in detail the what, why and how of the procedures you used in order to conduct your research.

As with the literature reviewed, the methodology selected will stem from the research questions you have chosen to answer. In answering any questions, as researchers we must be concerned with the validity of the answers we receive. Validity can be described by considering if we received the answer to the question we actually asked, or the answer to another question. Thus, an underage teenage boy asked by his parents at the end of a Friday evening "Have you been drinking?" will provide a different answer than if asked the same question by his peers. While the real answer may lie somewhere between the two scenarios, we cannot know where exactly, and so the approach used to answer this research question (face to face interviewing) can be considered invalid. An approach that is more likely to yield the true answer would be to follow the teenager and watch his actions (non-participant observation), although this has ethical considerations, but the answer would be valid.

The validity of the research can be threatened throughout a dissertation, but can be divided into three areas;

- a. The research **design** can be invalid, as described above, where there is an inappropriate method used to elicit information. You should ask yourself if the research design enables the true answer to be revealed, or if other factors will distort and invalidate the answer received. Use the methodology chapter to explain why after considering other methods you settled for the one you did.
- b. Validity can be threatened by the way the research is **administered**. A poorly constructed questionnaire can lead respondents to feel frustrated and give answers designed to end the interview as quickly as possible rather than the true answers. Inappropriate timing, asking the question of the wrong people and asking too much of respondents are all ways that validity is impinged upon. A pilot survey will often reveal if there are any such weaknesses and enable the research to be administered differently, strengthening the certainty of the worth of the final answers.
- c. The final way that research can be invalidated is the research **analysis** techniques used. Most statistical tests are appropriate only if certain conditions are met. Thus, if the research produces parametric data, then using the non-parametric chi-squared test would invalidate your findings. Instead, the parametric analysis of variance (ANOVA) test may be appropriate if all other conditions are met. However, beyond the mechanics of statistical tests, common sense is required. If you have conducted a 50-person survey, then it is clearly invalid to conduct detailed statistical analysis and claim a spurious level of accuracy. You demonstrate a greater understanding of research by limiting your analysis to what can reasonably be supported. The same threat to validity exists in the conclusions that your dissertation draws. It is essential to acknowledge that your sample survey of four streets in Swansea for example, does not enable you to speak about all the residents of Swansea, or even all the residents of the streets you surveyed. Be humble in your conclusions.

All of these issues should be covered in the methodology chapter. It is also worth reiterating the research questions and hypothesis to re-assert the focus of the dissertation.

The ground rule is to describe your method in sufficient detail to allow the reader to replicate your study.

Include :

- A summary of research rationale/aim/objectives
- Research question
- Research philosophy (e.g. positivism, phenomenology – or qualitative/quantitative)
- Research strategy (e.g. case study, experiment, survey, etc.)
- Which one and why – justify your selection in the context of your own research.
- Data collection techniques (e.g. questionnaires, interviews, observation, etc.)
- Choice and why - justify your selection in the context of your own research.
- As a general guideline a qualitative methodology would normally expect to utilise at least 10-12 in depth interviews or equivalent.
- A quantitative survey on the other hand would expect to utilise perhaps 150-200 questionnaires or equivalent.
- Sample type (number in sample, population sample was taken from, manner in which sample was chosen biographical details, e.g. all male, education etc)
- Research Procedures/process (the step-by-step processes involved in the study including questionnaire/interview design and administration etc.)
- Validity, reliability and generalisability
- Data analysis Procedures
- Justify, using references to respected research methods authors, the selection of research methods used in your study.
- Throughout the chapter recognise and acknowledge the limitations of the research methods selected.
- Refer to completed and approved Ethics form.

9. CHAPTER 4: ANALYSIS OF RESULTS (2,500 to 3,000 words)

A common mistake of student dissertations is to include all the information that has been gleaned from the research process, regardless of its applicability to the research question. A good research methodology should help to limit the amount of extraneous information, but extra information will always arise, and while this may be invaluable to further research, you must be strict with yourself and exclude it from the current dissertation. The aim of the results chapter is to create an argument to accept or reject your hypothesis, or to answer positively or negatively to your research question. Therefore, only include the information that helps to develop the argument. The appendix should be used to present "raw data" if necessary.

In presenting the results, you should ensure that the approach you have used, whether it be pie charts, tables, or graphs, is the most appropriate. It is easier for the reader if there is consistency of approach throughout the chapter, thus, the same style is used wherever possible. Marks are awarded for the intellectual clarity of your presentation of results, as well as the visual clarity of presentation. Always use the objectives you have set yourself in your introduction to help

'frame' and present your results. In this context it is again useful to present your results in sub sections that relate to each of the objectives you have set.

- Set out your findings using tables and graphs as appropriate.
- Include the data central to your thesis in the text; consign other material to appendices.
- Avoid repetition and redundancy in your reporting.
- Keep tables as simple as possible.
- Interpret/analyse the results; where appropriate, compare your findings to previous studies, the literature and your objectives.

NB: It is generally beneficial to organise your results in a thematic context in relation to the objectives you have set, not in the order in which questions were asked.

10. CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS (1,500 to 2,000 words)

This chapter is where you tie up all the loose ends in the previous chapters and should take you full circle, relating to your aim and objectives and the literature you reviewed.

The chapter is usually the most difficult part to write, although if you have clear research questions then the task is simplified. (This may be a section within your results chapter or be a separate chapter depending on the nature of your research and personal preference.) The aim is to synthesise all the information presented throughout the dissertation in order to answer the research question, or to accept/reject the hypothesis. Thus, the views of the authors presented in the literature review should be re-introduced along with the findings of your own research. The reader should be able to clearly see that you have achieved what you said you would achieve e.g. (by each objective set). It is conventional here to include a measure of self-criticism in this section, indicating what you might do differently if the research were to be repeated.

The section should include recommendations where appropriate, and discussion on the wider implications of your results and recommendations for further research. However, these recommendations should not be just listings, but should be derived from your arguments and explained fully. Too many students end their dissertations with a "shopping list" of recommendations and this is a poor way to conclude.

Any further work that can, or should, be undertaken to expand upon your work is to be highlighted, fully explained and justified. The benefits gained from your work should be identified (these are not to include personal benefits). It is perfectly OK to have some loose ends left at the end of a dissertation. Sometimes there will be aspects you simply did not have time to address. Other times there will be things that you were unable to do because of force of circumstances. Above all, there will have been pointers raised during the course of the dissertation that you did not anticipate and were not within your scope to tackle. All these things can be discussed in this chapter

and, where further work can be identified, a distinct sub-section, "Suggestions for further work", should be included.

NB. This is an academic study that should 'draw' broad theoretical conclusions and should not be a study that is solely based upon recommendations for a particular company or case.

11. BIBLIOGRAPHY AND REFERENCING

A bibliography of all the works you have consulted, and referenced in your text, is essential for a dissertation. Anything that you include in the dissertation that is not referenced will be assumed to be your own work. If this is not the case, then you are guilty of trying to pass off the work of another author as your own, this is plagiarism. The University regulations are very clear on the seriousness with which plagiarism will be regarded and the severity of the punishment for anyone found guilty. (See plagiarism section).

The Author-Date (Harvard) system of referencing is normally the system that should be used for the dissertation. Harvard style referencing is made up of two parts:

- Textual citations.
- Corresponding bibliographical references listed alphabetically.

Use standard referencing given in next section.

12. APPENDICES

Appendices to a report contain information that is often too detailed for the main chapters of the dissertation or, while not important or interesting enough to be included in the body of the report, is nevertheless relevant. Your dissertation stands alone without these, but the reader may occasionally wish to refer to them.

The aim of the appendices is to give the reader a chance to verify the conclusions that the author has reached. Thus, you could include detailed statistical work, copies of blank questionnaires (do not include all the completed questionnaires), lengthy quotations from either published works, or your own findings that would otherwise break up the flow of your dissertation. However, a common mistake is for students to use the appendices as a rubbish bin for pieces of information that didn't fit elsewhere. The same rule applies to the appendices as does to the rest of the dissertation, if it is not relevant to the research question or hypothesis, then it should not be included. The reader should be directed to relevant information in the appendices by way of a note at the appropriate point in the main body of the dissertation. Often appendices will contain raw data from primary research (you will sometimes have to be selective), copy of the questionnaire and a list of the survey sample, where appropriate. You must also include an ethical research statement and risk assessment statement. (See section on risk assessment and ethical research for help on this).

Presentation and style of the Dissertation document

1. Introduction

In presenting your dissertation there are some factors to consider:

Structure of the Work
Referencing Conventions
Word Limit
Format
Grammatical convention/style

2. Structure of the work

Your dissertation should be a logical expression of your thinking on a particular topic of research. Having carefully considered the topic over a number of months, take time to plan the structure of your dissertation documentation. Ask yourself what is required, in what order the points are most effectively made, and what conclusions could appropriately be drawn. A suggested structure is given in the section above.

3. Referencing conventions

When you refer to a piece of work in an essay, report, program or academic paper, you must give adequate bibliographic information to allow the reader to trace the original document. (For note on plagiarism See later section). So, if you wish to incorporate points made by another author or figures derived from a survey or report, acknowledge the sources used in the text of your dissertation and give full details of the source in the reference list at the end of your work.

The Author-Date (Harvard) system of referencing is normally the system that should be used for the dissertation. Harvard style referencing is made up of two parts:

Textual citations.

Corresponding bibliographical references listed alphabetically.

A) Textual Citations

One Author:

- A coherent review of the principles of social theory (Jones, 2003) showed that...
- Jones (2003) states that.....

If a direct quotation is used, a page number is needed:

- "... go into a clothes store such as Gap, French Connection, or Cult Clothing and look at the labels which tell us where the garments were made.

The global nature of manufacturing production and distribution will become all too apparent” (Jones, 2003 p.158).

If two references are cited by the same author in the same year a lower case letter is added after the date.

- Di Domenico (2001a) discusses that.... Furthermore, Di Domenico (2001b) outlines.....

Multiple authors:

- Timothy and Boyd (2003) suggested that.....
- It has been disclosed (Timothy and Boyd, 2003).....

If there are three or more authors, simply quote the surname of the first one followed by ‘et al.’ which means ‘and others’.

- McCrone et al. (1995) noted that....

One or more authors in an edited book:

Cite the relevant contributor(s) in the body of your discussion not the editor

- Rosie, G. has contributed a chapter to the text edited by Donnachie and Whatley. This would be cited as Rosie (1992) states that....

A source cited in another article:

Every effort should be made to find primary sources but where this has proved impossible, refer to the work which it has been cited in and the original source.

- If Reed 1998 was cited by Brown et al. 2003 the citation would be (Reed, 1998 cited in Brown et al., 2003).

Corporate author:

If the author is an organisation or group regard that as the author

- (VisitScotland, 2003)
- (Scottish Executive, 2002)

Internet references:

Treat these in the same way as other sources with the name of the author(s)/organisation followed by the date that the webpage/online document was produced/updated. If this date is not shown, the date of access should be used.

- (Catterall and Maclaren, 1997)
- (Scotexchange, 2003)

B) Bibliography

The bibliography is located after the end of the text of the dissertation but before any appendices. It is arranged alphabetically by the author’s surname (or first word of title, if no author). NB Books, journals, conference papers, newspapers and any other material cited should not be separated by subheadings or any other means.

Referencing books

Book by one author:

Jones, P. (2003) Introducing Social Theory, Cambridge: Polity

Book by two authors:

Timothy, D. and Boyd, S. (2003) Heritage Tourism, Essex: Pearson

Book by three or more authors:

McCrone, D., Morris, A. and Kiely, R. (1995) Scotland the Brand – The Making of Scottish Heritage, Edinburgh: Edinburgh University Press

Chapter within an edited book:

Rosie, G. (1992) Museumry and the Heritage Industry IN Donnachie, J. and Whatley, C. (eds.) The Manufacture of Scottish History, Edinburgh: Polygon pp. 157-170

Referencing newspaper articles

Newspaper article:

Adams, C. (2001) Tourism Campaign Receives £414,000 Boost, Highland News, 21st April, p. 20

Newspaper article (author unknown):

Inverness Courier (2001) Tourist Trade Firms May Go to the Wall, Inverness Courier, 28th September p.1

Referencing journal articles

Surname of author, followed by initials. (Year of publication) Title of article. Title of journal. Volume (may be abbreviated to Vol.) (Part number), Page range. (abbreviated to p/pp.):

Di Domencio, M. and Morrison, A. (2003) Social action research and small hospital firms, International Journal of Contemporary Hospitality Management, vol. 15, No. 5 pp. 268-273.

Internet references

The author's name (if known, alternatively the name of the organisation)

Full title of the work

The document date (if known)

Full URL

Date of visit/access

Catterall, M. and Maclaren, P. (1997) Focus group data and qualitative analysis programs: coding the moving picture as well as the snapshots. Sociological Research Online Vo1.2, NO.1 Available Internet:

<http://www.socresonline.org.uk/socresonline/2/1/6.html> [Accessed 1st May 2002]

Scotexchange (2003) Business development: quality assurance

Scotexchange.net Available internet:

[http://www.scotexchange.net/business development/aa](http://www.scotexchange.net/business%20development/aa) [Accessed 6th December 2003]

Key Points: You must observe four rules when writing your references;

- a) Your references must be correct. You should double-check every detail. If you photocopy something, or make notes from an article or book, be sure you write down the full reference at the time.
- b) Your references must be complete. Never omit page numbers, volume numbers, the date, or anything. You are guiding your reader to the source you have used -

always ask yourself, "Is it possible from the information I have given, for someone to walk into a library and readily locate the source I am referring to?"

- c) Your references should be consistent. Don't worry too much about full stops, commas, capital letters, and so on - they are not of crucial importance. You should simply ensure that you give all the necessary information, choose a style and stick to it throughout the dissertation. Be consistent.
- d) Make sure your references are listed alphabetically

4. Word limit

The Dissertation module has a word limit of 10,000 words in total (the research proposal does not comprise 1,500-2,000 of this allowance) and it is important that you adhere to this. (The preliminary pages, bibliography/reference list and any other relevant material included in appendices are not subject to the word limit.) No-one is likely to mark you down for delivering a total of 10,500 words when you were asked for a maximum of 10,000, but excessively long pieces of work could lose marks. By contrast, "undershooting" the word limit also jeopardises your chances of passing or getting a good mark. **It is important to remember that the word limit is part of the task.** Condensing a lot of information/ ideas into a well-structured answer within the word limit is a real skill. It shows you have the ability to sift information, construct an argument, and express yourself succinctly. If you have difficulty "pruning" material to fit a word limit, look for verbosity. Economy of words and clarity of expression are important. Sometimes, it may be useful to create footnotes/endnotes or appendices so that you can refer to information without losing the thrust of your argument.

The word limit is set for the following reasons.

- (a) The discipline to write at this length is considerable. It is a substantial piece of academic work yet it requires good editorial skills to avoid excessive length.
- (b) It encourages incisiveness and a good grasp of theoretical/conceptual issues to bring them into sharp focus.
- (c) It necessitates a tight definition of the topic.
- (d) It necessitates a meaningful analysis of the relevant literature not a mere listing of sources with brief comments.
- (e) It necessitates communication of complex ideas in clear and precise fashion.

5. Format

You should take care to present your work in the most attractive and effective format. It is a requirement that you submit your work in a word processed format thereby allowing for a legible document that can be assessed by your supervisor.

The Dissertation has to be presented in a standard format. You should make sure that the final submitted versions of your work conforms with the following specifications. If in any doubt, consult your supervisor or the Dissertation Co-ordinator.

General Format Style Requirements

- White, A4 paper in portrait format to be used. Seek guidance for illustrative material.
- Black word-processed print to be used. The font chosen for the main body of the finished work is Arial, point 11. This should be easy to read. For highlighted text or other specific purposes a second font may be used but excessive usage is to be avoided and kept to a minimum.
- Text should be at least 1½ line spacing (usually double-spaced) and one side of leaf only.
- Make sure your left-hand margin is sufficiently wide for binding purposes.
- Single-side or double-side printing is acceptable.
- Pages shall be numbered consecutively from the first page of the first chapter throughout the main text (including appendices) in Arabic numerals (i.e. 1, 2, 3, etc.). Preliminaries such as table of contents, abstracts and acknowledgments, which obviously cannot be completed until the main work and its' pagination is finished, should be numbered in lower case Roman numerals (i, ii, iii, etc).
- As an alternative to the process of page numbering outlined above, it is acceptable practice for all pages, including appendices, with the exception of the front or title page, to be numbered consecutively with Arabic numerals and for the details to be listed on the Contents page or index.
- Page numbers should be located centrally at the bottom of the page.
- Two copies of the complete work shall be submitted. The paper can be normal printer paper (80gms or above) and may be secured by a spiral binder or heat-binding.
- Main text should be divided into chapters beginning with an introductory chapter which sets the scene. Each chapter should begin on a separate page.
- Graphs, histograms and diagrams are worth considering when you have numerical information to present. Label such visual representations so that the reader does not have to work out what it is supposed to mean. Illustrative material should be **arranged near the appropriate text**. Where possible, avoid the use of folding/oversized material.
- Tables should be typed into the text and given a number, a title and a source if not derived from original research work. Photocopies of original tables from other sources should not be used. As with other illustrative material, they should be placed as close as possible to any text reference and referred to by their number in the text.

6. Grammatical convention and style

English - The literary style adopted must be suitable to your purposes. **Avoid use of the first person.** For example, "I investigated the following issues ...", should be more properly phrased as "the following issues were investigated..." or "this study looked at...".

Spelling should always be checked as part of the proof reading process (supervisors are not proof readers). A poor standard of spelling will invariably be marked down as will poor sentence construction and punctuation. Be careful when using the spell checker on the word processing package that it is set to UK English and **not** US English.

Sentence Length - Ideally you should be concise and informative and you should aim to be clear. Clarity is often lost by using long sentences or inappropriate words. Overlong sentences tend to become very difficult for the reader to understand. Try to keep your sentences within reasonable length limits but, at the same time, use flexible and varied sentence lengths to prevent the style becoming stilted.

Quotations should be typed in single inverted commas. If the quotation is more than four lines long it should be set as an extract and the whole quotation indented. N.B. The exact spelling and punctuation of the original should be followed. You should give the author's name, date and page number in brackets underneath.

Abbreviations (and acronyms) must be typed in full when first mentioned, with the abbreviation in brackets. The abbreviation can be used thereafter.

Numbers: Use words for numbers up to ten. Exceptions which should **always** be expressed as figures are:

- 1) Ages
- 2) Percentages, e.g. 25 per cent (except in tables)

Non-sexist writing: Use neutral terms, unless a specific male or female is meant.

Unfair Practice and Plagiarism

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. These regulations can be found in Chapter 7 of the AQH at

http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/quality-handbook/Chapter_07_Assessment-Taught_Programmes_Pages_105-130.pdf

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.

Research Ethics and Risk Assessment

Your research must give due respect to current research ethics which must ensure the consideration of the following issues:

- Scientific objectivity
- privacy-impartial reporting
- confidentiality
- findings reported fairly and accurately

It is absolutely necessary to ensure that you have undertaken a risk analysis prior to commencing a research project at any level.

This concerns your own safety in all respects, and full security and ethical treatment of your subjects (sources of evidence, by interview, questionnaire survey, business, government and agency concerns as well the rights and regard of individuals who may be contacted or whose data may be used during the course of the project).

The information below requires you to think, to consider how your gathering of data, approaches and any use made of sources, and yourself may be influenced in the course of the work.

This includes

- respect for sources and their owners intentions and requirements for them, as well as
- your own personal safety and acknowledgement of the work of any contributors, and
- the respect for the anonymity of any providers of information as well as the acknowledgement where their permission to use their evidence has been agreed, and on what terms.

Please submit the form below as an part of your Dissertation proposal and as an appendix to your final dissertation submission.

Check each item, consider its relevance.

Please seek advice from tutors if there are any queries.

Eg:

You may be at risk in situations of meeting people.

Others may be at risk in situations of your approaching them for data, and in terms of restricted information that you must only use on careful agreement with them.

You must allow informants (subjects) to withdraw from investigations if they wish

You must endanger neither yourself or your informants in the process of

The work.

You must not deceive any informants.

N.B. You must consider the following risk assessment and ethical Issues and (where applicable) submit a statement on each with your research proposal and a copy in the appendix of your final dissertation submission. If in doubt please discuss this with your tutor.

NB:- ALL QUESTIONNAIRES THAT ARE BEING SENT EXTERNALLY SHOULD BE CHECKED AND HAVE THE PRIOR AUTHORITY OF THE DISSERTATION TUTOR BEFORE BEING SENT OUT.

Ethics research approval form

Using the form overleaf, you must identify the main risk element regarding your health and safety and assess the potential risk. Risks may be categorised as tolerable, Moderate, substantial r severe. Indicate the actions that you have taken To reduce the risk and then indicate the residual risk.

- Tolerable risk is Acceptable.
- Moderate risk must be managed carefully.
- Substantial or Severe risks which are serious and likely to happen are not acceptable and you should not proceed.

The Ethics Approval form overleaf must be completed. All sections deal with potential ethical issues which need careful consideration before you commence your research, to ensure you deal with them properly (and in accordance with the law, for example). You may find it easier to complete the form with the assistance from your supervisor.

A copy of the signed Ethics Approval form must be included in the appendices of both the Research Proposal and the Dissertation.

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:			
Tick all boxes which apply:			
Member of staff:	☐	Student:	☐
Honorary research fellow:	☐		
Faculty/School/Centre:			
Campus:			
E-mail address:			
Contact Telephone Number:			
For students:			
Student Number:		Undergraduate	☐
Programme of Study:		Taught Postgraduate	☐
Director of Studies/Supervisor:		Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	NO	☐
				Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in)	☐		

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
	☐
	☐
	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☐
---	-----	--------------------------	----	--------------------------

If Yes, please provide the name of the external organisation and name and contact details for the main contact person:	
Institution	
Contact person name	
Contact person e-mail address	

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:			
Proposed start date:		Proposed end date:	
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
(this box should expand as you type)			
Proposed methods Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)			
(this box should expand as you type)			

Identify all locations where research activity will take place.

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

SECTION F: Scope of Research Activity

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If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☐
Adults (over the age of 18 and competent to give consent)?	☐	☐
Vulnerable adults?	☐	☐
Children under 18?	☐	☐
Prisoners?	☐	☐
Young offenders?	☐	☐
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
People engaged in illegal activities?	☐	☐
Others (please identify):	☐	☐

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☐
Will you tell participants that their participation is voluntary?	☐	☐	☐
Will you obtain written consent for participation?	☐	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☐

If NO to any of above questions, please give an explanation

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☐	☐
Is specialist electrical or other equipment to be used with participants?	☐	☐	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☐	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☐	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes ☐

No ☐

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

(this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Has a DBS certificate been obtained?	☐	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when?
 (this box should expand as you type)
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.
 (this box should expand as you type)
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
 (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? “personal data” means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? “Sensitive personal data” means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☐
University computers?	☐	☐
Private company computers?	☐	☐
Home or other personal computers?	☐	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐

"Cloud" storage or websites?	☐	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
(this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☐
Sharing of data with others at the University?	☐	☐
Sharing of data with other organisations?	☐	☐
Export of data outside the European Union or importing of data from outside the UK?	☐	☐
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
Publication of data that might allow identification of individuals?	☐	☐
Use of data management system?	☐	☐
Data archiving?	☐	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
(this box should expand as you type)		

List all who will have access to the data generated by the research activity:
(this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
(this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:

Date:

For students:

Director of Studies/Supervisor:	
Signature:	
Date:	

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☐	I have read the guidance notes supplied before completing the form.
☐	I have completed ALL RELEVANT sections of the form in full.
☐	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☐	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☐	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but

requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material

- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

Your Checklist

ON COMPLETION, ASK YOURSELF THE FOLLOWING QUESTIONS:

1. Is the meaning clear? Are there any obscure passages?
2. Is the report well written? Check tenses, grammar, spelling, overlapping passages, punctuation, jargon.

3. Is the referencing well done? Are there any omissions?
4. Does the abstract give the reader a clear idea of what is in the report?
5. Does the title indicate the nature of the study?
6. Are the objectives of the study stated clearly?
7. Are the objectives fulfilled? Followed through?
8. If hypotheses were postulated, are they proved or not proved?
9. Has a sufficient amount of literature relating to the topic been studied?
10. Was the literature referenced pertinent to the research? To what extent could general reference to the literature be criticised on the grounds of insufficiency or excessiveness? Is evidence displayed of the ability to identify key items in the literature and to compare, contrast, and critically review them?
11. Are all terms clearly defined?
12. Are the selected methods of data collection accurately described? Are they suitable for the task? Why were they chosen?
13. Were variables that might influence the study recognised and either controlled in the research design or properly measured?
14. Were limitations inherent in the study recognised and stated?
15. Have any statistical techniques been used? If so, are they appropriate for the task?
16. Are the data analysed and interpreted or merely described?
17. Are the results clearly presented? Are there clear links between the primary and secondary data?
18. Are conclusions based on evidence? Have any claims been made that cannot be substantiated?
19. Is there any evidence of bias? Any emotive terms or intemperate language?
20. Are the data likely to be reliable? Could another researcher repeat your work.
21. Are recommendations (if any) feasible?
22. Are there any unnecessary items in the appendix?
23. Have I completed a risk assessment and ethical research statement and included it in the appendices?

Assessment Strategy

The assessment of the dissertation is based upon a clear expression and articulation by the student of an analytical approach, research focus, clear methodology and stated results of a research project.

The dissertation will be marked by two internal Examiners who, together with the team, are responsible for determining the final internal assessment. All dissertations will be made available to the External Examiners. In cases where students have deemed to fail or there is a discrepancy in marking, a third examiner will be appointed and possibly the external examiner consulted.

In certain circumstances, where corroboration of your research is required, you might be required to attend a *viva voce* (oral examination) to discuss the research you have undertaken. In such situations you will be informed in writing and given a specific time to attend your viva. Failure to attend a required viva may result in you failing your dissertation and being required to resubmit for the next examination meeting.

The marking scheme/assessment criteria are stated below, followed by general classification grade criteria. As well as the criteria below, the overall grade awarded will take account of the coherence of the document and legitimate constraints imposed on the study.



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
 UNIVERSITY OF WALES
Trinity Saint David
 SWANSEA - ABERTAWE

Faculty of Business and Management
 /Cyfadran Busnes a Rheolaeth
Swansea Business School
 /Ysgol Fusnes Abertawe

BA Business Portfolio DISSERTATION ASSESSMENT 2018 - 2019
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Name of Student:
Title of Dissertation:
First Marker:
Second Marker:

Marking Scheme	Marks available	Mark Awarded
Introduction	15	
Literature Review	20	
Research Methodology	20	
Analysis of Results/Findings	20	
Conclusions/Recommendations	15	
Quality of Documentation	10	
TOTAL	100	

	Mark %
<u>Final Comment</u>	

Signature: Date:

1. **Introduction (15%)**

To include a rationale/purpose for the dissertation, underlying themes, assessment of feasibility, challenging/new/unusual topic, clear aim and objectives.

Comment:

2. **Review of Literature (20%)**

To include evidence of breadth, currency & relevance of reading, theoretical & conceptual models, demonstration of knowledge & comprehension of topic, summary of principal issues.

Comment:

3. **Research Methodology (20%)**

To include the critical justification and adequate description of the application of an appropriate research methodology (e.g. the research strategy, data collection methods, research process, the sample selected for study and the methods of data analysis) and research limitations.

Comment:

4. Analysis of Results (20%)

To include clear identification and evaluation of the relationship of the findings to the objectives & the literature, appropriate analytical methods, inferences from findings.

Comment:

5. Conclusions/Recommendations (15%)

To include synthesis of themes, logical conclusions, critical and analytical aspects, consideration of the specified objectives, limitations of research, relevant recommendations and potential application to business environment.

Comment:

6. Quality of Documentation (10%)

To include style, fluency, clarity, organisation, word limit, grammar, spelling, adherence to academic convention, referencing (including bibliography).

Comment:

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	evidence.	sometimes illogical and contradictory.	interpretation. Asserts rather than argues a case.	argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	appropriate and valid judgements.	ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		solving skills in complex and unpredictable contexts.	solutions in complex and unpredictable contexts without fully appreciating the complexity.	solutions in complex and unpredictable contexts.			
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
						further development.	

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' in Chapter 7 of the Academic Quality Handbook (AQH), available at

http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/quality-handbook/Chapter_07_Assessment-Taught_Programmes_Pages_105-130.pdf

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 Chapter 7 of the AQH

http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/quality-handbook/Chapter_07_Assessment-Taught_Programmes_Pages_89-114.pdf

and in supporting documentation available on the intranet.

APPENDIX 2 DECLARATION

DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree

Signed.....

Date.....

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirements for the degree of BA.

Signed.....

Date.....

STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed.....

Date.....

STATEMENT 3

I hereby give consent for my dissertation, if accepted, to be available for photocopying and for interlibrary loan, and for the title and summary to be made available to outside organisations.

Signed.....

Date.....

STATEMENT 4

I hereby give consent for my dissertation, if accepted, to be available on the university's IT system to those who have consent to use the system.

Signed.....

Date.....

APPENDIX 3 LIBRARY DATA RESOURCES

Important

A workshop will be run on 27 October 2018 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 is provided through the following webpages: <http://www.uwtsd.ac.uk/library/>

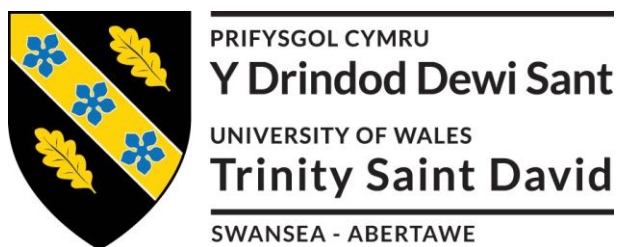
Online Library

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. E-resources can be accessed from anywhere using your university login: <http://www.uwtsd.ac.uk/library/online-library/>.

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 4 MID TERM REVIEW



UG DISSERTATION STUDENT 'MID TERM' REVIEW FORM 2018-19

To be completed by Dissertation Supervisor for each student and submitted to Caroline Jawad by
Monday 28 January 2019.

NAME OF STUDENT:

NAME OF SUPERVISOR:

1. Has the student enrolled?
Please tick the relevant box

Yes	☐
No	☐
2. How many tutorials have you conducted with the student since the beginning of supervision?

Insert Number	
---------------	----------------------
3. Has the student confirmed title, aims, objectives?
Please tick the relevant box

Yes	☐
No	☐
4. To what extent has your student completed the Literature Review?

Fully	☐
Substantially	☐
Partially	☐
Not at all	☐
5. To what extent has your student considered the Research Methodology?

Fully	☐
-------	--------------------------

Substantially ☐

Partially ☐

Not at all ☐

6. Please make any comments on the state of preparedness of your student to undertake the Dissertation.

7. Please make any comments which you wish to raise with the Dissertation Coordinator.

Thank You.

Caroline Jawad
UG Dissertation Coordinator

APPENDIX 5 PRACTICAL GUIDE



CAROLINE JAWAD'S PRACTICAL GUIDE TO WRITING THE RESEARCH PROPOSAL 2018-2019

How to Write a Research Proposal?

Most students and beginning researchers do not fully understand what a research proposal means, nor do they understand its importance. To put it bluntly, one's research is only as good as one's proposal. An ill-conceived proposal dooms the dissertation.

A research proposal is intended to convince others that you have a worthwhile research project and that you have the competence and the work-plan to complete it. Generally, a research proposal should contain all the key elements involved in the research process and include sufficient information for the readers to evaluate the proposed study.

Regardless of your research area and the methodology you choose, all research proposals must address the following questions:

1. What you plan to accomplish?
2. Why you want to do it?
3. How you are going to do it?

The proposal should have sufficient information to convince your marker that you have an important research idea, that you have a good grasp of the relevant literature and the major issues, and that your methodology is sound.

The quality of your research proposal depends not only on the quality of your proposed dissertation, but also on the quality of your proposal writing. A good research project may run the risk of rejection simply because the proposal is poorly written. Therefore, it pays if your writing is coherent, clear and compelling.

The following offers a framework for preparing your Dissertation Research proposal, and for discussion with your supervisor. Write in the spaces shown.

Title

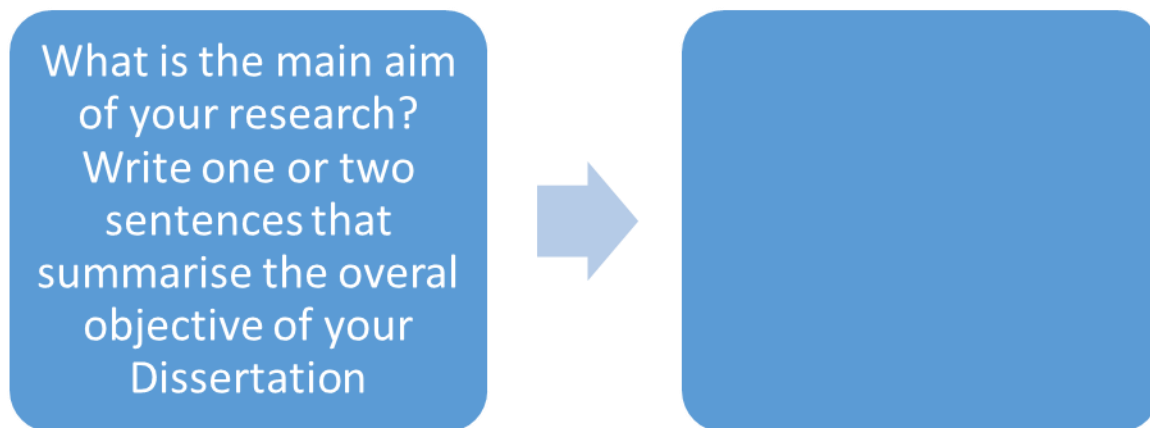
In your research proposal, have you provided evidence that you have thought about the area you wish to investigate? The title and topic area should be relevant to your MBA. The topic should be something that interests you, since you will have to concentrate on it for many weeks. You must choose a subject on which you can easily acquire primary information (documents, interviews, questionnaires, etc.) and for which there is a body of academic literature to investigate and synthesise when identifying research questions. It should be concise and descriptive. For example, the phrase, "An investigation of . . ." could be omitted. Often titles are stated in terms of a functional relationship, because such titles clearly indicate the independent and dependent variables. However, if possible, think of an informative but catchy title. An effective title not only pricks the reader's interest, but also predisposes him/her favourably towards the proposal.



Title

Key Questions

Have you thought in depth about the key research question you will address? It is important that you have gone further than just picking a generic topic area to be researched, and that you have decided which aspect of the topic you might investigate in detail. It is important to try to make this process as specific as possible. Narrow questions are easier to investigate successfully; a broad topic may evoke so many conflicting issues that giving an adequate amount of attention to all of them in the time available might be impossible. However, please note that too narrow a topic may mean that the Dissertation will lack empirical breadth or analytical depth.



Identify the research questions that flow from this main research aim. You need to ask yourself if you can find answers easily to them. Can you get access to information that can lead to possibly answering the questions raised. If the answer is 'no', then you need to identify questions where more information is available. This is a small scale research project and you should come up with suitable questions.

Question 1

Question 2

Question 3

Background

What is the background to your interest in this topic area and in pursuing this research area ? Summarise briefly the reasons why this topic is likely to be of interest to the business community and also why it is of interest to you.

The main purpose of the introduction is to provide the necessary background or context for your research problem. How to frame the research problem is perhaps the biggest problem in proposal writing.

If the research problem is framed in the context of a general, rambling literature review, then the research question may appear trivial and uninteresting. However, if the same question is placed in the context of a very focused and current research area, its significance will become evident.

Unfortunately, there are no hard and fast rules on how to frame your research question just as there is no prescription on how to write an interesting and informative opening paragraph. A lot depends on your creativity, your ability to think clearly and the depth of your understanding of problem areas.

Some considerations:

1. Try to place your research question in the context of either a vogue area, or an older area that remains viable.
2. Brief but appropriate historical backdrop.
3. The contemporary context in which your proposed research question occupies the central stage.
4. Identify "key players" and refer to the most relevant and representative publications.
5. In short, try to paint your research question in broad brushes and at the same time bring out its significance.

The introduction typically begins with a general statement of the problem area, with a focus on a specific research problem, to be followed by the rationale or justification for the proposed study. The introduction generally covers the following elements:

1. State the research problem, which is often referred to as the purpose of the study.
2. Provide the context and set the stage for your research question in such a way as to show its necessity and importance.
3. Present the rationale of your proposed study and clearly indicate why it is worth doing.
 - I. Has the study been done before?
 - II. Will the study benefit patients advance understanding or influence policy?
4. Briefly describe the major issues and sub-problems to be addressed by your research.
5. Identify the key independent and dependent variables of your experiment. Alternatively, specify the phenomenon you want to study.
6. State your hypothesis, theory, (Please do not confuse the hypothesis with the statistical null hypothesis.)
7. Set the boundaries of your proposed research in order to provide a clear focus.
8. Provide definitions of key concepts. (Wong, 2005) (Calgary University, 2004)

Background

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.*

Notes

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?	

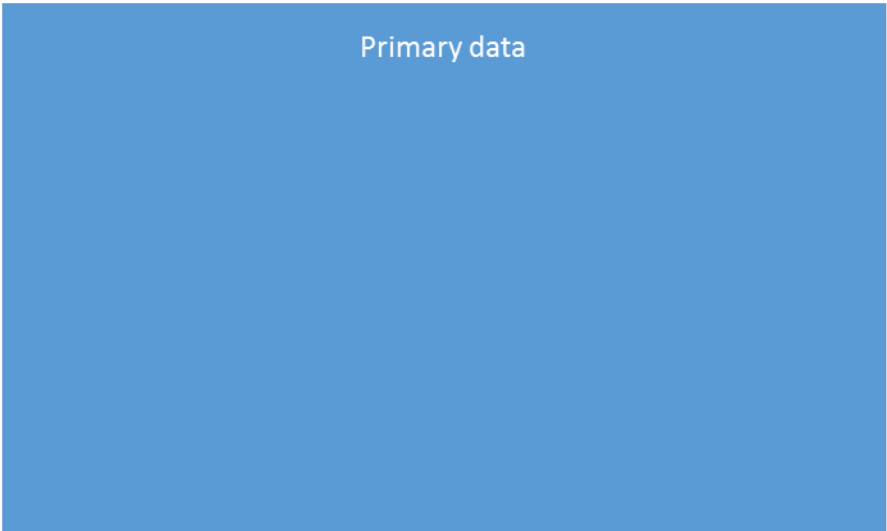
Methodology

In the research proposal, you will not go further than the Methodology section. You need to discuss the methods you intend to adopt to gather information in pursuit of answers to your research questions. Note down brief answers to the following questions:

- Where and how will you gather any secondary data? Is it easily available?
- Where, how and when will you gather primary data, if applicable? Remember it may be difficult to collect primary data !!



Secondary data



Primary data

Research

You will also need to think about the overall theoretical nature of your research. This material will be presented and discussed in your Research Methods module. You will also need to consider research approaches including:

- Quantitative/Qualitative
- Applied/Basic
- Deductive/Inductive

This material will also be covered in the Research Methods module.

In the box below, summarise your overall research approach including type of research and research approach.



Results

Obviously you do not have results at the proposal stage. However, you need to have some idea about what kind of data you will be collecting, and what statistical procedures will be used in order to answer your research question or test your hypothesis.

Evaluation

It is important to convince your reader of the potential impact of your proposed research. You need to communicate a sense of enthusiasm and confidence without exaggerating the merits of your proposal. That is why you also need to mention the limitations and weaknesses of the proposed research, which may be justified by time and financial constraints as well as by the early developmental stage of your research area (Wong, 2005).

Time scale

You also need to think about the time scale for the Dissertation. When you are thinking about the data collection stage, allow ample time for time, as if you are trying to arrange interviews or to collect data from questionnaires, it can take longer than you think to organise.

References

Have you fully and clearly identified the major references? These should be listed using the Harvard System.

Some of the assessment considerations

Overall Quality of the Study

1. Good research question
2. Appropriate research design
3. Rigorous and feasible methods

Quality of the Proposal

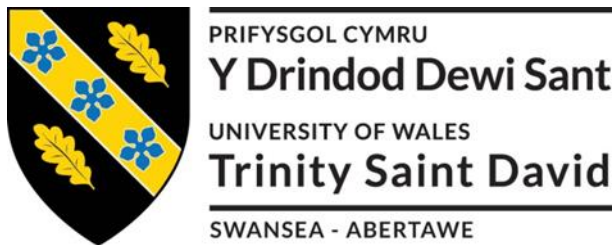
1. Informative title
2. Self-sufficient and convincing abstract
3. Clear research questions
4. Scholarly background and rationale
5. Relevant previous work
6. Appropriate population and sample
7. Appropriate measurement and methods
8. Sound analysis plan
9. Ethical issues well addressed
10. Realistic timetable

Quality of the Presentation

1. Clear, concise, well-organized
2. Helpful table of contents and subheadings
3. Good schematic diagrams and tables
4. Limited typographical errors

(Adapted by C.House & Calgary from Hulley & Cummings, 2005)

APPENDIX 6 RESEARCH PROPOSAL FORM



UNDERGRADUATE DISSERTATION DRAFT RESEARCH PROPOSAL FORM

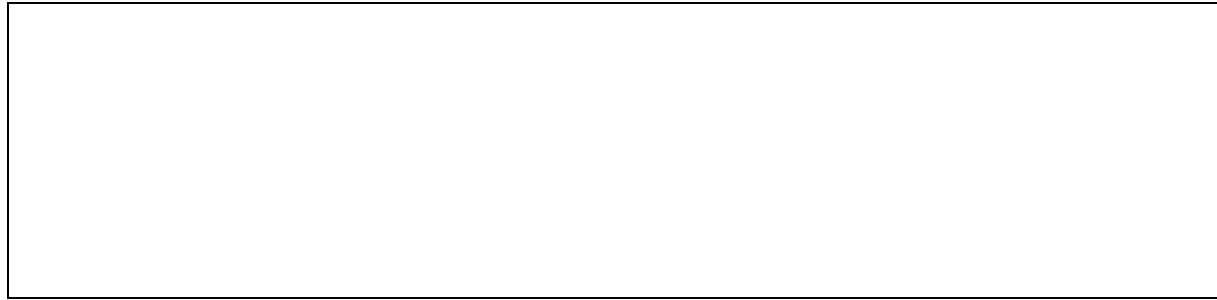
Please complete the following research proposal form in as much detail as possible:

To be forwarded to Caroline Jawad – caroline.jawad@uwtsd.ac.uk

Failure to do this may delay acceptance on to the programme and allocation of a Supervisor

NAME:	ID No.:
DRAFT RESEARCH TITLE-QUESTION: Why ? Why this topic ? Why is it worthy of consideration for an undergraduate dissertation ?	
SUMMARY OF RESEARCH OBJECTIVES: <i>these should reflect the information you want to collect and should consist of 2, 3 or 4 key objectives:</i>	

THEORETICAL CONTEXT: <i>Discuss here what key literature you intend to use as part of your research. This should be from a range of text books, journals and articles. What key literature do you intend to use – please insert a bibliography of mainly books, articles and reports ☺</i> <i>You need to show that you are aware of what research has been done in this area – and what gap you are seeking to fill.</i>
SUMMARY OF RESEARCH –SURVEY METHOD: <i>(summary of qualitative or quantitative methods and summary of survey techniques to be used)</i>
SUMMARY OF SAMPLING FRAMEWORK: <i>(details of target sample ie who are you intending to research, where will they be located and when will this research take place?)</i>
KEY REFERENCES CONSULTED: <i>(what references have you consulted in order to complete this proposal)</i>



NB: Failure to do this may delay acceptance on to the programme and allocation of a Supervisor

APPENDIX 7 ATTENDANCE SUPERVISION FORM



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
SWANSEA - ABERTAWE

STUDENT-SUPERVISOR RECORD OF ATTENDANCE AT MEETINGS

Please complete this record for each supervisory meeting if the alternative supervisory form (e.g. RM1, GA19) cannot be submitted to the Faculty Office within two days of the meeting

Programme of Study:		Level of study:	
Date of meeting:			
Location of on-campus Meeting:			

To be signed by at least one supervisor present at the meeting

Supervisor name:	
Signature of Supervisor:	

To be signed by students studying in on-campus mode only. Does not apply to distance learning students.

Student name:	
Signature of Student	

APPENDIX 8 SUPERVISION FORM

UNDERGRADUATE TAUGHT DISSERTATION SUPERVISION RECORD

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:	
Programme Director:	

SUPERVISION RECORD

Date of meeting	Type of meeting	Summary of outcomes	Student Signature	Supervisor Signature	Duration of meeting	Running total

Date of meeting	Type of meeting	Summary of outcomes	Student Signature	Supervisor Signature	Duration of meeting	Running total

Notes on the Undergraduate Taught Dissertation Supervision Record

Record the date and type of meeting – 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

Glossary of useful terms

Term	Meaning
Academic integrity	Conducting all aspects of your academic life in a professional manner.
Academic schools	The different academic departments in the university.
Activity	A task, or set of tasks, to be completed while studying a theme in this module.
Applied research	This is carried out in order to solve specific, practical questions or problems.
Bibliographic resources	Written resources. These can be online or offline resources.
Bibliography	A list or collection of written resources.
Citation	A brief identification of a source used in a written work.
Constructivism	Believing that each individual constructs his/her own reality so there are multiple interpretations.
Discipline	An academic discipline is just a department or area of research.
Dissertation	A substantial piece of written work based on research.
Epistemology	The philosophical theory of knowledge.
Ethics Committee	A team of people who review research proposals which deal with people, animals and living organisms. They look at the ethical impact of the research and the research process.
External examiner	A senior academic in another institution who is appointed to examine a thesis.
Extrinsic	External; e.g. extrinsic motivators are things like money, discounts, tangible rewards.
Gantt Chart	This is a bar chart / time line which is used to show work that is planned and to help monitor progress.
Generic	General; e.g. generic skills, such as reading critically or writing well, are useful to all researchers, regardless of their subject area.
Grey literature	These are documents which is not commercially published or publicly available, such as technical reports or internal business documents.
Harvard referencing	A specific style for citations and references.
Hypothesis	A proposition which is assumed to be true and usual one the goes on to try and prove if it is true or false.
Intrinsic	Internal; e.g. intrinsic motivators are feelings like fun, happiness, goodness.
Log book	A file where you record useful resources, reflections on your progress and so on. In this module some of the themes use a specific Word file as the log book.
Methodology	Your strategic approach to find things out and doing research.
Mini thesis	Or Transfer Thesis is a document one produces about 18-24 months into their Masters/PhD programme detailing work done so far and work still to be done.
Ontology	1. <philosophy> A systematic account of Existence. 2. <artificial intelligence> An explicit formal specification of how to represent the objects, concepts and other entities that are assumed to exist in some area of interest and the relationships that hold among them.
Paradigm	A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them, especially in an intellectual discipline.
Periodical	A journal, or other regularly produced publication.
PERT chart	Programme Evaluation review Technique chart. This is a diagram consisting of nodes and directional lines, it can be used to identify the critical path.
Plagiarism	Copying someone else's work without acknowledgement or citation. This is a breach of academic integrity (see above) and usually results in penalties.
Positivism	Recognising only observable phenomena and therefore verifying things by experiments and testing.
Post positivism	Believing that we need context for our research, and thus context free experimental

	design is not sufficient.
Primary sources (or data)	Original work presented for the first time (or data which you have collected yourself).
Pure research	This is exploratory in nature and is conducted without any practical end-use in mind.
Qualitative Research	This is based on factors which cannot be measured.
Quantitative Research	This is based on measurable factors.
Reference	The full details of a source cited in a written work.
Research project	This is done by researchers and covers everything from collecting data to writing up their findings in a paper, thesis or dissertation.
Risk assessment	All research activities must be assessed for hazards and evaluated for risk. The process of doing this, and the document produced is called a risk assessment.
Scholarly journals	These are academic journals which publish papers that have been peer reviewed.
Secondary sources (or data)	These materials summarise, review and report on original (primary) sources (or data which has been collected by others).
Student number	Your unique identification number. If you do not know it, ask in your School Office.
Supervisor	The academic member of staff who guides you in your research.
Theme	A unit of the module; e.g. Literature Review is a theme.
Thesis	A substantial piece of written work based on research.
Tutor	The academic member of staff who guides you while you are studying this module. This could be the same person as your supervisor or may be someone different.
Vancouver referencing	A number is given to each reference as it is used. If the same reference is used again it keeps it's original number. The references are listed in numerical order at the end of the text.
Wikipedia	This website is not peer reviewed and anyone can contribute to entries, so it may not be correct. On the other hand it can be a very useful place to start when looking for information.

Dissertation Assessment Guidance

	UG dissertation
Introduction	Introduction of topic and context. This should include a clear research question that frames the research.
	Introduction of research objective
	Introduction to the structure of the dissertation
Literature review/ context	Present a structured, critical review of current and seminal literature review in the area chosen. The purpose of a literature review is to provide: A critical discussion and analysis of the framework, concepts, models, or specific theories that underpin the study. The identification of key (seminal) theorists in the field who have conducted research in the area. A discussion of the relationship of each work to the others under consideration, including the exploration of conflicts amongst seemingly contradictory previous studies An identification of new ways to interpret prior research. The identification of any gaps that exist in the literature. Clarity about why additional research is needed Setting of own research within the context of existing literature [very important].
	Can include some secondary statistical data to give context but should not include any data that the student has collected themselves.
	Can include applied sample cases but the emphasis should be on academic underpinning of the research problem.
	Should use subheadings
	Often structured from wider context to narrower focus.
	Should not be a descriptive list of small unrelated sections.
	Student needs to critique their own interpretation of material, presenting their rationale, so that the reader can follow their thinking.
	Needs to have a recognisable logical order to subsections
	Should not be presented in report format but as a coherent, flowing body of

	text that ‘tells a story’.
	For quantitative work, the hypotheses need to be clearly stated in the appropriate sections of the literature review.
	Should end with a clear identification of the research gap and research question
Method-ology chapter	At the beginning, the research question identified in the previous chapters needs to be developed into an overall research objective
	Depending on the project, research aims or research questions need to be developed. An overall research objective is not sufficient, it’s too vague. The method must be appropriate to fulfilling the overall aims of the study.
	A clear definition of the chosen research approach with a definition of exploratory, descriptive and causal research.
	Students may find the use of a framework for research such as the research onion Saunders et al. (2007) helpful as it (or other research models) provide a pathway through which a research methodology can be designed. Students should not be penalised if they rely on one of these models, but could lose marks if they misuse the model chosen, e.g. pick and choose only some elements that they like.
	Clear distinction between secondary and primary research, Clear distinction between quantitative and qualitative research methods. Clear statement which will be used - it may be several – and why the choices are best for the project The focus should be on their chosen methodology rather than descriptions of all possible approaches as this section gets easily too long.
	Clear identification of research tools that were used and justification of choices. Especially interviews and surveys need to be clearly differentiated and choices justified.
	Information on how the research instrument was developed, e.g. how were the questions for interviews developed, where do questionnaire questions come from etc. Detail is needed here, for example any problems that were anticipated and the steps that were taken to prevent them from occurring.
	UG research instruments do not need to be piloted in all cases but students need to be aware that a lack of pilot may impact on research quality
	Sampling: Clear information on sampling population and sample size must be given here and students must provide a justification for subject selection and sampling procedure The choice of convenient sampling is acceptable but must be justified If friends/families are used as a sample, a rationale must be provided

	Sample size must be appropriate for the chosen tool and level of study. Guidelines for UG: (These are guidelines only – the quality of the sample may be more important than numbers) Focus groups: Organise at least four, with the expectation that only three will work. General population interviews: 10-15 unless in-depth interviews In-depth or expert interviews: 3-5 (Try to steer UG students away from this unless they have prior experience in the field of study. For good expert interviews the interviewer needs some knowledge of the topic themselves) Questionnaires: No less than 40 For medium marks 50-100 For very good marks 100 +
	Details of the data collection need to be provided? Where? How? Many problems? If there were problems, what was done about them?
	Students should avoid: Irrelevant details Unnecessary explanation of basic procedures Problem blindness - It is very likely that students will encounter problems when collecting data. Students should not ignore these problems or pretend they did not occur. Documenting how they were overcome demonstrates to the reader that students can provide a cogent rationale for the decisions made to minimise the impact of any problems that arose.
Methodology chapter cont.	Data analysis methods need to be explained.
	The limitations of the chosen methods need to be clearly stated
	A brief section on Ethics needs to be included
	Strong UG dissertations will include a range of references to business/social science research methods.
	Section on reliability - it is important to always provide sufficient information to allow other researchers to adopt or replicate the methodology. This information is particularly important when a new method has been developed or an innovative use of an existing method is utilised.

	Section on validity
	Section on triangulation if appropriate
Data analysis/ Findings (qualitative)	The research objective and questions need to be restated at the beginning of the chapter.
	Coding methods need to be explained.
	Presentation of the findings according to the coding method chosen. In qualitative dissertations, the Findings and Discussion chapters can be combined, this often flows much better. The discursive elements should tie the results back to the literature review and include references.
	The findings should include the presentation of selected interview excerpts – presented indented and single spaced.
	All interview excerpts need to be identified by respondent (R1, R2, etc)
	There should be a table with demographic information of the respondents. This can be included in an Appendix.
	A copy of the research instrument needs to be provided in an Appendix. If another language was used, both the original and the English versions need to be provided.
Data analysis/ Findings (quantitative)	This section should begin with descriptives - A table of the demographics of the respondents with frequencies and percentages - Tables of frequencies and percentages of any ordinal/categorical questions Data analysis that only includes frequencies and percentages is weak at UG level but can be passed if it is well interpreted.(Before the introduction of a Research Methods module students need to be instructed by the supervisor in this area) In order to establish significant differences between different respondent groups and any questions with multiple answer possibilities, use crosstabulations and chi-square analysis. Encourage students to use an online chi-square calculator e.g. http://www.socscistatistics.com/tests/chisquare2/Default2.aspx Unless they had tutorials in it or prior knowledge, do not encourage the use of SPSS.
Discussion	The discussion chapter critically interprets the findings and ties them back to both the literature and the research questions/ hypotheses. A mere description of the findings makes a weak discussion. For a high mark, this chapter should have both conceptual (academic) and applied elements.

	The analysis and discussion of findings are normally separated into two chapters but can be combined into one chapter, especially for qualitative work.
Recommendations and Conclusions	The order of these two elements can vary, sometimes people prefer recommendations followed by conclusions; other people prefer them the other way around. It is not important which order is chosen. In this final chapter, the following elements should be included, order may vary: - Recommendations for practice - Contributions to theory - Limitations of the study leading to areas of further research - Conclusions This chapter needs to show clearly if and how the research objectives have been achieved and what the contribution is.