MODULE HANDBOOK 2020/21

Institute of Education and Humanities: Dissertation

ECGE7002Q: Bilingualism and Multilingualism

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Introduction

Guidelines

This handbook is intended as a guide to completing your Masters Dissertation and includes information on the learning outcomes, supervision, layout and final presentation of your dissertation.

Further details regarding the dissertation can be found in the:
University Regulations - Postgraduate Taught Student Guide
Available from: http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/

What is a Dissertation?

A dissertation is an extended piece of work on a specific and focused topic. A dissertation has a number of purposes. It should build on the academic and knowledge base of work in your discipline. It allows students to develop skills in research methods, project management and academic writing. It gives students an opportunity to demonstrate original thought, analytical skills, and reflection on a particular topic of relevance within your subject area.

Word Count

The dissertation is worth 60 credits and is 15,000 words in length. This word count includes referencing within the text but excludes the reference list and appendices.

Referencing

Dissertations should be referenced according to the Harvard Referencing Guide issued by the programme team. Referencing within the text should be included in the final word count. The reference section is excluded from the final word count.

Agreeing a Dissertation Topic

Prior to embarking on your dissertation, students must have an initial meeting with their Supervisor. Students will be expected to produce a Research Proposal through discussion with their supervisor (format for proposal will be advised by your PD/ Supervsor), and this proposal will be required to be approved by the supervisor prior to submitting an ethical approval form.

Deadline for Submission

Programme Directors will advise on your submission date.

Module Outlines

MODULE CODE: ECGE7002Q
TITLE: Faculty of Education and Communities: Dissertation
DATED: 05/07/2017
LEVEL: 7
CREDITS: 60

JACS CODE: X300

AIM(S)
To provide an opportunity for critical and evaluative research which engages with issues and debate relevant to the student's degree scheme.
To provide a supportive and critically effective individual tutorial relationship to encourage structured, steady and satisfactory progression in knowledge, research skills and outcomes.

LEARNING OUTCOMES
Upon the successful completion of this module, the student should be able to demonstrate the ability to:
complete a significant research project reflecting appropriate skills of assimilation, synthesis, argument, communication and presentation in a chosen field relevant to their degree scheme;
complete their research and present a completed document within the defined timescale and to agreed standards;
draw on concepts, principles and practices introduced in other modules and demonstrate linkages and relationships;
Establish the present state of knowledge in a defined area and contribute to that knowledge.

INDICATIVE CONTENT
Students will undertake research methodology workshop sessions which will address generic and specific research issues such as:
Identification of a research question/issue;
literature review and critical appraisal;
use of primary and secondary data;
selection of research methodology and tools;
recognition of assumptions and limitation of study;
research project design;
effective management of the research project;
structure, style and presentation;
drawing conclusions and making deductions;
writing scientific/technical papers;
ethical considerations.

SUPERVISION AND MANAGEMENT STRATEGY
Following attendance at the research methods workshops the student will have to produce a research proposal with a literature review, rationale, key questions/hypothesis, suggested methodology and research plan. The proposal should be presented on a Postgraduate Dissertation Proposal Form. On the basis of the research proposal a relevant supervisor will be appointed as well as a second adviser where appropriate. The research proposal will be discussed with the supervisor and a feedback report and recommendation will be produced. The supervisor will meet with the student to discuss the report and the options - continuation with acknowledgement of recommendations, with significant revision or in exceptional cases, mutual agreement to discontinue the dissertation. The supervisor will be allocated so as to reflect the specific area of focus of the dissertation and provide effective and knowledgeable support. All

supervision sessions will be recorded on a Postgraduate Dissertation Supervision record. After this process the students will register their dissertation for examination by the University of Wales Trinity Saint David, using standard forms and procedures. A university ethics form must be submitted and approved before the student may begin on the research part of the dissertation. Subsequently a programme of individual and, where appropriate, small group tutorials will be agreed between the student and the supervisor, defining the nature and frequency of meetings, which will be agreed with the student.
The role of the tutor/supervisor will be to:
encourage students to explore a range of possible research areas;
aid in selection of a definitive research area;
assist in clarification of aims and objectives;
recommend appropriate research sources and methods with emphasis on fitness for purpose;
guide the structuring and presentation of the dissertation;
generally support, encourage and motivate the students in their research.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning	0	0
TOTAL	600	100%

ASSESSMENT

Assessment Component 1 - 100%

Dissertation (15,000 words)

The dissertation should be approximately 15,000 words in length; this will be in the form of either a literature review or through data collection. Each dissertation will be assessed by an internal examiner - usually a member of the student's programme team - although in exceptional circumstances another member of staff may be involved. The dissertation will be second marked by a member of the course team. All dissertations will be seen by the external examiner.

Students should submit their dissertation accompanied by the Master's Dissertation Submission Form under the guidelines given with this document.
The dissertation will be assessed according to agreed criteria and standards which will be available to the students once they formally start their dissertation research.
The dissertation will be assessed against agreed standards and criteria, e.g:
planning, organisation and management;
structure and presentation;
depth of knowledge;
depth of research;
relevance of content;
development of an argument;
critical analysis;
validity of deductions and conclusions.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	

TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Students will explore a specific area of interest relating to young children's education and care; this may include concepts relating to equality, well-being and culture. These area of research will link to the Well-being of Future Generations (Wales) Act 2015 and with the sustainability requirements of UWTSD's strategic plan.	

READING LIST

Module Code	ECGE7002Q	
Module Title	Faculty of Education and Communities: Dissertation	
Classification	Reading List entry	Electronic*
Essential	Biggam, J. (2015) Succeeding with Your Master's Dissertation: A Step-by-Step Handbook (3rd ed). Maidenhead: Open University Press.	☐
Essential	BSA. (2004) Statement of Ethical Practice for the British Sociological Association. Durham: British Sociological Association.	☐
Essential	Furseth, I. & Everett, E. L. (2013) Doing Your Master's Dissertation: From Start to Finish (SAGE Study Skills Series). London: Sage.	☐
Essential	Jessop, J. (2012) Ethics in Qualitative Research. London: Sage.	☐
Essential	Newby. P. (2014) Research Methods for Education (2nd ed). Abingdon: Routledge.	☐
Essential	Punch. K. F. (2013) Introduction to Social Research: Quantitative and Qualitative Approaches (3rd ed). London: Sage Publications Ltd.	☐
Further	Bell, J. (2014) Doing your research project: a guide for first time researchers in education and social science (6th ed). Milton Keynes: Open University Press.	☐
Further	British Educational Research Association https://www.bera.ac.uk/	☒
Further	British Educational Research Journal	☒
Further	Bryman, A. (2016) Social Research Methods (5th ed). Oxford: Oxford University Press.	☐
Further	Creswell, J. W. (2013) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed). London: Sage Publications Ltd.	☐
Further	Denscombe, M. (2014) The Good Research Guide: for small-scale social research projects (5th ed). Maidenhead: Open University Press.	☐

Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) The Sage Handbook of Qualitative Research (4th ed). London: Sage Publications Ltd.	☐
Further	Easterby-Smith, M., Thorpe, R. & Lowe, A. (2015) Management Research: An Introduction (5th ed). London: Sage Publications Ltd.	☐
Further	Johnson, B. & Christensen, L. (2011) Educational Research: quantitative, qualitative and mixed approaches. London: Sage.	☐
Further	Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners (4th ed). Sage Publications: London.	☐
Further	Silverman, D. (2013) Doing Qualitative Research: A Practical Handbook (4th ed). London: Sage Publications Ltd.	☐

Assessment Criteria

Assessment specfications / feedback and level 7 marking criteria are outlined below:

APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:	MA Bilingualism and Multilingualism		
Module:	Dissertation		
Module code:	ECGE7002Q	Contribution to Overall Module Assessment (%):	
Lecturer:		Internal Verifier:	
Assignment Title:	Assessment Component 1 - 100% Dissertation	Word count (or equivalent):	15,000 words
Submission deadline:		Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes

Upon the successful completion of this module, the student should be able to demonstrate the ability to:
complete a significant research project reflecting appropriate skills of assimilation, synthesis, argument, communication and presentation in a chosen field relevant to their degree scheme;
complete their research and present a completed document within the defined timescale and to agreed standards;
draw on concepts, principles and practices introduced in other modules and demonstrate linkages and relationships;
Establish the present state of knowledge in a defined area and contribute to that knowledge.

TASK DESCRIPTION

Assessment Component 1 - 100%

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The dissertation should be approximately 15,000 words in length; this will be in the form of either a literature review or through data collection. Each dissertation will be assessed by an internal examiner - usually a member of the student's programme team - although in exceptional circumstances another member of staff may be involved. The dissertation will be second marked by a member of the course team. All dissertations will be seen by the external examiner.

Students should submit their dissertation accompanied by the Master's Dissertation Submission Form under the guidelines given with this document.
The dissertation will be assessed according to agreed criteria and standards which will be available to the students once they formally start their dissertation research.
The dissertation will be assessed against agreed standards and criteria, e.g:
planning, organisation and management;
structure and presentation;
depth of knowledge;
depth of research;
relevance of content;
development of an argument;
critical analysis;
validity of deductions and conclusions.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

Engagement with Literature Skills
Your work must be informed and supported by scholarly material that is relevant to and focused on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide range of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the credibility of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide evidence of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:
complete their research and present a completed document within the defined timescale and to agreed standards;
systematic exploration and selection of sources; effective interpretation and evaluation of findings.
research informed literature.
appropriate use of references and quotations; Use of supporting evidence.

Knowledge and Understanding Skills
At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. Knowledge relates to the facts, information and skills you have acquired through your learning. You demonstrate your understanding by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the extent to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

Complete a significant research project reflecting appropriate skills of assimilation, synthesis, argument, communication and presentation in a chosen field relevant to their degree scheme;
Understanding and application of concepts and underlying principles associated with the discipline and the specific context of study.
establish the present state of knowledge in a defined area and contribute to that knowledge.

Cognitive and Intellectual Skills
You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

draw on concepts, principles and practices introduced in other modules and demonstrate linkages and relationships;
appropriate use of relevant theoretical and ethical framework.

Practical Skills
At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment:
personal responsibility demonstrated in managing own learning through programme engagement, self-directed study and reflective practice.

Transferable Skills for Life and Professional Practice
Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in

a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:
establish the present state of knowledge in a defined area and contribute to that knowledge.
demonstrates those attributes expected in professional practice including individual initiative, project management, collaborative working and inter-personal skills.

Student FEEDBACK FORM

This section details the extent to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills .		
complete their research and present a completed document within the defined timescale and to agreed standards; systematic exploration and selection of sources; effective interpretation and evaluation of findings. research informed literature. appropriate use of references and quotations; Use of supporting evidence.		
2. Knowledge and Understanding Skills		
complete a significant research project reflecting appropriate skills of assimilation, synthesis, argument, communication and presentation in a chosen field relevant to their degree scheme; Understanding and application of concepts and underlying principles associated with the discipline and the specific context of study. establish the present state of knowledge in a defined area and contribute to that knowledge.		
3. Cognitive and Intellectual Skills		
draw on concepts, principles and practices introduced in other modules and demonstrate linkages and relationships; appropriate use of relevant theoretical and ethical framework.		
4. Practical Application Skills		
Personal responsibility demonstrated in managing own learning through programme engagement, self-directed study and reflective practice.		

5. Transferable Skills for Life and Professional Practice		
demonstrates those attributes expected in professional practice including individual initiative, project management, collaborative working and inter-personal skills		

<table>
<tr><td rowspan="3">Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)</td><td colspan="2">Late Submission Penalties (tick if appropriate)</td><td rowspan="3">%</td></tr>
<tr><td>Up to 1 week late (50% Max)</td><td></td></tr>
<tr><td>Over 1 week late (0%)</td><td></td></tr>
</table>

GENERIC ASSESSMENT CRITERIA

Level 7
In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, 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.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
	Referencing conventions used incoherently or largely absent.	Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	though not always applied accurately or consistently.	texts. Referencing may show minor inaccuracies or inconsistencies.	credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	application of referencing.	skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
comprehensive understanding of techniques applicable to their own research)	within the discipline.		problems and/or new insights, but often under-developed.	may be under-developed occasionally.	established views, and the work is, at least in part, well-informed by current research and scholarship.	insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively.	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
of complete data.)	without use of credible evidence.	made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	judgements based on data (that may be incomplete)	investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional	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	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors.	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent,	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	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	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 solutions without fully appreciating the complexity of unpredictable contexts.	accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
							processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach;	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	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,	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 some but not all of the	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 professional,	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 a good contribution to group activities. Demonstrates comprehensive professional, postgraduate	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	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
clarity and effectiveness in presentation and organisation.)	professional, postgraduate employment.	if relevant). Limited evidence of the skills required in professional, postgraduate employment.	basic skills required in professional, postgraduate employment, with some areas of minor weakness.	postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	strong appetite for further development.

Constructing a Dissertation

The University of Wales Trinity Saint David dissertation guidance requires the following layout, but you may, in some circumstances, wish to negotiate an alternative layout with your supervisor. (Hypertext linked dissertation outlines are available on the Moodle page).

Dissertation with Empirical Data Collection:

Contents
Declaration Form
Acknowledgements
Acronyms

1. Introduction
2. Literature Review
3. Methodology / Methods
4. Presentation of Data
5. Discussion
6. Conclusion and Recommendations
7. References
8. Appendices

10.1 Appendix 1: Ethics Form
10.2 Appendix 2: Title
10.3 Appendix 3: Title

Dissertation, Literature Review:

Contents
Declaration Form
Acknowledgements
Acronyms

1. Introduction
2. Literature Review
3. Introduction

3.1 Lit Review Theme 1
3.2 Lit Review Theme 2
3.3 Lit Review Theme 3
3.4 Lit Review Theme 4
4. Conclusion
5. Discussion
5.1 Introduction
5.2 Discuss themes and key findings
5.3 Conclusion
6. Conclusion and Recommendations
7. References
8. Appendices
8.1 Appendix 1: Ethics Form
8.2 Appendix 2: Title
8.3 Appendix 3: Title

You must also include the required declarations found in Appendix 1 of this handbook.

You should also include acknowledgements and a contents list with page numbers to aid readers in navigating their way through the work.

An example of a dissertation layout for an empirical study is outlined below (see Moodle page for Hyperlinked outline / contents for Empircal research and LIterture review). Programme Directors will advise on word count for each section. Below is an indication only.

Abstract (500 words max. approx.)

The dissertation must contain a succinct abstract which is inserted after your front page and before your table of contents. The abstract should be a summary of your work:

- a brief account of the main purpose (aims and objectives) and research questions
- the methodology and methods adopted
- the findings of the study.

It is typed single-spaced, and is not included as part of the word count.

Chapter 1
INTRODUCTION (1,500 words approx.)

The context. Why do this study? Why now? Why here? Why me? The aims and objectives of the study should be made clear.
Chapter one is very important and is possibly best compiled by answering a series of questions as follows. You are presenting a rationale for why you are undertaking the research.
Is there a problem?
What is it?
Why does it need to be solved?
What is your research issue?
Who will benefit from your investigation?
In what sense will they benefit?
In what sense will your contribution add to what is already known?
How in general terms are you going to solve the problem, e.g., collect data, analyse data?
By what methods ? e.g. a case-study approach, focus groups, documentary research.
What are the constraints or limitations of the study?
Also include your own motivations for carrying out the research. You may want to include some reflective / reflexive analysis.
A good way to end the introduction is to state the dissertation aims and objectives.

Chapter 2
REVIEW OF LITERATURE (3,000 words approx.)

This is a review of what is already known and of the main themes or issues. It covers past research and studies and articles from relevant journals, books, newspapers, etc. It is a summary of what other people have written and published around the theme of your research. It is very important that you acknowledge the authorship of other people's work.

The literature chapter can, and should be drafted very early. As you find the literature, read it, and write about it. Think of the literature review as a patchwork quilt - made up of paragraphs you have written about individual texts. Highlight the findings that are relevant to your argument. Be critical of the literature - don't just report it. As you are likely to be researching a topic of contemporary practice /relevance, you may find that you wish to add to and redevelop your literature review as your research progresses.

Chapter 3
METHODOLOGY _METHODS (3,000 words approx.)

This is a description and evaluation of the theoretical framework adopted and of the methods, techniques and procedures used in the investigation. It describes the scope and aims of the

dissertation in some detail. It is also very important that you justify the theoretical framework and methods used.

Chapter 4
PRESENTATION OF THE DATA (2,000-3,000 words approx.)

What was observed and what was discovered/found out?
This is a presentation of the data - not a discussion in this section.
All data need to be analysed and summarized. The presentation should not only include raw data.

Chapter 5
DISCUSSION, & INTERPRETATION OF THE DATA (2,000 words approx.)

(a) Interpretation of findings. What patterns have emerged?
(b) The difference between your findings and those of other people. The difference between the views of various other authors outlined in your literature review.
(c) How do the main points you are making change the way you think about the topic?

Chapter 6
CONCLUSIONS and RECOMMENDATIONS (1,000 words approx.)

(a) Summary of main findings.
(b) Conclusions and directions for further research.
(c) Recommendations.

Finally, after the last Chapter, you should include
References and Appendices (not included in the word count).

Dissertation Proposal

In order to start the process, all students are required to submit a dissertation proposal to their supervisor/Programme Director. Your Programme Director will advise on the format of your proposal form.

The research proposal will include a literature review, rationale, aims and objective, suggested methodology and research plan. The supervisor will discuss the suitablility of the proposal and highlight any issues that require addressing.

Ethical Approval

All students must receive ethical approval from the Institute's Ethics Committee before embarking on any research. This should be discussed with your supervisor/ Programme Director who will advise on the appropriate procedure (see form PG2-E1 Ethics Form 08-2019). Application for ethical approval is accessible from the Universities Academic Office: https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/ (A copy can be found on the Module Moodle page). The supervisor is required to approve / sign and submit your ethics form on your behalf.

The following research protocols underpin the ethics and values of the dissertation within the Institute of Education and Humanities, and you are advised to remain within this guidance if you wish to avoid problematic issues with obtaining ethical approval:

Professional safeguards

Please refer to any programme specific ethical guidelines and sector specific national occupational standards.

In the case of undertaking research involving children, young people and vulnerable adults, students will be required to undergo a DBS check in order to ascertain their suitability.

The programmes are underpinned by the Code of Ethics of the British Educational Research Association (BERA) available at http://www.bera.ac.uk/publications/guides.php

Ensure that you follow all Organisational Procedures and gain permission to carry out the research in your chosen organisation.

Guiding principles

When undertaking research as part of their dissertation, students and staff should be guided by the following principles:

Respect for the person, for knowledge, for democratic values, for the quality of educational research, for academic freedom.

Responsibility of research to:
participants,
sponsors of research
community of educational researchers.

Key areas of ethics awareness raising/ training

As part of your research skills training in the module ECGE7002Q, the following areas of ethics training and awareness raising will have been covered:

Informed voluntary consent/ascent—the right to withdraw from research
Confidentiality/anonymity
Avoidance/minimising of harm to participants and researchers
Data storage
Disclosure
Feedback to participants
Reporting findings

Details of how ethical issues in research projects are monitored in the programme

The University of Wales Trinity Saint David has an Ethics Committee which issues guidance and protocol for seeking ethical approval for research projects. The most current version of this guidance and protocol will be available to you from your dissertation supervisor.

You should apply for ethical approval via your dissertation supervisor.

Students are therefore advised that the timing of application for ethical approval must be built into the timescale of research projects.

Dissertation Supervision

The responsibilities of the supervisor
The role of the supervisor is to guide, rather than direct, you in your research and thinking. The supervisor is responsible for providing advice and guidance from proposal to completed dissertation. You will be encouraged to explore a range of research methodologies appropriate to the area of study, taking into account the time scales and 'do-ability' of the proposal. The supervisor's role is to support, encourage and motivate you in your research.

Your supervisor will negotiate a timetable of meetings, target dates and deadlines and keep records of these discussions (see Appendix 2 which should be signed by both you and your supervisor on each occasion). Note that it is your responsibility to contact the supervisor to plan initial meetings and any additional requirements.

Your responsibilities
First and foremost you must ensure that the dissertation produced is your own work. You should negotiate a timetable of meetings leading to an agreed submission date for the completed work. You are required to keep a record of all meetings (see Appendix 2) and take responsibility for requesting any additional meetings that are considered necessary. It is important to communicate regularly with your supervisor. You must take responsibility for ensuring that your work is properly edited, with particular reference to the accuracy of grammar and spelling.

Full details of these roles are available in:
University Regulations - Postgraduate Taught Student Guide
Dissertation Support Entitlement

Dissertations will not normally be accepted for assessment unless they have undergone a process of tutorial supervision.

The total amount of supervision should not normally exceed 10 meetings to discuss the dissertation. These meetings can either be virtual (such as Skype/email/telephone) or in person.

A proportion of the total amount of dissertation supervision may take the form of group tutorials or workshops.

A summary of each meeting should be recorded by the student on the Postgraduate Taught Dissertation Supervision Record Form (GA19) and confirmed by the supervisor within 10 clear working days.

Submission of Dissertation

Students will normally be required to submit an electronic copy via Turnitin for examination before an award can be made, unless advised otherwise by your Programme Director / supervisor.

The dissertation submitted for examination shall include:

a summary of the dissertation not exceeding 500 words in length;
a signed declaration by the student stating to what extent the dissertation is the result of his/her independent work or investigation, and should clearly identify any portions for which he/she is indebted to other sources. Explicit references should be given, and a full bibliography shall be appended to the work;

a signed declaration by the student certifying that the dissertation has not already been accepted in substance for any academic award and is not being concurrently submitted in candidature for any such award.

It is important to remember that dissertations can take longer to write than students expect, and you cannot commence your research until you have ethical approval via your supervisor.

The ability to manage a project is one of the skills that is considered in the assessment of a dissertation. The adherence to timescales and deadlines and the ability to deal with exceptional and mitigating circumstances are all considered (see Taught Postgraduate Guide for details on extenuating circumstances procedures).

Project Management

Advice on Timescales

Dissertations always take longer to write than students expect. It is important to remember that you will not be permitted to commence your research until you have secured ethical approval via your supervisor. You should remember that it is not only the research and drafting of the text that is required. Word-processing the text, inserting quotations, producing appendices and a bibliography detailing all sources cited are all time-consuming tasks often left to the end of the process; then printing and binding the finished dissertation is necessary and, all together, these tasks cannot realistically be achieved in the week before submission is due. In particular, you will need to make sure that other people you will rely on, such as your supervisor and a printing assistant, are available.

Relevance of Project Management

Aside from the assessment process, dissertations need to be project managed properly. This is a big project with many tasks and many dependencies between tasks.
The ability to manage a project is one of the skills that will be assessed as part of the dissertation submission. Your supervisor will be required to comment on your management of the process, your adherence to deadlines and milestones, and the manner in which you dealt with any exceptional or mitigating circumstances that may have affected the project timescale.

Appendix 1 Declaration Form

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Master's Degrees by Examination and Dissertation
Declaration Form.

1. 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 ……...

2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of …….....
Signed …….
Date ……..……...

3. 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 reference list is appended.
Signed candidate: …….…….
Date: …….…….

4. I hereby give consent for my dissertation, if accepted, to be available for photocopying, inter-library loan, and for deposit in the University's digital repository
Signed (candidate)…….…….……...
Date…….…….……..
Supervisor's Declaration.
I am satisfied that this work is the result of the student's own efforts.
Signed: ……..
Date: ……...

Appendix 2: Supervision Record

POSTGRADUATE 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 Part II of a Masters' 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 / Distance learning

Dissertation Title:	
Dissertation Supervisor:	
Programme Director:	

SUPERVISION RECORD

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

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

Notes on the Postgraduate 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.