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

Carmarthen (Online)

SBMA7123D

Dissertation

Semester 1

Autumn 2015

Introduction

AIM(S)

To develop in the student an understanding of the application of research methodologies, and an ability to frame a research proposal.

To develop in the student the ability to report research results in written format to an academic and/or professional audience, and to further develop the student's capacity for critical analysis and independent thought.

Prerequisites

It is a prerequisite of this module that students participate in a series of Research Methodology activities and as a result have produced a successful research proposal for a dissertation. The activities are intended to prepare students for the requirements of independent research and to enhance their professional competencies necessary for this purpose. This will ensure that students will:

- have developed a clear focus for their research, inquiry or investigation;
- have identified the context, boundaries and stakeholder interests;
- have considered research perspectives and ethical concerns and procedures;
- have considered research perspectives and ethical concerns and procedures; are informed about data collection and analysis and are in a position to successfully complete their research project.

All MBA Pathway students must write their Research Proposal and Dissertation that relates to the pathway specialism, e.g. (MBA Marketing Management) must choose a Marketing

Management theme.

Once the Research Proposal has been successfully completed, the dissertation module provides the student with the necessary support and opportunity to produce a substantial specialist body of research (15,000 words) which has been instigated, developed and produced as a consequence of their own research initiative.

Only on the successful completion of Part 1 and the research proposal, will the student be formally invited to submit a dissertation.

LEARNING OUTCOMES

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

1. Prepare a research/independent study proposal that provides evidence that the topic to be studied is worth addressing; that the way the proposal addresses the topic is both appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities.
2. Plan, manage and execute an in depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions.
3. Critically evaluate the appropriateness of qualitative/quantitative methods of data collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts.
4. Demonstrate the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics.
5. Exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research based inquiry in future employment settings.

INDICATIVE CONTENT

- The complexities and practical issues of business and management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of theory; the importance of on-going clear communication.

- The importance of clear aims and objectives: project management, use of project management skills to budget, manage time and other resources, building and managing relationships; learning and reflection, reviewing and judging.

- Exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding, identifying research problems and questions.

- Choosing a research method, data collection and sampling, data analysis and interpreting results, reliability and validity of data, evidence based approach; disseminating findings in a way that is consistent with professional business and management practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.

Reading List

Essential

The reading will be guided by the topic selected for research. Suggested Research Methods texts

are listed below.

Recommended

Anderson, T. & Kanuka, H. (2006) *E-research methods, Strategies and Issues*, London: Allyn and Bacon

Bell, J. (2005) *Doing your research projects*. 4th ed. Maidenhead: Open University Press

Clegg, F. (1990) *Simple Statistics*, Cambridge: Cambridge University Press

Collis, J. & Hussey, R. (2009) *Business Research, A Practical Guide for Undergraduate and Post Graduate Students*, London: Palgrave,

Cresswell, J. (2002) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches,* London: Sage Publications

Davies, M. (2007) *Doing a successful Research Project*. New York: Palgrave MacMillan

Hart, C. (2004) *Doing Your Masters Dissertation (Essential Study Skills series*), London: Sage Publications

Easterby-Smith, M. (2002) *Management Research: An Introduction*. London: Sage Publications

Finn, M. Et al (2000) *Tourism and Leisure Research Methods*, Harlow: Longman

Gregory, I. (2003) *Ethics in Research*, London: Continuum, 2003.

Grix, J. (2004) *The Foundations of Research* (Palgrave Study Guides), Houndmills: Palgrave

Macmillan

Kane, E. and O'Reilly-De Brún, M. (2001) *Doing Your Own Research*, London: Marion Boyars.

Kinnear, P.R. and Gray, C. D. (2007) *SPSS 15 Made Simple,* Hove: Psychology Press.

Krippendorff, K. (2004) *Content Analysis*, Thousand Oaks, Calif.: Sage.

Maylor, H. and Blackmon, K. (2005) *Researching Business and Management*, Basingstoke: Palgrave

Macmillan.

McNiff, J. and Whitehead, J. (2006) *Action Research*, London: Sage

Oppenheim, A.N. (2000) *Questionnaire Design and Attitude Measurement*, London: Continuum.

Pallant, J. (2007) *SPSS Survival Manual 3rd Ed.,* Maidenhead: Open University Press.

Rowntree, D. *Statistics (1991) Without Tears: An Introduction for Non-Mathematicians*, London:

Penguin.

Sapsford, R. and Jupp, V. (2006) *Data Collection and Analysis*, London: Sage.

Saunders, M. *et al* (2006) *Research Methods for Business Students*, Harlow: Prentice Hall.

Background Reading

Alvesson, M. & Skoldberg, K. (2009) *Reflexive methodology: new vistas for qualitative research* 2nd ed.Los Angeles ; London : Sage Publications.

Alvesson, M. (2002) *Postmodernism and Social Research*, Buckingham: Open University

Brown, R.B. (2006) *Doing your dissertation in business and management : the reality of researching and writing*. London: Sage Publications.

Bryman, A. and Bell, E. (2007) *Business research methods*, 2nd Ed., Oxford: Oxford University Press, 2007.

Cameron, S. and Price, D. (2009) *Business research methods: a practical approach* London: Chartered Institute of Personnel and Development.

Cooper, D.R. and Schindler, P (2008) *Business research methods*, 10th Ed.,London: McGraw-Hill.

Creswell, J.W. (2009) *Research design: qualitative, quantitative, and mixed methods approaches*, London: Sage Publications.

Davies, M.B. (2007) *Doing a successful research project: using qualitative or quantitative methods* Basingstoke : Palgrave Macmillan.

Denscombe, M. (2007) *The Good Research Guide for small scale social research projects, 3rd Ed., Maidenhead*, Open University Press

Denscombe, M. (2010) *Ground Rules for Social Research*, Maidenhead, Open University Press

Dul, J and Hak, T (2008) *Case study methodology in business research*, London: Butterworth-Heinemann/Elsevier

Fisher, C.M. & Buglear, J (2010) *Researching and writing a dissertation: an essential guide for business students* 3rd ed., Harlow : Financial Times/Prentice Hall.

Glatthorn A.A. and Joyner R.L. (2005) *Writing the Winning Thesis or Dissertation: A Step-by-Step Guide*, London: Sage

James, N. & Busher, H. (2009) *Online Interviewing*, London: Sage Publications.

Johnson, P. and Clark, M. (eds.) (2006) *Business and management research methodologies* –Vols. 1-6, London: Sage Publications

Levin P (2005) *Excellent Dissertations*, Maidenhead: Open University Press

Murrary, N & Hughes, G. (2008) *Writing up you university assignments and research projects: apractical handbook* Maidenhead, Berks: Open University Press

Natthews, B. & Ross, L. (2010) *Research methods: A pracitical guide for the social sciences*, London: Longmans.

Oakshott, L. (2006) *Essential Quantitative Methods for Business, Management and Finance*, Basingstoke, Palgrave MacMillan

Ruderstam K and Newton R (2007) *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, London: Sage Publications

Stewart, D. W., Shamdasani, P.N. and Rook, D.W. (2007) *Focus groups : theory and practice* 2nd ed.Thousand Oaks ; London: Sage Publications.

Veal, A. J. (2005). *Business research methods : a managerial approach*. 2nd ed., Frenchs Forest, N.S.W. : Pearson/Addison Wesley.

White B (2003) *Dissertation Skills: For Business and Management Students*, London: Thomson Learning

White B, (2004) *Writing Your MBA Dissertation*, London: Thomson Learning

Yin, R.K. (2007) *Case study research: design and methods*, 4th ed., London: Sage.

Websites

Practical Assessment, research and Evaluation (online) Available from: http://pareonline.net/Home.htm (Accessed: 26-08-2012)

Social Research Update (online) Available from:

http://sru.soc.surrey.ac.uk/ (Accessed: 26-08-2012)

Academic Journals (online) Available from:

http://www.academicjournals.co.uk (Accessed: 26-08-2012)

ReStore (online) Available from:

http://www.aimexpertresearcher.org/ (Accessed: 26-08-2012)

Audit Commission (online) Available from:

http://www.audit-commission.gov.uk/Pages/default.aspx (Accessed: 26-08-2012)

CIM (online) Available from:

http://www.cim.org.uk (Accessed: 26-08-2012)

CIMA, Chartered Institute of Management Accountants (online) Available from: http://www.cimaglobal.com (Accessed: 26 August 2012)

Copac Library (online) Available from:

http://www.copac.ac.uk (Accessed: 26-08-2012)

UK Data Archive (online) Available from:

http://www.data-archive.ac.uk/ (Accessed: 26-08-2012)

The Economist (online) Available from:

http://www.economist.com/research/ (Accessed: 26-08-2012)

The electronic Journal of Business research Methods (online) Available from: http://www.ejbrm.com/ (Accessed: 26-08-2012)

Business Research checklists and guidelines (online) Available from: http://www.palgrave.com/business/collis/br/students/checklists.html (Accessed: 26-08-2012)

Web Centre for Social Research Methods (online) Available from: http://www.socialresearchmethods.net/ (Accessed: 26-08-2012)

OTHER RESOURCES REQUIRED BY STUDENT

Computer with access to the University VLE

MASTERS DEGREE ASSIGNMENT SPECIFICATION

Student name:		**Student number:**	
Programme:	**MBA**		
Module:	**DIssertation**	**Module Level:**	**7**
Module code:	**SBMA7123D**	***Contribution to Overall*** **Module Assessment (%):**	**100%**
Lecturer:	**Alex Bell**	**Internal Verifier:**	**Louise Emanuel**
Assignment Title:	**Proposal (2000) words**	**Assignment No (1 of 2):**	**1 of 2**
Hand Out Date:	**12, October 2015**	**Submission deadline:**	**14, December 2015**
Assignment Title:	**Dissertation (15,000) words**	**Assignment No (x of x):**	**2 of 2**
Hand Out Date:	**12, October 2015**	**Submission deadline:**	**30, September 2016**

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.

Turnitin: the Turnitin version is the primary submission and acts as a receipt for the student. The Turnitin version MUST be submitted by the deadline. **Late submission of the electronic or paper version will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 50%. Over four weeks late Refer.

Learning Outcomes tested **(from module syllabus)**	**Assessment Criteria To achieve each outcome a student must demonstrate the ability to:**
1. Prepare a research proposal that provides evidence that the topic to be studied is worth	Provide a persuasive and convincing research rationale and aims and objectives and, identifies

addressing; that the way the proposal addresses the topic is both appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities.	the context, boundaries and ethical and resource considerations of the research. Identify the research paradigm and evaluates and justifies the choice of research methods. Understand the employment of data collection methods and can justify their use. Evaluate the methods of analysis of data and how the data will be presented Identify how the research is to be managed in terms of budget, time management and other resources.
2. Plan, manage and execute an in depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions.	Clearly articulates the research question and or hypothesis. Critically evaluates alternative methodologies and justifies fit in terms of the research purpose. Demonstrates understanding of the principles of research design
3. Critically evaluate the appropriateness of qualitative/quantitative methods of data collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts.	Critically evaluates the use of specific qualitative or quantitative methods of data collection and/or triangulated methods and justifies the choice of method. Designs the instrument of collection appropriately. Demonstrates clearly how the data was collected. Assesses the validity and reliability of the data obtained.
4. Demonstrate the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics.	Explores and reviews the literature critically showing both conceptual and theoretical understanding. Recognizes explicitly research problems and limitations and provides where possible appropriate solutions. Applies normal principles of research ethics. Manages the research process and produces the dissertation on time.
5. Exhibit the analytical, numerical, literacy,	Employs appropriate analytical and/or statistical

communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research based inquiry in future employment settings.	techniques and interprets the results accurately. Communicates sound argument and honest reporting while avoiding misrepresentation and accusations of plagiarism and intellectual theft. Employs a critical and evidenced based approach to arrive at conclusions. Makes appropriate recommendations and reflects on learning.

- **Please submit the assignment to Turnitin.**
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions. Just submit your assignment with your module code, student id.**
- **Then submit this form to the assignment submission link as identified by your tutor in Moodle.**

TASK DESCRIPTION

ASSESSMENT

Assessment Component 1
Proposal - 2000 words

Exemplar

Students are required to produce a viable research proposal that provides a persuasive and convincing argument for the research to be undertaken, clear aims and objectives and an understanding of research design and project management.

Total word count – 2000 words or equivalent

Hand out Date: **12, October 2015**

Hand in Date: **14, December 2015**

Assessment Return: **30th January, 2016**

Assessment Component 2
Thesis - 15,000 words

Exemplar
Students are required to provide a thesis which is based upon a clear expression and articulation by the student of the research focus, use of appropriate methodology, analysis and evidence, and findings.

Total word count – 15,000 words

Hand out Date: **12, October 2015**

Hand in Date: **30, September 2016**

Assessment Return: **30th November, 2016**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf and specifically aligned to the "exceptional" outcome category to which we anticipate students aspire.

1. Research-informed Literature

Your work must embed and be informed and supported by relevant and credible scholarly material that is accessible in the learned journals listed on the module schedule. You should refer to at least 20 such sources in task 1 and 10 in task 2. Additionally, you should refer to text books, current news items and benchmark your organisation against other organisations to ensure your assignment is current and up-to-date. High-level referencing skills using the Harvard Method must be demonstrated throughout your work and all sources listed alphabetically within your bibliography.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. This means that within your work, you should provide evidence of your growing mastery in critical awareness of current challenges, new insights and the constant need for innovation within the field. Furthermore, a critical awareness of the ambiguities and limitations of knowledge and even understanding, should be considered and examples of such, illustrated within your work.

3. Analysis

To be considered masters worthy, your work must contain evidence of analysis, evaluation and synthesis. This means not just describing "What!" but also justifying: Why? How? When? Who? Where? And at what cost! At all times, you must provide justification of your arguments and judgements. Evidence that you have reflected upon the ideas of others on matters occurring in the real world of business 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 in the absence of complete data, since within the real world of work, we rarely have access to, or know all the information! Persuasive conclusions are especially necessary and must be derived from the content of your work – there should be no new information presented within your conclusion. Your work should aspire to resemble work which is of journal publishable quality.

4. Practical Application and Deployment

It is essential that you rationalise how you decided upon certain methods, materials, tools and techniques to inform and complete your work. You must demonstrate what informed your decision(s) to apply certain concepts that enabled you to formulate innovative and creative solutions to the challenges presented to you or that you identified for yourself. Plausible, costed and justifiable recommendations are demanded and where these are absent, your work is undermined. Your work should provide evidence that you are growing in mastery in developing cutting edge processes and techniques within the subject area.

5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and collaborative working. Regarding the presentation of your work, you must demonstrate your ability to select and deploy the appropriate media that is "fit for purpose. Additionally, you must exhibit your ability to: communicate with an exceptionally high level of professionalism; work professionally, autonomously and within a team; develop leadership skills; and produce/present work that is

coherent, cogent and specifically addresses the challenges set for you or you have set yourself. Importantly, your work should be easily understood by specialists and non-specialists in the field.

MARKING CRITERIA ASSESSMENT COMPONENT 1

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied	**Marks available**	**Marks awarded**
1. Preparation of a research proposal Provide a persuasive and convincing research rationale and aims and objectives and, identifies the context, boundaries and ethical and resource considerations of the research. Identify the research paradigm and evaluates and justifies the choice of research methods. Understand the employment of data collection methods and can justify their use. Evaluate the methods of analysis of data and how the data will be presented. Identify how the research is to be managed in terms of budget, time management and other resources.	17	
2. Execute in-depth research enquiry Clearly articulates the research question and or hypothesis. Critically evaluates alternative methodologies and justifies fit in terms of the research purpose. Demonstrates understanding of the principles of research design.	25	
3. Choice of methods Critically evaluates the use of specific qualitative or quantitative methods of data collection and/or triangulated methods and justifies the choice of method. Designs the instrument of collection appropriately. Demonstrates clearly how the data was collected. Assesses the validity and reliability of the data obtained.	25	
4. Research ability Explores and reviews the literature critically showing both conceptual and theoretical understanding. Recognizes explicitly research problems and limitations and provides where possible appropriate solutions. Applies normal principles of research ethics. Manages the research process and produces the dissertation on time.	20	
5. Skills for Professional Practice Employs appropriate analytical and/or statistical techniques and interprets the results accurately. Communicates sound argument and honest reporting while avoiding misrepresentation and accusations of plagiarism and intellectual theft. Employs a critical and evidenced based approach to arrive at conclusions. Makes appropriate recommendations and reflects on learning.	13	

TOTAL	**100**	

Assignment 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.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 4 weeks late	50% Maximum	
	Over 4 weeks late	0% Referral	

PG COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL 0-29%	FAIL 30-39%*	UNSATISFACTORY 40-49%	SATISFACTORY 50-59%	GOOD 60-69%	EXCELLENT 70-79%	EXCEPTIONAL 80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Referencing conventions not always applied consistently.	Inclusion of research-informed literature, including sources retrieved independently. Some omissions and minor errors. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied
2. Knowledge and Understanding of Subject Extent of systematic knowledge, understanding and critical awareness of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Some evidence of knowledge and understanding of current and relevant concepts and underlying principles but with gaps or errors.	Knowledge is generally accurate with a satisfactory understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established and contemporary views.	Excellent mastery of a complex and specialised area of knowledge and skills, with an excellent critical awareness of current problems and/or new insights at the forefront of the field. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field. A critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, critical thinking and some attempts to synthesise, albeit with weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, But not always well linked to other material.	Evidence of some logical, analytical, critical thinking and synthesis. Can analyse new and/or complex data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Some conclusions and recommendations, where relevant	Evaluates methodologies, current research and ideas critically and, where appropriate, proposes new hypotheses/ideas. Evaluates and synthesises complex issues both systematically and creatively. Makes sound judgements and proposes convincing arguments in the absence of complete data. Sound, convincing conclusions / recommendations.	Excellent critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues systematically and creatively. Makes excellent judgements and proposes convincing arguments in the absence of complete data. Strong, persuasive, conclusions, justifiable recommendations. Work is of conference publishable quality.	Exceptional critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues at a high level of mastery. Makes outstanding judgements and proposes highly convincing arguments in the absence of complete data. Highly persuasive conclusions. Work is of journal publishable quality.

4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative, original and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	Some awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Some appreciation of the context of the application.	A satisfactory and appropriate application of standard methods, materials, tools and/or techniques. Satisfactory appreciation of the context of the application, with some use of examples, where relevant.	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 use of examples, where relevant. Evidence of some originality, innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Originality, innovation and/or creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Communication is not clear. Limited independent work and limited involvement in group activities. Work lacks coherence in places and is in need of amendments to the structure.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively autonomously and as part of a team, with some involvement in group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well autonomously and as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

Student name:		**Student number:**	
Programme:		**Year of programme**	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	**Level of Achievement**						
	REFER			**PASS**		**DISTINCTION**	
	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			