

Project

66-604894

Module Handbook and Study Guide | Hong Kong

BSc (Hons) Sport Business Management

Module Leader: Dr Chris Platts

This document offers a route specific guide for SHAPE Sport Business Management students to give an overall guide to the 5 chapters involved in a 'standard' dissertation. This is not only a guide to the correct layout, but also a guide to the type of content you should be writing, and the questions you should be answering.

A dissertation will be read, and should be written, as a complete document. Therefore you must ensure that, even though you have written it in chapters, the chapters all add to the overall complete document. If you were writing a novel the main characters would be all the way through the book; the same applies here - the subjects of your research should be throughout the dissertation. Each chapter should include an introduction, main body, a conclusion and a link to the next chapter. You are aiming for an overall flow for the dissertation - sometimes called a vertical thread.

A successful dissertation does not try to do too much, it just tries to show competence in a specific area. Keep It Simple!

Successful dissertation students also have 2 characteristics:

1. They do small amounts of work regularly, giving themselves plenty of time to complete the work;
2. They use their supervisors regularly and cleverly, therefore make sure that you prepare for these sessions.

## The Proposal

**Due on the 19th of November 1000 Words**

**This is worth 10% of your module mark**

Your research topic must be one that you are capable of undertaking and one that is of interest to you. This last point is really important, as you will be living, breathing, but hopefully not being bored by, your research between now and the end of the course!! Think carefully!

It is important that the issues within the research can be linked to theory. You will need to have a wide knowledge of the subject literature in order to:

* Establish a good topic
* Clearly define the research questions and objectives
* Assess the extent that you dissertation will provide fresh insights on the topic area

Remember that with your dissertation, you are trying to conduct research that has not been carried out before. This does not mean necessarily inventing something that is completely new, but perhaps adapting previous research methodologies, but applied to a new subject area.

The topic is also dependent on the financial and time resources needed in gaining access to any data you might need to collect. Some sensitive topics, for example financial performance or decision making by senior managers are potentially fascinating but may present considerable access problems.

From the above you can see that initially you need to be reviewing the literature in the area in which your interests lie. Once you have established that your research topic is in some way new, and technically feasible, you can progress with its development. If you do not establish this at the start, then you could be in a position of having to start again later in the process. It is important that YOU establish whether a dissertation subject is feasible or not – tutors are there for guidance, but they don’t know everything!! Time spent in

carrying out a decent literature review is NOT wasted. The stronger the literature review that you carry out, the stronger the case for the research, and the better the overall dissertation.

A format for the proposal could be:

1. An introduction to the subject area and why it is important to you. (Include the title!)
2. A review of the literature that you have found thus far. This literature should show that what you are doing is feasible and how it adds new ideas to the present literature.
3. A very brief idea of your proposed methodology, and any problems that you foresee.
4. Complete the administration type sections identified in the Dissertation handbook

e.g. resources, ethics etc. Please note that ethical approval is via a committee, which can take longer than you think!! Please leave plenty of time for approval.

*Indicative Reading*

BELL, J. (2005). *Doing Your Research Project : A Guide for First Time Researchers in*

*Education and Social Science* (4th ed.). Buckingham: Open University.

BLAXTER, L. HUGHES, C. & TIGHT, M. (2006). *How to Research* (2nd Ed.).

Buckingham: Open University Press.

COBB, A.K. & HAGEMASTER, J.N. (1987). Ten criteria for evaluating qualitative research

proposals. *Journal of Nursing Education*, **26**, 138-143.

Key skills online. (2000). *http://www.shu.ac.uk/lskills/TLTP3/entersite.html*, visited 5

September 2000.

MORROW, J., JACKSON, A., DISCH, J. & MOOD, D. (2005). *Measurement and*

*Evaluation in Human Performance.* (3rd ed.) Champaign, IL: Human Kinetics

OLIVER Paul (2008). *Writing your thesis*. Sage Study Skills. London. Sage

ORNA, E. and STEVENS, G. (1995). *Managing Information for Research*. Buckingham:

Open University

ROBSON, C. (2002). *Real World Research: A Resource for Social Scientists and*

*Practitioner-Researchers* (2nd Ed.). Oxford: Blackwell

THOMAS, J.R. & NELSON, J.K. (2005). *Research Methods in Physical Activity* (5th ed.).

Champaign, IL: Human Kinetics

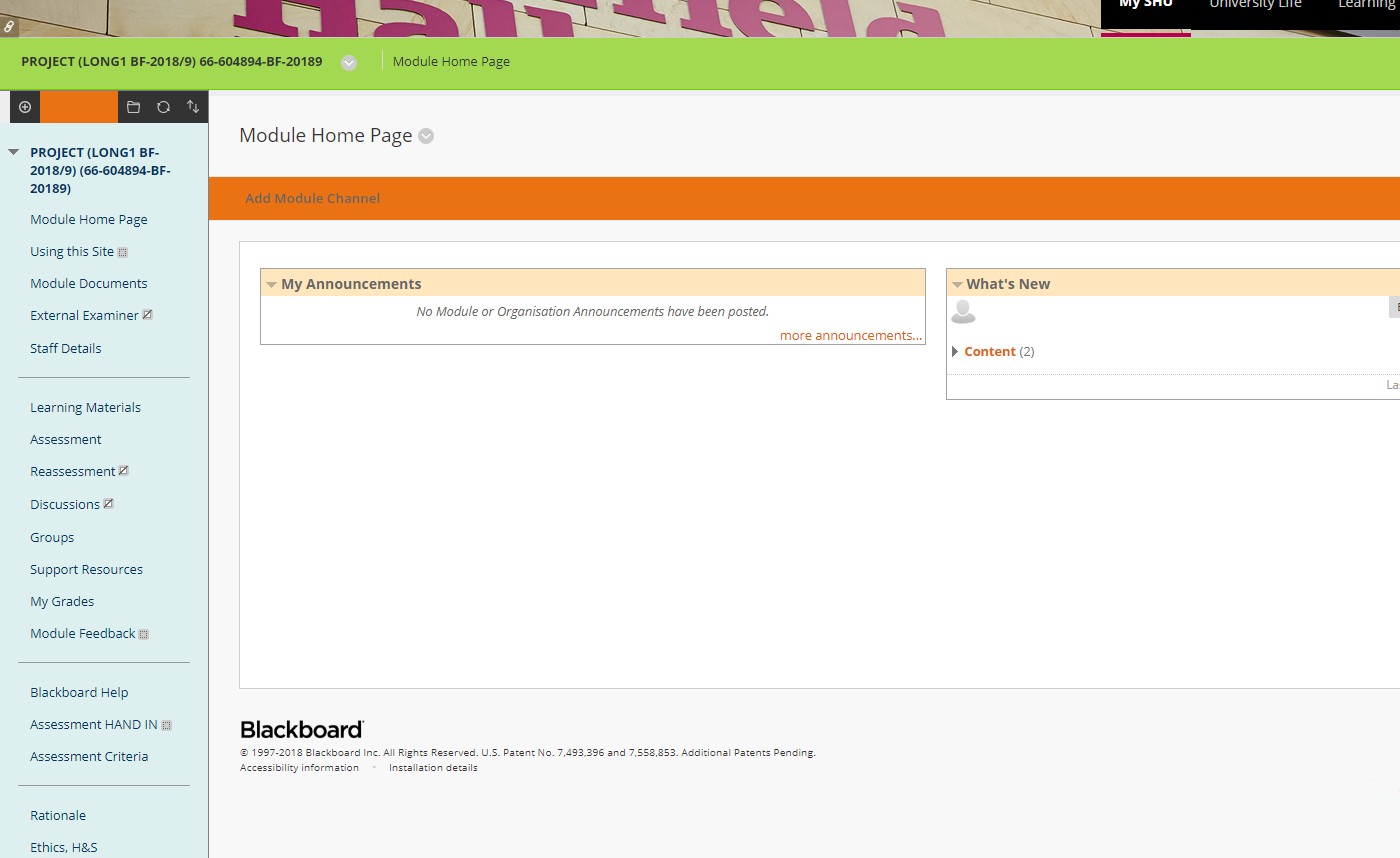
VEAL, A.J. (1997). *Research Methods for Leisure and Tourism: A Practical Guide* (2nd

ed.). Reading: Pitman.

WALLIMAN Nicholas (2004). *Your Undergraduate Dissertation. The Essential Guide for*

*Success*. London. Sage

## Ethics



**REMEMBER - WHEN YOU HAND IN YOUR PROPOSAL YOU MUST ALSO HAND IN A UREC7 FORM. THIS IS DUE ON THE 29TH OF NOVEMBER TOO!**

The UREC7 form is found on the Blackboard site under the section called "Ethics and H&S"

You will then be told by Email if you need to complete a SHUREC8b form.

If you do, this is due on the **1st February 2021**

## DO NOT DO A SHUREC8b FORM UNLESS YOU ARE TOLD TO.

**The Project**

**Due on the 6th of May 10000 Words**

**This is worth 90% of your module mark**

The following pages outline how you can put together your Project. The Project has a number of chapters that need to be completed. These are:

* Acknowledgements
* Abstract
* Introduction
* Literature Review
* Methods
* Results
* Discussion

## The following pages help you to complete these chapters.



BSc (Honours) Sport Business Management

## Title

**Name**

**Month Year**

**Sheffield Hallam University**

College of Health, Wellbeing and Life Sciences

**Title**

**FULL NAME**

Supervisor: **Title INITIALS NAME**

In partial fulfilment of the requirements for the degree of Bachelor of Science in **Degree Title**

## Month Year

## Acknowledgements

Personal thanks: e.g. support from family, friends, supervisor, participants, technical/ typing assistance, and any other assistance.

This is the only section which can be written in the first person.

Not entirely necessary - you do not have to acknowledge anyone.

## Abstract

200 - 250 words, no more than 1 page.

One paragraph highlighting:

* Some brief details of the aims of the research
* The use of any major literature
* The background or theory underpinning your study
* The general methodology design
* Any major results found & brief interpretation
* The overall conclusion of the research

This page should enable the reader to review the **whole** of the dissertation easily, to see if it is something that will be of use to another researcher. It should provide a synopsis of the dissertation, **not describe** the content of each chapter.

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## List of figures

Include a list of figures, diagrams etc. if you have any!

## List of Tables

Include a list of tables etc. if you have any!

## Chapter 1

## Introduction

800 - 1000 words, to include:

* Introduction to the research - rationale, personal interest.
* Aims of the research
* Objectives of the research
* The subject area & the areas in which the research will impact.
* The overall structure of the report (optional)

Please remember that a dissertation is written at the end of your research, so it should be written in the past tense, and in the 3rd person.

## Chapter 2

## Literature Review

3000 - 3500 words

A critical evaluation of the literature currently in the public domain, concerning your research objectives. What do we already know about your field of investigation? How are you going to add anything new?

The review will provide a context for your research by critically discussing and referencing work which has already been undertaken. It should draw out key points, present them in a logical format and highlight areas where you will provide fresh insights.

Literature includes:

* Books
* Chapters in books
* Academic journals, (including online)
* Professional journals, (including online)
* Quality newspapers and magazines, (including online)
* Government reports, (including online)
* Statistical digests, e.g. Mintel, census, (including online)
* Company reports, e.g. annual reports, (including online)
* Previous dissertations

From this chapter you are trying to prove that your specific research has not already been carried out, whilst also finding the right type of questions to ask within your primary research. The literature will help you develop your ideas better, and must provide the justification for what you are doing.

You should start broad, then focus ever more tightly on your specific area of research.

Research Question

A format for this chapter could be:

1. Introduction to the Literature Review, including:
   * What are the hypotheses you are testing/researching?
   * What is the theoretical/conceptual framework for your study? E.g. a marketing approach, a finance approach, etc.
2. Broad subject areas - remember its by objective/issue, not by book or journal moving to,
3. More specific areas of interest.
4. Conclusions - what are the most important issues for your research?

## Chapter 3

## Methodology

1000 - 1500 words

At the end of the literature review you will have a list of the type of questions that you need to ask in your primary research, the **WHAT**. This chapter is about **HOW** you carried out asking those questions.

This could be through:

* Questionnaires - e.g. face-to-face, postal, telephone
* Focus groups
* Individual interviews
* Analysis of statistical data - e.g. financial information

Your method should have a thorough justification of the methods used, i.e. why did you use (a) instead of (b)? This must include an underpinning in research methods theory (e.g. Veal) and highlight such things as sampling size/representativeness of the subject/market/demographic?

Within this chapter you also need to talk about:

* Reliability of the research
* Validity of the research
* Constraints on the research
* Strengths and weaknesses of the research
* Post research evaluation - i.e. what you would do if you had your time again?

A format for this chapter could be:

1. Operationalise objectives from chapter 1 using literature from chapter 2.
2. Justify methods
3. Describe the process you went through
4. Evaluating process

## Chapter 4

## Results

3000 - 3500 words

In this chapter you need to do two things:

* Present what you found out
* Relate this back to previous research i.e. how does your research **compare**

with, **contradict**, and **contribute** to, the previous research.

Remember 'a picture paints a thousand words!' Think about graphs, tables, etc to 'lighten up' your presentation. Graphs/tables are not included in the word count for the dissertation, therefore 'save' words and display results intelligently. Use the extra words for your analysis, and never, ever just describe the findings, the marks allocated to this chapter are for the interpretation of your results, not just for getting them.

There are 2 formats:

1. Results (presenting what you found out), then Discussion (what does this mean?) - i.e. the 'scientific' protocol.
2. A combined chapter, which takes a result, then discusses it.

The chapter should be written on an objective/issue by objective/issue basis - **NOT** a shopping list of each question you asked. Make sure that you relate your findings back to the literature review, and evaluate according to the 3c's (compare, contradict, contribute) above.

## Chapter 5

## Conclusions and Recommendations

800 - 1000 words

In this chapter you need to bring all your findings together, in a simple and comprehensive way.

DO NOT introduce any thing new here!!

Conclude what you have found out and then make realistic and viable recommendations, based on your primary and secondary research. One recommendation should be for an area of further research in order to overcome the limitations of this study.

The "so what" test should come into play, i.e. you have spent 3/4 months carrying out research, what have you achieved? Was it useful/meaningful? Or could you have done the research in a week? Has your research added to our overall knowledge of the issues?

## References

Remember to do this properly - see the reference handout available via the Learning Centre for extra help, online at [**Guide to referencing and citations**](http://catalogue.shu.ac.uk/articles/1460281.9830/1.PDF):

Please note the conventions for referencing your primary field research, e.g. from interviewees.

## Appendices

After the reference list!

Include things such as:

* Transcripts of interviews
* The final questionnaire
* SPSS outputs
* Any other useful information!

You must also include all of your original primary data to your supervisor during the term, and make sure that you get your submission form signed. This should include all:

* Questionnaires
* Interview tapes
* E-mails
* Any other evidence of primary research.

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| --- | --- | --- | --- | --- | --- | --- |
| **Proposal Marking Grid** | | | | | | |
| **Criteria for Assessment** | **70% and above (First)** | **60%-69% (2:1)** | **50%-59% (2:2)** | **40%-49% (3rd)** | **39% and below (fail)** | **Weighting** |
| **Introduction:**  States working title. Defines the research problem and states its implications. Provides necessary background information. | Excellent background or context given for why this area requires scientific investigation.  Based on a good level of academic source and more context specific literature such as 'good quality' newspaper reporting and organizational literature.  The context is used as a rationale for the development of this research proposal. | Very good attempt to outline a background or context for why this area requires scientific investigation.  Some academic sources used along with more context specific literature such as newspaper reports or organizational research.  This context is used on some level as rationale for the development of this research proposal. | Good attempt made to outline the background or context for why this area requires scientific investigation.  More clarity needed in some areas.  Relies heavily on one academic source and some context specific literature such as newspaper reports or organizational research.  This context is not explicitly used l as rationale for the development of this research proposal. | Some attempt is made to outline the background or context for why this area requires scientific investigation.  Large parts are unclear or context offered is not wholly appropriate.  Some literature used but literature such as newspaper reports or organizational research.  This context is hard to relate as rationale for the development of this research proposal. | Little or no attempt is made to outline the background or context for why this area requires scientific investigation.  Context offered is built from no or inappropriate literature.  This context is very hard to relate as rationale for the development of this research proposal. | 25% |
| **Research Aims:** Clearly states | There is excellent clarity and | There is good clarity and | There is average to | There is some basic clarity to | The aims and objectives are | 10% |
| the specific aims of this | quality in the expressed | conciseness expressed in | satisfactory clarity to the | the aims and objectives but | very poorly expressed and/or |  |
| research project. | aims and objectives. The | the aims and objectives. | aims and objectives. They | they appear vague, or | are missing. Nothing written |  |
|  | research and its outcomes | The research and its | are sufficiently distinct and | unfocussed, with various | relates to the rest of the |  |
|  | are fully and explicitly | outcomes can be clearly | give a basic framework to | interpretations possible. The | proposal and the proposal |  |
|  | expressed by these aims | identified and these aims & | identify what the research | aims & objectives have some | does not communicate any |  |
|  | and objectives, reflecting | objectives also embrace | will yield. The aims and | relationship to the title and | sense of credible research or |  |
|  | the research problem in its | the research problem | objectives relate to the | also the research problem. | inquiry. There is little or no |  |
|  | entirety. The research will | expressed very well. If | title, and also relate to the | There is a big scope for more | link to the research problem. |  |
|  | be complete with quality | these aims and objectives | research problem upon | clarity of purpose which is not |  |  |
|  | research if these aims and | are fully achieved the | which it derives. | evident from the aims and |  |  |
|  | objectives are achieved | research is complete and |  | objectives as presented |  |  |
|  |  | fully researches the |  |  |  |  |
|  |  | problem outlined |  |  |  |  |
|  |  | beforehand |  |  |  |  |
| **Literature Review:** Provides an overview of the key debates, theory and literature in the subject field. | There is exceptional presentation in identifying, exploring and presenting relevant academic literature, theories and concepts relating to the topic area researched | There is good presentation in identifying, exploring and presenting relevant academic literature, theories and concepts relating to the topic area researched | There is some satisfactory presentation in identifying, exploring and presenting relevant academic literature, theories and concepts relating to the topic area researched | There is some basic and superficial presentation in identifying, exploring and presenting relevant academic literature, theories and concepts relating to the topic area researched | There is purely superficial and very limited presentation in identifying, exploring and presenting relevant academic literature, theories and concepts relating to the topic area researched | 25% |
|  | The presentation fully establishes and summarises the area of knowledge around the topic area researched | The presentation establishes and summarises the area of knowledge around the topic area researched | The presentation mainly describes and summarises the area of knowledge around the topic area researched | The presentation is wholly superficial and lists or describes the area of knowledge around the topic area researched in a very basic way | The presentation is poor, limited, and wholly superficial and neglects to present the area of knowledge around the topic area researched |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Methods:** Constructs an appropriate methodology and explains why those methods have been chosen. | The presentation accurately and methodically identifies and applies an appropriate research design to achieve the intended research aims & objectives. It also accurately identifies and applies the appropriate method(s) to collect the data/information to achieve intended research aims & objectives. There is excellent justification for the research design and method chosen  Ethical research steps listed are outstanding | The presentation lists an acceptable research design to achieve the intended research aims & objectives. It also identifies and applies a satisfactory method(s) to collect the data/information to achieve intended research aims & objectives. There is some evidence of justification for the research design and method chosen  The steps towards ethical research is well documented, and quite complete | The presentation lists an acceptable research design to achieve the intended research aims & objectives. It also identifies and applies a satisfactory method(s) to collect the data/information to achieve intended research aims & objectives. There is some evidence of justification for the research design and method chosen  Ethical research steps are satisfactory and indicate a basic consideration for ethical research | The presentation lists a questionable research design to achieve the intended research aims & objectives. It also identifies and applies a questionable and sometimes inappropriate method(s) to collect the data/information to achieve intended research aims & objectives. There is scant (if any) evidence of justification for the research design and method chosen  Ethical research steps are presented but wholly superficial and not fully considered | The presentation lists an inappropriate research design to achieve the intended research aims & objectives. It also identifies and applies an inappropriate method(s) to collect the data/information to achieve intended research aims & objectives. There is no evidence of justification for the research design and method chosen  Steps to ensure ethical research are missing or not considered or the study is unethical | 25% |
| **Plan of Work:** Constructs a plan | Plan of work & costs | Plan of work & costs | Plan of work & costs | Plan of work & costs | Plan of work & costs | 10% |
| of work that is realistic and | information are clearly & | information are presented | information are presented | information are presented | information is missing or |  |
| achievable in the time | accurately presented. | and generally sound. These | and need better | but incomplete. These may | erroneous. These may not be |  |
| available. | These are wholly realistic & | are realistic & mostly | consideration. These are | not be wholly realistic and are | wholly realistic and are |  |
|  | achievable research aims & | achievable research aims & | realistic but incomplete & | incomplete & the research | incomplete & the research |  |
|  | objectives for the level of | objectives for the level of | generally achievable | aims & objectives for the level | aims & objectives for the level |  |
|  | study, when considering | study, when considering | research aims & objectives | of study are of questionable | of study are dubious |  |
|  | the costs and timeframe | the costs and timeframe | for the level of study, when | achievability, when | achievability, when |  |
|  | information given | information given | considering the costs and | considering the costs and | considering the costs and |  |
|  |  |  | timeframe information | timeframe information given | timeframe information given |  |
|  |  |  | given |  |  |  |
| Adherence to the APA referencing system and using good English. | APA 6th referencing is correctly applied. Reference list is very good, and has excellent academic depth and variety of sources of literature | APA 6th referencing is mainly error free. Reference list is good, and has academic depth and variety of sources of literature | APA 6th referencing has some errors and omissions. Reference list is satisfactory, and has some academic depth and variety | APA 6th referencing has major errors. Reference list is brief, and lacks academic depth and variety | APA 6th referencing is not adhered to. Reference list is too brief, lacks academic depth and variety | 5% |
|  | Academic writing is excellent and the narrative is very well critiqued and balanced with description. Use of English, grammatical application and spelling is of a very high standard. | Academic writing is good and the narrative is mainly well critiqued and balanced with description. Use of English, grammatical application and spelling is good. | Academic writing is satisfactory and the narrative is mainly quite descriptive. Use of English, grammatical application and spelling is satisfactory. | Academic writing is basic and the narrative is mainly descriptive. Use of English, grammatical application and spelling is substandard. | Academic writing is absent and the narrative is wholly descriptive. Use of English, grammatical application and spelling is very poor. |  |
| **Total** |  |  |  |  |  | **100%** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **First** | **First** | **Upper Second** | **Lower Second** | **Third** | **Fail** | **Mark Allocation** |
| >80 First | 70-79 First | 60-69 2i | 50-59 2ii | 40-49 Third | <39 Fail |
| **Abstract & Title and Introduction** | Title: Excellent choice of title which is a clear and concise statement of the project.  Abstract: Provides a clear, concise and incisive summary of the research  Introduction: Provides a clear, concise and incisive overview of the research area, with clear and logical aims and objectives | Title: Clear and concise statement of the project.  Abstract: Provides a clear and concise summary of the project.  Introduction: Provides a clear, concise overview of the research area, with clear and logical aims and objectives | Title: Concise statement of the project.  Abstract: Provides a clear and concise summary of the project with minor omissions or errors.  Introduction: Provides a clear, concise overview of the research area, with minor omissions or errors. Aims and objectives are fairly clear and logical | Title: Statement of the project.  Abstract: A broad summary of the project that includes the main points.  Introduction: Provides a broad summary of the research area, with logical aims and objectives | Title: Title that does not fully or clearly link to the project.  Abstract: A limited summary of the project.  Introduction: Provides a limited summary of the research area, with limited aims and objectives | Title: Unclear or missing title that does not link to the project.  Abstract: A poor summary of the project.  Introduction: Provides a poor summary of the research area, with poor or no aims and objectives | **max 10 marks**  First = 7+  2i = 6-6.5  2ii = 5-5.5  3 = 4-4.5  Fail = <4 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Literature Review** | Broad, deep and insightful knowledge of theory and concepts, with creative and imaginative application to the field of study.  Relevance of the project to the field of study is fully evaluated. Draws on a wide range of valid, current and key sources which are comprehensively  evaluated. | Broad and deep knowledge of theory and concepts, with some creative and imaginative application to the field of study. Relevance of the project to the field of study is evaluated Draws on a wide range of sources which are well evaluated. | A strong knowledge of theory and concepts. Very clear relevance of the project to the field of study. Draws on a wide range of sources with critical evaluation. | A sound knowledge of theory and concepts. Clear relevance of the project to the field of study. Draws on a range of sources with some critical evaluation. Some omissions or a lack of balance in the material used. | Mainly descriptive use of knowledge; limited scope. Some indication of relevance and application to the field of study. Basic and most obvious sources of information are used | Largely inaccurate and/or irrelevant knowledge of theory and concepts and confused application to the research question. Limited and sketchy use of sources of information. | **max 25 marks**  First = 17.5+  2i = 15.5 - 17.5  2ii = 13-15  3 = 10-12.5  Fail = <10 |
| **Methodology** | Insightful and valid choice of methodology. Extensive and meticulous explanation and justification of the chosen methodology. The philosophical position of the study is considered and well explained.  Alternative methods are fully considered and evaluated. | Very relevant choice of methodology with a full explanation and justification of the chosen methodology. The philosophical position of the study is considered and explained.  Alternative methods are well considered and evaluated. | Strong choice of methodology. Clear, accurate and detailed explanation and justification of the chosen methodology. The philosophical position of the study is considered and explained to some extent.  Alternative methods are considered and evaluated. | Clear and accurate explanation of a largely appropriate method. Strengths and weaknesses of chosen method are considered. The philosophical position of the study is considered. | Mainly limited explanation and adequate justification of the chosen methods. Methods may not be wholly appropriate for the research question. The philosophical position of the study may not be fully considered or explained. | Mainly inaccurate and ambiguous description with confused and unclear explanation. Inappropriate methods chosen. Limited justification. The philosophical position of the study is not considered. | **max 20 marks**  First = 14+  2i = 12 – 13.5  2ii = 10-11.5  3 = 8-9.5  Fail = <8 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Results, Discussion, Conclusions and Recommendations** | Research questions are logically and comprehensively discussed, astutely using detailed results as insightful support.  Creative and extended synthesis of project findings with literature and the field of study, generating a well- constructed and widely original argument.  Project is concluded with a holistic view, well set in the context of the particular field. | Research questions are logically and fully discussed, using detailed results as insightful support.  Creative and extended synthesis of project findings with literature and the field of study, generating a well- constructed and original argument.  Project is concluded with a holistic view, well set in the context of the particular field. | Research questions are logically and well discussed, using accurate results as strong support. Some creative synthesis of project findings with literature and the field of study. The argument generated is a well- organised. Project conclusion is well set in the context of the particular field. | Research questions are reasonably discussed, using some results as support. Basic synthesis of project findings with literature and the field of study. The argument generated is generally sound. Project conclusion has some contextualisation to the particular field of study. | Research questions are discussed in basic terms using limited results as support.  Only the most obvious syntheses are made between project findings and current literature. The argument generated has some clarity, but lacks detail. Project conclusion has a limited contextualisation to the particular field of study. | Research questions are carelessly discussed. Results are confusing, narrow and often inaccurate, providing little support. Poor syntheses are made between project findings and current literature. The argument generated is partial and confused. Project conclusion has a no contextualisation to the particular field of study. | **max 35 marks**  First = 24.5+  2i = 21-24  2ii = 17.5-20.5  3 = 14-17  Fail = <14 |
|  |
| **References and Presentation** | A very high academic and professional standard, with creativity in the use of language. Accurate and well presented data.  Wide-ranging and extensive use of the most relevant and up to date reference material. Excellent consistency in | Appropriate academic and professional standard, with well- presented data.  Broad and detailed use of substantial reference material.  Largely consistent use of referencing throughout that matches the citations | Generally of an appropriate academic and professional standard. Data are clearly presented.  Reasonable use of the key reference material. Some consistency in the use of referencing and reference list matches citations in | English is clear and appropriate. Data are clearly presented.  Reasonable use of the key reference material. Some consistency in the use of referencing although the reference list may not always match the citations in the text. | English is understandable. Data are clearly presented.  Limited use of referencing that is inconsistent throughout and does not always match the citations in the text. | English is generally confused and inappropriate. Most data are poorly presented.  Referencing is poor and inconsistent, lacking in depth and variety. Reference list does not match citations in text and is | **max 10 marks**  First = 7+  2i = 6-6.5  2ii = 5-5.5  3 = 4-4.5  Fail = <4 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | referencing throughout that matches the citations in the text. | in the text. | the text. |  |  | carelessly constructed or absent. |  |
| **Comments:** | | | | | | | |