

10. Assessment Tasks and Criteria

Scope of assessment

Your dissertation should reflect:

- A clear statement of the problem you have chosen to investigate
- A thorough reading of the relevant literature
- Appropriate selection of empirical material
- An ability to synthesise various academic perspectives
- A good grasp of the theoretical and practical issues
- A critical stance (in relation to the literature and your own research) and an ability to evaluate evidence, drawing appropriate conclusions and acknowledging ambiguity
- A good grasp of the theoretical and practical issues
- A set of arguments that are logically and coherently developed
- Clarity of presentation
- A fluent style

How your work is marked

The dissertation will be marked by your dissertation tutor and moderated by one other member of the marketing staff. Your dissertation supervisor will be assigned on the basis of staff expertise and workloads. In addition, a sample of dissertations will be read by the External Examiner, who along with the moderator has the right to change marks as they see fit.

The table below details the criteria that will be used to mark your dissertation. This is to help you understand the distinctions between the marking bands and should be used in conjunction with the mark scheme provided at the end of the document.

	Introduction	Literature Review	Methodology	Data Presentation and Analysis	Conclusion	Communication and Presentation
First Class 85% +	An excellent and clear research problem is presented of good depth for final year undergraduate level. Demonstrates a very clear and viable gap in the literature.	In addition to the below criteria. A contribution to the subject literature through its critical insight.	An approach that illustrates a critical consideration of appropriate methods of data collection. Substantial and appropriate data collected.	Innovative approach to analysis and interpretation of results demonstrating critical insight consistent with the findings.	An insightful and concise conclusion is presented. Limitations presented are bespoke to the research. Suggestions for future research is based on a critical evaluation of the research.	Writing style is exemplary and at appropriate level. Fully referenced to the requisite standard. Minimal grammatical and typing errors.
First Class 70-84%	A very good and clear research problem is presented of sufficient depth for final year undergraduate level. Demonstrates a clear and viable gap in the literature.	A current and comprehensive review of the literature showing some critical insight using primarily journal based sources. Very good theoretical insight to justify the research.	An approach that illustrates consideration of appropriate methods of data collection. It has very good justification and carried out with due care. Limitations of approach are clear. Appropriate amount of data.	A detailed analysis and critical synthesis of literature and the findings leading to insightful conclusions.	A detailed a concise conclusion is presented which highlights all the relevant findings. Well thought-out limitations and suggestions for further research is presented.	Writing style at a very high standard. Fully referenced to the requisite standard. Minimal grammatical and typing errors.
Upper Second Class	A good and sufficiently clear research problem is presented of	A good literature review is presented. Critical awareness of key theories and debates in the	An approach that, on the whole, illustrates appropriate methods of data collection have	A more detailed analysis with some critical evaluation of the findings.	A good conclusion is presented which highlights most of the relevant findings.	Good writing style. Mainly referenced to the requisite standard. Minimal

60-69%	reasonable depth for final year undergraduate level. Demonstrates a viable and for the most part, clear gap in the literature.	literature based upon a greater use of journal articles. Good theoretical insight to justify the research.	been used. It has some justification and has probably been carried out with due care. Some limitations are noted. Data collected.	Good and clear linkages are made to relevant literature, with some evidence of critical evaluation.	Good consideration of limitations and further research based on the research.	typing and grammatical errors.
Lower Second Class 50-59%	A research problem is presented of reasonable depth but lacks sufficient clarity. Demonstrates a viable gap in the literature, but not presented clearly.	A reasonable and for the most part descriptive literature review is presented. Limited critical insight is provided. Relevant literature and theories is included. Sufficient theoretical insight to justify the research.	Selected an appropriate method for data collection and articulated a clear but limited rationale for its adoption. Some data collected.	A clear but basic analysis is presented. The data presented is for the most part descriptive, but limited critical insight is given. Reasonable linkages are made to the literature.	A clear conclusion is presented which highlights most of the relevant findings. Reasonable consideration for limitation and suggestions for further research, but remain for the most part generic.	The writing style is adequate. Mainly referenced to the requisite standard with some errors or omissions. Typing and grammatical errors.
Third Class 40-49%	A research problem is presented of limited depth and lacks sufficient clarity. Does not demonstrate a viable gap in the literature.	A poor and very descriptive literature review. Some inclusion of relevant literature and theories. Limited theoretical insight to justify the research. Limited view of the theory based upon some sources.	Appropriate method used with some care but with little justification. Methodological and procedural flaws evident. Little useful data collected	Limited evidence of appropriate analysis. Data presented is overly descriptive. A basic linkage is made to relevant literature.	Reasonable conclusion presented which highlights the relevance of some the findings. Limitations of the study and suggestions for further research are identified but are generic.	The writing style is poor. Not referenced to the requisite standard. Inadequate proofreading.
Fail 30-39%	A very poor research problem	A very poor literature review.	Some appropriate method used with little	Very flawed analysis and data presented. Limited	Very flawed conclusions that does	The writing style is poor. Not referenced to the

	is presented of limited depth. A viable gap in the literature is suggested but not clearly articulated.	Limited inclusion of relevant literature and theories. Does not provide sufficient theoretical insight to justify the research. Narrow view of the theory based upon few sources.	justification. Methodological and procedural flaws evident. Little useful data collected. Fails to achieve a suitable sample size.	linkages to relevant literature. Fails to draw any logical conclusion.	not highlight the importance of the findings. Very poor identification of limitations and suggestions for further research	requisite standard with some major errors or omissions. Totally inadequate proofreading.
Fail 0-29%	An incomplete introduction. Vague suggestions of a research problem. A gap in the literature is not identified.	Incomplete literature review. Very limited inclusion of relevant literature and theories. Very limited or no theoretical insight to justify the research. Flawed and narrow view of the theory based upon very few sources.	Incomplete Methodology. Unacceptable in terms of design and execution. On the whole no methodology evident.	Incomplete Analysis. No real substantive analysis. Inappropriate analytical techniques used.	Incomplete Conclusion. No real substantive conclusion. Inappropriate suggestions for further research. Superficial identification of limitations	The writing style is very poor. Very few references and citations have been included. No evidence of proof reading.

Presentation and format

Length

The Dissertation should not exceed **9,000** words, not including references and appendices. Your dissertation tutor may refuse to read anything beyond this limit. On extremely rare occasions it may be appropriate to exceed this limit, but only with the full prior agreement of the dissertation tutor.

You must submit an **electronic copy via Moodle**. The requirement for an electronic copy is in order for the University to easily check for plagiarism (see below). You should also upload a copy of all data collected (e.g. interview transcripts, focus group recordings, SPSS files, etc.).

There are no firm rules for content. Different parts of your dissertation may have a different weight depending upon, for example, the nature of your project and the availability of a background literature. However, dissertations will normally comprise:

A Title Page: including the title of the dissertation, your name, registration number, and degree course. The title should be succinct yet clearly specify the content of the report. This should be brief, descriptive and explicit rather than poetic or implicit. It should be agreed and finalised as part of the final draft. It may be different from the original working title.

An Abstract: stating briefly the mode of enquiry and any conclusions reached. This should be brief, certainly no more than one page in length.

A Contents Page (See Appendix A)

A Preface: acknowledging any help, advice or support – especially from people outside the University – and mentioning any specific difficulties encountered in carrying out the project which may have detracted from the outcome.

An Introduction: the purpose of this chapter is to introduce and contextualise the study. This means that the significance or importance of the topic is set out. If there is no apparent importance to the study to any external reader, the topic may not be appropriate. Personal interest may inspire selection of the project topic, but ultimately, its importance to others as a research project should be specified. This can best be done by positioning the dissertation in relation to other work that has been published, whether in agreement with that work or otherwise – in other words, you should summarise here the main points from the next chapter, the Literature Review.

This Introduction should also describe the setting in which your research was undertaken, and discuss the question(s) your dissertation addresses. This section should also tell the reader how the topic will be unfolded and the order of forthcoming material.

Literature Review:

The literature review should be a separate chapter. It should review the relevant literature in order to provide a framework within which your empirical material can be evaluated. It should be succinct (i.e. you should not attempt to describe a whole body of literature in detail, but focus on those areas which are relevant to your aims and questions) and should link directly to your own investigation. Be *critical* in your approach: be clear about areas of disagreement, in terms of views or research findings.

A good literature review does more than simply restate the literature. You need to consider the difference between a literature **report** and a literature **review**. A **report** of the literature simply describes what theoretical and empirical work exists in the topic area under discussion, summarising perhaps but not adding analysis or commentary. A literature **review** goes much further. It discusses theoretical and empirical work thematically, bringing out inconsistencies and controversies and relates your detailed research questions to that discussion. Ideally a literature review will develop an argument that justifies your research question / issue / problem.

Useful sources for constructing a literature review:

Baumeister, R. F. and Leary, M. R. (1997), Writing narrative literature reviews, *Review of General Psychology*, Vol. 1, No. 3, pp. 311-320.

McLaughlin Library. (no date supplied), Writing a literature review, <https://guides.lib.uoguelph.ca/LiteratureReview> (Accessed 10th August 2020).

Research Methods:

If you have formulated your research question / issue / problem fully, then it may already suggest a particular approach to the design of the research project. In any case, when selecting a method you must ensure that it is appropriate to your research question. This chapter should first describe and briefly justify your overall research strategy, with reference to the research methods literature. The specific data collection methods you employ e.g. surveys, interviews, observation – should clearly fit within the overall methodology. For instance, it would be inappropriate to adopt a qualitative interpretive methodology and then rely mainly on quantitative tools. You should clearly describe and justify the methods and tools you employ. Where there are constraints on the kind of investigation that you can conduct, you should acknowledge them. You should include samples of the data collection instruments you have used (e.g. copy of your questionnaire, interview guide, etc.) in the appendices, where appropriate.

Results or findings: these should be clearly presented. Avoid over-burdening the reader with masses of data: produce summaries of the main findings. Depending on your method, these might take the form of appropriately headed numerical tables with descriptive accounts of their content in the text, or qualitative analyses with examples of material to enable the reader to judge the relation between data and the conclusions drawn. Where statistical procedures are employed, these should be described. You should include samples of data, calculations and computer printouts in the appendices (appendices do not contribute to the word count).

Discussion: this should summarise your findings, and indicate their implications for your research questions. You should discuss how your findings support or challenge the theoretical / empirical context set out in the literature review. Do not overstate your conclusions: remember that your method may be incomplete, your sample unrepresentative and your conclusions open to different interpretations by different readers. When editing your work, try to anticipate any weaknesses that a reader might find in your discussion and acknowledge / incorporate / change what you have said to take them into account. Evaluate here any deficiencies in the way you designed the research or practical difficulties in carrying it out in the way that you intended. You may also want to discuss alternative approaches that could be employed to gather data relevant to your questions.

The Discussion chapter functions as an appraisal and criticism of your work, in relation to the issues and hypotheses raised in the introduction. It should not simply repeat chunks from your introduction or findings. Consideration should also be given to the extent to which your research supports or contradicts the extant literature.

There are of course exceptions, especially with these two main chapters on Findings and Discussion. For some styles of dissertation, for instance ethnographic, historical or case studies, it may be more appropriate to integrate the discussion with the presentation of empirical material.

Conclusion (essential): a brief statement of any conclusions you have reached as a result of your enquiries. What do you want the reader to know as a result of having read your dissertation? How do your findings and / or discussion relate back to any broader issues you have raised in the Introduction? In the conclusion you may also suggest further work or study needed on the topic, as well as ways the new work can be used or applied in other cases. It is not meant to be a summary or restatement of the entire project, which belongs in the abstract. If you have developed any strong personal opinions about the subject this is the place where such content is appropriately presented.

Limitations and Further Research: in this section you should outline any limitations that have been evident in and impacted upon the research conducted. In addition, recommendations should be made for how the research outlined could be taken forward and build upon by other researchers. It is essential that you are both honest and realistic in your critique and recommendations for future research.

References: a complete list, properly set out, with all relevant details. All references cited in the text should be included here - and vice versa. There are a number of different referencing methods / variations on methods, but the most appropriate for business research is the Harvard Referencing System. See Appendix B for further guidance on the Harvard Referencing System.

Appendices: (if appropriate). As a general rule, if figures, tables, charts or quotes are less than a full page and can be conveniently included in the text, you will want to do so, since reference to appendices is awkward for the reader. All such material, in the text or at the end, should be titled and sequentially numbered. Tabular material which is presented in landscape format should be bound with the top of the table to the spine. Appendices are labelled alphabetically, although if there is little such material and it is all of a similar nature, it may all be included in one Appendix. Appendices are not included in the final word count. Equally, however, they are not included in the main marking of the dissertation. Do not put into an appendix any information, discussion or data that is **essential** for your argument or conclusions. Appendices are intended to support and provide additional, substantiating information for your work, not as a 'dumping ground' for anything that you could not get into the main text because of word count restrictions.

General points

Writing Style: A high quality of English should be maintained, consistent with a final year undergraduate degree. Specifically, you should pay attention to correct spelling, grammar, punctuation, sentence structure and clarity of style. Remember that the second marker (and possibly the External Examiner) will not necessarily be a specialist in your topic, so do not rely heavily on specialist language. It is your responsibility to edit the text for typing errors, even if the document is copy-typed by someone else. The role of the supervisor does not extend to proof reading your dissertation for you.

Page Layout: Pages should be numbered, starting with and including the title page. This is especially important when giving a draft copy of chapters to your dissertation tutor.

Margins: Please leave sufficient margins to allow for binding. Minimum of 20mm for top and bottom, and 40mm inside margin (binding side) and 20mm for outside margin are recommended.

Tables and charts: should be numbered in sequence by chapter, e.g. Table 3.1 is the first table in Chapter 3. Each figure should be accompanied by a descriptive title which completely explains the contents of the figure.

Legibility: The dissertation must be word processed, and both the hard copy and electronic copy must be on / formatted for A4 paper. Line Spacing must be at least one-and-a-half lines and not more than double-spaced. Both the draft and final copies of the dissertation must be produced in such a manner that the text is entirely legible, and at least suitable to produce an image *that a photocopier could easily reproduce*.

Binding: For a document of this length you will need a form of binding that is more durable than the common forms used for essays. Thermal binding and comb-binding, with soft or plastic covers, are both equally suitable. You do not need to use 'perfect-binding' with hard covers.

Citation and Referencing

Plagiarism

- The intellectual work of others that is being summarised in the dissertation must be attributed to its source. **This includes material you yourself have published or submitted for assessment here or elsewhere.**
- It is also plagiarism if you copy the work of another student. In that case both the plagiariser and the student who allows their work to be copied will be disciplined.
- When writing dissertations and essays, it is not sufficient to just indicate that you have used other people's work by citing them in your list of references at the end. It is also not sufficient to just put "(Bloggs, 2008)" at the end of a paragraph where you have copied someone else's words. **It is essential that the paragraph itself be IN YOUR OWN WORDS.**

- The only exception to this is if you are quoting a source. In that case you must put the quotation in quotation marks and cite the source, including page reference, immediately afterwards. If the quotation is longer than a sentence, you should indent and set off the whole passage; when the quotation is indented in this way it is not necessary to use quotation marks, but, as always, the author, date, and page number should be cited.
- It is assumed that all ideas, opinions, conclusions, specific wording, quotations, conceptual structure and data, whether reproduced exactly or in paraphrase, which are not referenced to another source, is the work of the student. If this is not the case, an act of plagiarism may have occurred, which is cause for disciplinary action at the programme or University level. IT MAY LEAD TO DISMISSAL FROM THE UNIVERSITY, AND NO DEGREE BEING AWARDED.

Here is a real-life example of plagiarism. Quoted first is an extended passage from a textbook, then a passage from a real student essay.

A quotation from Mike Featherstone (1990), *Consumer Culture and Postmodernism* (London, Sage), p. 14 (emphasis added – some passages have been underlined to indicate where the student has plagiarised):

If from the perspectives of classical economics the object of all production is consumption, with individuals maximizing their satisfactions through purchasing from an ever-expanding range of goods, then from the perspective of some twentieth-century neo-Marxists this development is regarded as producing greater opportunities for controlled and manipulated consumption. The expansion of capitalist production, especially after the boost received from scientific management and 'Fordism' around the turn of the century, it is held, necessitated the construction of new markets and the 'education' of publics to become consumers through advertising and other media (Ewen, 1976). This approach, traceable back to Lukács's (1971) Marx-Weber synthesis with his theory of reification, has been developed most prominently in the writings of Horkheimer and Adorno (1972), Marcuse (1964) and Lefebvre (1971), Horkheimer and Adorno, for example, argue that the same commodity logic and instrumental rationality manifest in the sphere of production is noticeable in the sphere of consumption. Leisure time pursuits, the arts and culture in general become filtered through the culture industry; reception becomes dictated by exchange value as the higher purposes and values of culture succumb to the logic of the production process and the market...

Student essay:

From the perspective of some twentieth century neo-Marxists these developments produce greater opportunities for controlled and manipulated consumption. On the one hand critical theorists from the Frankfurt school stress that the same commodity logic and instrumental rationality manifested in the sphere of production is also noticeable in the sphere of consumption. Leisure time pursuits- the arts and culture become filtered through the 'culture industry': the mass media and popular culture.

(Adorno and Horkheimer, 1979). Reception becomes dictated by exchange value as the higher purposes and values of culture succumb to the logic of the production process and the market.

Clearly, this student did not express the ideas in their own words; there is no way of knowing whether he or she understood the original. The student was convicted of plagiarism.

Referencing

A most important feature of academic work is the proper acknowledgement of the work of others in relation to your own work. When planning any kind of study the first thing to do, after defining your subject area, is to review the literature available on the subject. It may be helpful to consider recording all the information that you have consulted as a database on a computer or on index cards. This will save a lot of time later on, and in particular it is important to note where you found the information as well as the details of the reference itself so that it may be traced again.

What is a reference?

A reference is any piece of information (book, journal article, video or website) to which the writer of a dissertation *refers* directly either by quotation or by the author's name. A reference gives information about the source (usually an original source) from which the writer of the dissertation has taken or used material. The purpose of a reference is to enable the reader to locate that information as easily and quickly as possible. Individual references used in the text are, in addition, compiled in a list at the end of a piece of written work.

A bibliography is an extended list of references dealing with particular subject matter, and may include not only the references made by the writer in the text of an dissertation, but also others the writer has found useful, perhaps as background reading, even though they are not directly referred to in the written work itself.

For your dissertation you should **only** supply a list of references directly used in the dissertation; **DO NOT** supply a bibliography.

In summary, you are expected in your written work to refer directly by source and/or author to any material that you have used in your dissertation, and to provide a list of those references on separate pages at the end of the dissertation (in other words, NOT within footnotes).

Why write references?

References are needed both to give credit to authors whose work has been used and to enable readers to find out where material came from in which they may be interested. Readers may wish to check that the reference is a correct citation of a source, and to follow up by reading that source. References help support an argument and validate any statements that are made. Any phrases, sentences or paragraphs taken from another source must be acknowledged, as must ideas from such a source; if the

acknowledgement is not made it is called plagiarism and your own work will be discredited, and sanctions imposed when this is discovered.

Harvard Referencing System

There are many methods of writing and arranging references so that they may be accurately and systematically recorded. At the Plymouth Business School we use the Harvard system and believe it is the most appropriate to use for your dissertation. It is mandatory and you must use it. The Harvard system is based on the author's surname and is easy to use and to check. Do NOT mix it up with any other referencing scheme (such as ones using numbered references in the text). You must read Appendix B of this document, which gives a full description of The Harvard Referencing System.

Students Responsibilities

Meeting guidelines in this document

It is your responsibility to comply with the guidelines in this document. Failure to do so may cause the final dissertation mark to be reduced or may invalidate, delay, or prevent the successful completion of the dissertation.

Selection of topic

Selection of a suitable dissertation topic rests with the *student*. However, any member of staff may be approached for suggestions and ideas, at their convenience. The student cannot be required by a member of staff to undertake a topic that is not acceptable to the student.

Contact with your dissertation tutor

Once a dissertation tutor is assigned, he / she will contact you to set up the first meeting. The meeting will be at the convenience of your dissertation tutor but should take into consideration teaching timetables.

Try and follow these rules:

1. All meetings with your dissertation tutor should be arranged by appointment.
2. You should arrive at the agreed meeting place on time.
3. If you have work for the dissertation tutor to appraise then it should be submitted to them sufficiently in advance of the meeting to allow them time to read and comment on it. This should preferably be at least a week before the meeting.
4. Always arrive at a tutorial meeting with an agenda of the areas that you wish to discuss

5. Be prepared to show your dissertation tutor the sources of information that you are currently consulting for your dissertation.
6. Maintain contact by email with your dissertation tutor throughout the dissertation period and if you are having problems let them know ASAP.

As a student you can expect:

- A **maximum of 7 meetings** with your dissertation tutor, plus contact via email where necessary.
- Guidance on the standard of your work and its structure
- Staff to meet you at the arranged time
- Comments on **ONE** draft of your dissertation providing that it is submitted to your tutor no later than 1st April 2023.

As a student you cannot expect:

- Your dissertation tutor to provide you with all of your reference material.
- Your dissertation tutor to read and comment on copious drafts of your dissertation and correct your English.
- Your dissertation tutor to state in advance of the examination of the dissertation as to whether it will pass.
- To change dissertation tutors without just cause. Problems, should any occur, must be raised with the dissertation co-ordinator (John White).
- To hit the deadline / pass if you change your topic area, and modes of inquiry.

Remember: your dissertation tutor (along with another member of staff) is also your examiner and as such must restrict their input into your work. Therefore, it is reasonable to ask for comments on 1 full draft of your dissertation (providing they are given it to comment on no later than 1st April 2023. The availability of academic staff will be dependent on their other duties, which include: teaching on other modules, marking assignments and exams, management responsibilities, university consultancy work, placement visits, business and community engagement projects, etc – as a result you cannot expect your dissertation tutor to be available at short notice or at your beck and call. It is not the responsibility of dissertation tutors to address your time management / dissertation planning shortcomings.

Meeting Deadlines

The deadlines specified in this document are set to ensure that the dissertation moves forward in a timely fashion and that undue pressure is not placed on the student, dissertation tutor, or other school staff.

Originality

It is the student's responsibility to verify that the title and the approach of the dissertation are reasonably original. However, a student may not claim exclusive rights to a topic area.

Referencing

See Appendix B.

References

Gray, D. (2009), *Doing research in the real world – 2nd edition*, London: Sage.

Gill, D. and Johnson, P. (2002), *Research methods for managers – 3rd edition*, London: Sage.

Appendix A – Example Contents Page

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11. Referencing

There is an excellent resource to help you reference accurately using the Harvard system. This is available in the library (shelf mark 808.027 PEA) and [online](#) (you can access the online version for free by logging in as a University of Plymouth student). Guidance on referencing (including the above resource) and plagiarism is also available [here](#)

These Harvard-based guidelines are generic and are meant to supplement, not replace, the guidelines given to you elsewhere on the programme, which may be provided in your module outlines / on the portal. You are advised to follow your module/programme instructions exactly for citing and referencing sources, and use this guide for further information only. For further information on a wide variety of sources, consult Pears, R. and Shields, G. (2008) *Cite them right: the essential referencing guide*. Newcastle upon Tyne: Pear Tree Books.

Contents:

1. [In-text references / citations](#)

This means how to put references in the body of your assignment, and this section includes the following cases:

- 1.1 [A typical reference](#) - what to include and what not to
- 1.2 [Incorporating others' material](#) - words and expressions to use
- 1.3 [Author's name occurs naturally](#) in the sentence
- 1.4 [Author's name does not occur naturally](#)
- 1.5 [Page numbers](#) - when to use them
- 1.6 [More than one cited document](#) by the same author(s) in the same year
- 1.7 [Two authors](#) of one work
- 1.8 [More than two authors](#) of one work
- 1.9 [Dictionaries, encyclopaedias or other collaborative works with several authors](#)
- 1.10 [No originator / Anon](#)
- 1.11 [Newspaper where no author is given](#)
- 1.12 [Corporate authors or organisations](#) where no individual's name is indicated
- 1.13 [Year of publication unknown](#)
- 1.14 [Secondary sources](#) (one author referred to in another's text)
- 1.15 [Different authors saying the same thing](#)
- 1.16 [Author in an edited book](#)
- 1.17 [Diagrams, photos, charts, maps and other illustrations](#)
- 1.18 [Unsure whether to cite or not?](#)
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2. [Reference list or bibliography](#)

This means how to make a reference list or bibliography (this section describes the [difference](#) between the two) at the end of your assignment for the following types of sources:

- 2.1 The difference between a reference list and bibliography

2.2 How to make a reference list

- 2.2.1 Books (several authors, edited books, chapters, editions, same author and year, theses and dissertations)
- 2.2.2 Journal Articles (periodicals, printed, electronic and online)
- 2.2.3 Downloaded articles
- 2.2.4 Web pages
- 2.2.5 Conference papers
- 2.2.6 Newspapers
- 2.2.7 Film and television programmes
- 2.2.8 Interviews
- 2.2.9 No obvious author, publisher, date or place, inc. Government publications

NB for types of source not listed here, please refer to Pears, R. and Shields, G. (2008) *Cite them right: the essential referencing guide*. Newcastle upon Tyne: Pear Tree Books

1. In-text references / citations

How to put references in the body of your assignment

- 1.1 **A typical in-text reference** in an author/date (Harvard type) system might look like the one below. Note that the full stop comes after the reference to include it in the sentence to which it refers:

One of the most problematic aspects of environmental policy-making is said to be that of persuading big actors of its apparent importance (McDonald, 2006). However...

When you are putting references into the body of your assignment, whatever type of source you use (book, newspaper article, journal article, website etc.), the basic principle is the same in Harvard styles of referencing: you just need to include the **author's surname** and **the year of publication**.

Do not include too much information in the in-text reference: the web address, publisher, title etc. are not necessary and are distracting, unless they occur naturally in the sentence to help give it meaning - for example:

In Poole's article on 'Why the polar icecaps are melting' (2006), the biggest cause is cited as being...

1.2 Incorporating others' material

In this document, we have tried to vary how the references are integrated to avoid excessive repetition. The reference needs to be attached to the particular piece of material it refers to, but depending on how the material is incorporated into your work, the reference may come at the beginning, in the middle or at the end of your sentence - they are all acceptable, and varying how you use them avoids irritating repetition. The following three tables give examples of phrases you can use to integrate ideas and/or citations into your text:

- *as the verb in the main clause, followed by a 'that' clause*
Rees (2004) argues that ...
Rees (2004) observes that ...
- *as the verb in a 'comment' clause, followed by the main clause:*
As Rees (2004) argues, ...
As Rees (2004) observes, ...
- *as a noun in the main clause*
Rees (2004) uses the argument that ...
Rees (2004) makes the observation that ...

Other commonly used expressions are:

- *for quotation (remember to include the page number) or paraphrase (no page number)*

According to Rees (2004), ...

As far as Rees (2004) is concerned, ...

- *for quotation only*

In the words of Rees (2004:6), '...'

To quote Rees (2004:6), '...'

With regard to ... , Rees (2004:6) has the following to say: '...'

If the suggestion that '...' (Rees, 2004:6), then a question must be asked about...

Some more phrases to use:

Making statements and giving options	Making observations and referring to sources or data
to assert to make an assertion to believe to claim to make a claim to consider to express ~ to say to state to suggest to make a suggestion to think	to cite to document to draw upon to find to indicate to note to observe to make an observation to point out to quote to refer to to report to show
Arguing	Defining and Describing
to argue to present/put forward an argument to conclude to reach a conclusion to contend (noun: contention) to demonstrate to emphasise to place/put emphasis on	to call ~ ~ to categorise to divide ~ into ~ categories to classify (noun: classification) to describe to describe ~ as ~ to define ~ as

to hypothesise to present a hypothesis to insist to make ~ clear to make a point to reason to recommend to make a recommendation to show to stipulate to stress	to give a definition to give an example to identify to illustrate to give an illustration to liken ~ to to refer to ~ as
Agreeing with another viewpoint	Disagreeing with another viewpoint
to accept to acknowledge to admit to agree to be in agreement with to concede to make a concession to recognise to support (a view)	to counter (an argument) to criticise ~ to make a criticism of ~ to differ to disagree to dispute ~ to oppose ~

1.3 If the **author's name occurs naturally** in the sentence, the year is given in parentheses, for example:

In a popular study Widdecombe (2005) argued that deforestation was the regrettable result of...

1.4 If the **name does not occur naturally** in the sentence, both the name and year are given in parentheses, for example:

More recent studies (Williams, 2007; Roberts, 2007) show that carbon emissions produced by increased reliance on the private car and much greater use of air transport have a significant impact on...

1.5 Page numbers should be included when you are citing direct quotations, however short or long. The number(s) should appear after the year within the parentheses.

The following two styles (with either just a colon, or with a comma and p. [page] or pp. [pages]) are the most commonly used - your handbook will either specify one format, or you can choose which to use, but be consistent: **(2005, p.3)** or **(2005:3)**,

As noted by Weare (2005:3), 'the phenomenon observed is dramatic', which suggests that...

- 1.6** When an author has published **more than one cited document in the same year**, these are distinguished by adding lower case letters (a, b, c, etc.) after the year and within the parentheses, for example:

Hudson (2005a) discussed the possible problems associated with nuclear power...

- 1.7** If there are **two authors**, the surnames of both should be given for example:

Bell and Rowley (2006) propose that renewable sources of energy...

- 1.8** If there are **more than two authors**, the surname of the first author only should be given, followed by '*et al.*' (Latin for 'and others', preferably in *italics* in both the text and the reference list at the end, and followed by a full stop as it is an abbreviation), for example:

Chavez *et al.* (1997) conclude that the solution lies in improved education to promote sustainability literacy...

- 1.9** For works such as **dictionaries, encyclopaedias** or **other collaborative** works of several authors, none of whom have a dominant role, the **title** may be used, for example:

Global warming can be defined as 'the rise in the earth's surface air temperature associated with the increase of carbon dioxide in the atmosphere' (Cullins' Encyclopaedia of Climate Change, 2006).

1.10 If there is **no originator** then '**Anon**' should be used.

It has been suggested (Anon, 2006) that...

or

One source considers that...(Anon, 2005).

1.11 However, if it is a reference to a **newspaper where no author is given**, the name of the paper can be used:

The *Daily Record* (1999:3) conducted a survey into peoples' attitudes towards environmental issues...

1.12 For **corporate authors or organisations where no individual's name is indicated**, use the organisation name instead, for example:

One study (People and Planet, 2004) found that...

1.13 If the exact **year of publication is not known**, but there is some indication of roughly when the text was written, 'ca' ('circa') should be used, for example:

In his recent survey, Shearer (ca 2005) claimed...

If there is **no indication of date** (but you think the text is still valid and useful nonetheless), say so, for example:

In his survey, Jones (no date supplied) found that...

1.14 For a **secondary source** (ie if you refer to a source quoted in another work), ideally you should aim to trace the original source. If you are unable to check it, you need to cite both in the text, for example:

A study by French (1984, cited in Saunders, 1995:24) showed that...

(Note that you need to list the work you have used, i.e. Saunders, in the list of references section at the end of the essay and in the bibliography)

- 1.15** If a **number of different authors are essentially saying the same thing** or agree on a particular issue, you can include all the different authors in one reference for example:

Many studies suggest (Smith and Stafford, 2006; Hassan, 2005; George, 1999; Bertelli, 1997) that...

- 1.16** Referring to an author in an **edited book**, name first the author you are referring to, and then the editor:

Shail (1999, in Source and Furze, 2000) suggests that...

- 1.17** **Diagrams, photos, charts, maps and other illustrations** should be cited like quotations with the author and date given alongside the illustration and full details included in the list of references.

- 1.18** If you're **not sure whether to cite something**, err on the side of caution and cite it.

- 1.19** The **number of citations** an essay should have varies depending on the nature of the work. However, you should be averaging at least 2-3 citations per A4 page of text. Note that it is perfectly acceptable for every paragraph to carry one or more references. Indeed, some sentences may even have more than one reference.

- 1.20** However, remember that the objective is not to simply regurgitate what others have said, but to **compare, comment on and critique** relevant material and theories (see Study Guide 8, 'Critical Thinking' on our portal pages: www.plymouth.ac.uk/learn. There's also information on how to book a tutorial with a Learning Development advisor). The reason you use others' material is to explore and develop ideas, so you should not think of references as a crutch for your existing (perhaps only partially informed) beliefs. Therefore, when integrating others' material into your text it is important to **analyse it, show how it is relevant, discuss its significance and evaluate the theory** in question as opposed to simply pasting it in to bulk out the assignment or serve simply as a second opinion. With this in mind, aim to find the **'right' balance** between using others' work to illuminate your enquiry and illustrate your claims, without leaning on it so heavily that your assignment has little or no input of your own.

2. Reference list or bibliography (Harvard system)

2.1 The difference:

You need to cite your sources both in your text, at the point at which a document is referred to in the text of your work and secondly, in more detail, in a list at the end of the work. The list of information sources cited at the end of the essay can be called either a 'reference list' or a 'bibliography' depending on the academic discipline concerned. In some cases the two terms are interchangeable, but some disciplines maintain a distinction between the two: **a reference list is a list of the actual references cited in the text** of your written work, whilst **a bibliography is a wider list including all information sources related to the topic** that you have consulted, even the ones not cited in your text.

It is acceptable on some courses to use both a reference list and a bibliography, provided that they are clear, consistent and structured correctly (consult your programme handbook and/or module leader). However, do not provide a bibliography without a list of references - you must include the list of references. You may lose marks if you omit the references but you will probably not be penalised if you do not include a bibliography.

2.2 How to make a reference list at the end of your assignment:

Format: Different types of sources (i.e. books, articles etc.) require slight variations in the format and order that details are presented in the reference list in order to differentiate one type from another. The basic principle of starting with the author's surname, initial(s), year and title is fairly consistent throughout, but take note of formatting variations and other publishing information (etc.) required. Although *italics* were conventionally used for book titles and other titles, some journals and departments have exchanged these for **bold** text in line with SENDA guidelines that identify difficulties for some individuals in reading **bold** (e.g. The Faculty of Health and Social Work's Assess guidelines). Whichever type of formatting you use, **be consistent i.e. use the same system throughout your entire list.**

Capital letters: conventions vary. Some people prefer to capitalise all major words; some recommend doing exactly as the source text does (though this can make your reference list appear inconsistent). We recommend you follow the simplest principle of using sentence case for article titles, but don't forget that titles which are also names will need capitalisation for all major words, e.g.

People, penguins and plastic trees: basic issues in environmental ethics,
Journal for the Environment

Punctuation: pay careful attention to when to use commas, full stops, semicolons, inverted commas and round or square brackets, as these have different meanings, as you'll see in all the examples in this guide. The most important thing (again) is that you are **consistent** - show that you are taking care.

Alphabetical order: Regardless of the type of source your information comes from, your list of references should be in alphabetical order according to the author's surname ('Anon' would appear with the 'A's'). **Have a look at the bottom of this document to see what a reference list actually looks like.**

2.2.1 How to put **books** in the reference list at the end of your assignment

- If you are referring to a **book**, you should give the following information:

Surname, Initials. (year of publication) *Title*. Edition (if not the first). Place of publication: Name of publisher.

- You should distinguish the **title** of the book by using *italic* text, for example:

Soper, K. (1995) *What is nature? Culture, politics and the non-human* (2nd edn.). Oxford: Blackwell

- If there are **more than two authors** you can either give the name of the first author followed by *et al.* (Latin for 'and all'; Latin text usually appears in *italics*) or print each name, for example:

Grafton, Q. *et al.* (2004) *The economics of the environment and natural resources*. Oxford: Blackwell.

Or

Grafton, Q., Adamowicz, W., Dupont, D., Nelson, H., Hill, R. J. and Renzetti, S. (2004) *The economics of the environment and natural resources*. Oxford: Blackwell.

- If the book is an **edited publication**, use 'ed.' (or 'eds.' if there are more than one) to distinguish the editor (who you will put in place of the main author) from contributing authors, for example:

Gray, T. (ed.) (2000) *Developing interpersonal skills: a complete beginner's guide*. Looe: Looe Publishing Company.

N.B. publisher's details should be given in the shortest form in which it can be understood and identified internationally - here it would probably be acceptable to say 'Looe Publishing Co.'

- If your material has come from a **specific chapter**, reference that chapter as part of the book (note that the title of the chapter should be in inverted commas, and

the book title should be in *italics*), rather than just referencing the whole book if you haven't used the rest, as follows:

Newstead, S. E. and Hoskins, S. (1999) 'Encouraging Student Motivation', pp. 70-82, in Fry, H., Ketteridge, S. and Marshall, S. (eds.) *A handbook for teaching and learning in higher education*. London: Kogan Page

- If you are using the **first edition** of a book you do not need to note that it is the first edition. However, you must always note subsequent editions of a book - for example, second or third editions - because different editions can often mean that the content and page numbers have changed from the previous edition for example:

Shepherd, K. (1987) *Research ethics* (3rd edn.). Birmingham: The Book Company

Impressions and reprints signify the reprinting of a book because the previous print run has sold out. They should not be confused with **new editions** as the content is the same and page numbers have not changed. Therefore, there is no need to note impressions or reprints in your reference list, and the date you record should be the latest *publication* date, not the later reprint date.

- If you have used *two pieces of writing from the same author*, written in the same year, you should add a letter after the year to distinguish them in your main text, and use the same letters correspondingly in your reference list. Call the first one you refer to 'a' and continue the lettering from there, for example:

Jones, G. J. (2005a) *Rogue states and rogue statesmen*, Oxford: Blackwell

Jones, G. J. (2005b) *Left to right: correcting the balance*, Oxford: Blackwell

Postgraduate theses and **dissertations** are handled very much like books.

2.2.2 How to put **journal (periodical) articles** in the reference list at the end of your assignment:

Surname, Initials. (year) 'Title of article', *Name of Journal* (with capitals as they appear in the journal), volume number (part number), pages.

NB. The **journal title/name** should be in *italics*, not the article title, in the same way as books and chapter titles, that is, the main title is italicised, and the lesser title appears in inverted commas. Also note that if there is no volume number or part number, the exact full date should be used, e.g. 03.05.2006.

Zandonella, C. (2001) 'Is it all just a pipe dream?' *Nature*, 410 (6830), pp. 734-738.

How to put articles in electronic journals in the reference list at the end of your assignment:

Some journals are solely available via the web; most are web versions of existing hard-copy journals. Use the following format:

Author, INITIALS. (year) 'Title of article', *Title of Journal*, volume number (issue number) *Name of Collection* [Online]. Available at: URL of collection (Accessed: date).

Grant, P. and Gandhi, P. (2004) 'A case of cannabis-induced pancreatitis', *Journal of the Pancreas* [online], 5 (1), 41-43. Available: <http://www.joplink.net> [date accessed: 8 June 2004]

Digital Object Identifiers: this is a new numerical system for classifying and tracing electronic sources which is being used increasingly, especially in the sciences. Some articles will highlight this alongside other referencing details. It can be incorporated in place of the URL:

Author, INITIALS. (year) 'Title of article', *Title of Journal*, volume number (issue number) *Name of Collection* [Online]. Available at: Digital Object Identifier (Accessed: date).

Horsh, E. P., van Altena, W. F., Cyr, W. M., Kinsman-Smith, L., Srivastava, A. and Zhou, J. (2008) 'Charge-coupled device speckle observations of binary stars with the WIYN telescope. V. Measures during 2001-2006', *Astronomical Journal*, 136, pp. 312-322. [Online] DOI: 10.1088/0004-6256/136/1/312 (accessed: 7 July 2008).

2.2.3 How to put downloaded articles in the reference list at the end of your assignment:

Many organisations allow you to download key documents such as reports and policies. In most cases these documents will come with information on author, date, title and publisher, and often include page numbers, and should therefore be referenced as a normal hard-copy document, along with the URL and the date accessed.

2.2.4 How to put web pages in the reference list at the end of your assignment:
For web pages you should aim to include (where available) the:

- Author of the information (a person, group or organisation), if there is one

- year (most web pages have a date at the bottom of the page)
- Title
- URL (i.e. whole web address including numbers, slashes etc.)
- the date you accessed the web page.

It is important to include the access date as web information is prone to constant change and sometimes disappears altogether. For example, the reference for a web page would appear in your reference list as follows, for example:

Hayes, M. J. (2001) *Intellectual property rights*. Available at:
www.jisclegal.ac.uk/ipr/IntellectualProperty.htm (Accessed: 8 June 2004).

- Some web pages include two dates, one for when the web page was established and another for when it was 'last modified' - always use the most recent date for your reference. If no date is provided write 'no date supplied' in parentheses, if you deem the source useful despite this missing information. If no author information is listed on the web page, you would simply write the reference as follows, using the corporate (company or organisation) author who produced the page, for example:

English Nature (2004) *Botany: plants and threats*. Available at:
<http://www.english-nature.org.uk/science/botany/plant5.htm> (Accessed: 8 June 2004).

2.2.5 How to put **conference papers** in the list at the end of your assignment:

Contributing author's surname, INITIALS. (year) 'Title of Contribution', *Title of conference*. Location and date of conference. Place of publication: Publisher, page numbers of contribution.

For example:

Cook, D. (2000) 'Developing franchised business in Scotland', *Small firms: adding the spark: the 23rd national small firms policy and research conference*. Robert Gordon University, Aberdeen 15-17 November. Leeds: Institute for Small Business Affairs, pp. 127-136.

2.2.6 How to put **newspapers** in the reference list at the end of your assignment

Since newspapers are published regularly you need to give the exact date of publication. Many newspaper articles do not have an author. When no author is named, cite a newspaper article in the following manner, for example (NB. the newspaper name is the MAIN TITLE, therefore in *italics*):

The Times (2004) 'Getting Physical: Exercises for a Leaner and Fitter Government'. *The Times*. 30 April, p. 25.

- If there is an author, then simply follow the normal procedure, that is, for example:

Sample, A. (2004) 'Civilisation safe as nanobot threat fades'. *The Guardian*, 9 June, p. 5.

- If the information is from a particular part of a newspaper, you can note this by stating the name of that section after the date in the following way (in this case 'G2'):

Richards, S. (2004) 'Our place in Kampala'. *The Guardian*, G2, 9 June, p.12.

2.2.7 How to put **television programmes** and **films** in the reference list at the end of your assignment:

- *Television programmes*: 'Title of episode' (year of transmission) Title in italics, Series number, episode number. Name of channel, date of transmission

'Indian ocean – coastal' (2008) *Oceans*, Series 1, episode 6. BBC2 Television, 4 December.

- *Film title in italics* (year of distribution) Directed by + director's name [*Film*]. Place of distribution/production company: production company's name. If you are referring to a DVD or videocassette, put this in square brackets in place of 'Film'.

Fahrenheit 9/11 (2004) Directed by Michael Moore [*Film*]. Santa Monica, California: Lions Gate Films.

OR

Fahrenheit 9/11 (2004) Directed by Michael Moore [*DVD*]. Santa Monica, California: Lions Gate Films.

2.2.8 How to put **interviews** in the reference list at the end of your assignment:

If your essay or research includes interviews with people who are experts in their field, you must enter them in your list of references. Give their title, name and initial, their field of expertise, the name of their company, institution, etc., for example:

Surname of interviewee, Initials. (year) Private interview OR Title of interview. [Interview by interviewer's Initials and Surname, day, month].

Pr. A. Sky (2003) Private interview. [Interview by Bewick, N., 22 February]

If possible, attach a transcript of the interview to your assignment, provided that it is reasonably short.

2.2.9 What to put in the reference list at the end of your assignment if there's **no obvious author**:

Many government reports and publications produced by organisations (for example the United Nations, the NHS, the Organisation of Economic Co-operation and Development (OECD) and so on) have no identifiable author. In this situation, reference the publisher in place of the author, (the details of which are usually found on the inside cover) which is usually the agency, department, or organisation producing the document. Sometimes, government publications include a preferred way to be referenced, also located on the inside cover. However, the usual case is that few reference details are given. For example, an OECD publication with no author would be referenced in the following way:

Organisation of Economic Co-operation and Development (1998) *Economic indicators*, Paris: Organisation of Economic Co-operation and Development.

Government departments produce many publications that are often published by one publishing agency. In this case, always reference the department as the author, unless the document itself requests a particular format that differs from the one below:

Department of Industrial Relations (1995) *Best practice is action*, Canberra: Australian Government Publishing Service.

If a reference is missing essential bibliographical material, it is acceptable to inform the reader of this. Publisher and date details are not always provided in reports, so you might put, for example, [publisher unavailable]. However, bear in mind that sometimes this lack of information can undermine the credibility of a document or text, either actually or in your reader's mind, so double check that it is a reliable source.

Sometimes there may be **no author or publisher listed**. Your only options then are to reference the title of your information source along with the year it was published and as in the example below:

Treasures of Britain and treasures of Ireland (1990) Reader's Digest Association Ltd.

or

Anon (1990) *Treasures of Britain and treasures of Ireland, Reader's Digest Association Ltd.*

Include this entry with the other surnames beginning with 'A' in your alphabetically ordered reference list.

List of References

Barrie, J. M. and Prestie, D. E. (2000), 'Digital plagiarism - the web giveth and the web shall taketh' *Journal of Medical Internet Research*, 2 (1):e6. [online] <http://www.jmir.org/2000/1/e6>
Accessed January 11th 2001

Graham, D. T., McNeil, J. and Pettiford, L. (2000), *Untangled web: developing teaching on the internet*. Prentice Hall - Pearson Education Ltd., pp.308.

Learning Resources - UCN (2000), *Referencing guide - the Harvard system*. Learning Resources, University College Northampton. [online] <http://www.northampton.ac.uk/lrs/lib2/referencing/refword.html> Accessed February 28th 2001

Netskills (2000), *Quality evaluation exercises*. Netskills, University of Newcastle, [online] pp.10. <http://www.netskills.ac.uk/> Accessed January 12th 2001

Pears, R. and Shields, G. (2008), *Cite them right: the essential referencing guide*. Newcastle upon Tyne: Pear Tree Books

RDNVTS (2000), *Citing internet resources*. Resource Discovery Network Virtual Training Suite (RDNVTS).[online] <http://www.vts.rdn.ac.uk/howtocite.htm> Accessed February 28th 2001

Ryan, S., Scott, B., Freeman, H. and Patel, D. (2000), *The virtual university*. Kogan Page, London, pp.204.

Swan, M. (1995), *Practical English usage* (2nd edn.). Oxford: Oxford University Press

Based on an internal UoP guide produced by Sharon M. Parker 2001. Updated December 2008.

**APPLICATION FOR ETHICAL APPROVAL OF RESEARCH:
UNDERGRADUATE/POSTGRADUATE PROJECTS and DISSERTATIONS**

1. Name of Student:

2. Supervisor:

3. Dates and duration of the research project:

4. Aims and objectives of research project:

5. Brief description of research methods and procedures:

Specify subject populations and recruitment method. Please indicate also any ethically sensitive aspects of the methods. Continue on additional sheets if required.

(a) Participants – inclusion/exclusion criteria

(b) Method of recruitment

(c) Details of research methods

6. Declaration

To the best of our knowledge and belief, this research conforms to the ethical principles laid down by Plymouth University.

Student:.....Signed:.....Date:.....
Please print

Supervisor:.....Signed:.....Date:.....
Please print

Marketing Dissertation Interim Assessment Feedback Form

Student Name:

Supervisor Name:

Markers Names:

The table below provides feedback on the strengths and weaknesses of the proposed dissertation.

<p>Clear & appropriate research question, outlining specific aims & objectives</p> <p>Topic appears feasible and well planned</p>	<p style="text-align: center;">Selection & Development of Research Question</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Inappropriate research question, aims and objectives unclear</p> <p>Badly planned and poorly developed topic</p>
<p>Comprehensive search</p> <p>Covers current & past research</p> <p>Deep insight into theoretical issues</p>	<p style="text-align: center;">Literature Search / Review</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Cursory coverage</p> <p>Out of date / lacks historical context</p> <p>Little theoretical insight given</p>
<p>Appropriate, explained and justified</p> <p>Appropriate conceptual model developed</p> <p>Critical assessment of approaches and limitations</p>	<p style="text-align: center;">Proposed Methodology</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Not appropriate / explained</p> <p>Model inappropriate / absent</p> <p>Limited assessment</p>
<p>Appropriate / rigorous data analysis</p>	<p style="text-align: center;">Proposed Data Analysis</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Inappropriate / insufficient data analysis for a final year dissertation</p>

Questions well answered, clear understanding demonstrated	Questions & Answers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Questions poorly answered, limited understanding evident
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General Comments

Mark Awarded%

Marketing Dissertation Assessment Feedback Form

Student Name:

Supervisor Name:

Moderator Name:

	Introduction	Literature Review	Methodology	Data Presentation and Analysis	Conclusion	Communication and Presentation
First Class 85% +	An excellent and clear research problem is presented of good depth for final year undergraduate level. Demonstrates a very clear and viable gap in the literature.	In addition to the below criteria. A contribution to the subject literature through its critical insight.	An approach that illustrates a critical consideration of appropriate methods of data collection. Substantial and appropriate data collected.	Innovative approach to analysis and interpretation of results demonstrating critical insight consistent with the findings.	An insightful and concise conclusion is presented. Limitations presented are bespoke to the research. Suggestions for future research is based on a critical evaluation of the research.	Writing style is exemplary and at appropriate level. Fully referenced to the requisite standard. Minimal grammatical and typing errors.
First Class 70-84%	A very good and clear research problem is presented of sufficient depth for final year undergraduate level. Demonstrates a clear and viable gap in the literature.	A current and comprehensive review of the literature showing some critical insight using primarily journal based sources. Very good theoretical insight to justify the research.	An approach that illustrates consideration of appropriate methods of data collection. It has very good justification and carried out with due care. Limitations of approach are clear. Appropriate amount of data.	A detailed analysis and critical synthesis of literature and the findings leading to insightful conclusions.	A detailed a concise conclusion is presented which highlights all the relevant findings. Well thought-out limitations and suggestions for further research is presented.	Writing style at a very high standard. Fully referenced to the requisite standard. Minimal grammatical and typing errors.

<p>Upper Second Class 60-69%</p>	<p>A good and sufficiently clear research problem is presented of reasonable depth for final year undergraduate level. Demonstrates a viable and for the most part, clear gap in the literature.</p>	<p>A good literature review is presented. Critical awareness of key theories and debates in the literature based upon a greater use of journal articles. Good theoretical insight to justify the research.</p>	<p>An approach that, on the whole, illustrates appropriate methods of data collection have been used. It has some justification and has probably been carried out with due care. Some limitations are noted. Data collected.</p>	<p>A more detailed analysis with some critical evaluation of the findings. Good and clear linkages are made to relevant literature, with some evidence of critical evaluation.</p>	<p>A good conclusion is presented which highlights most of the relevant findings. Good consideration of limitations and further research based on the research.</p>	<p>Good writing style. Mainly referenced to the requisite standard. Minimal typing and grammatical errors.</p>
<p>Lower Second Class 50-59%</p>	<p>A research problem is presented of reasonable depth but lacks sufficient clarity Demonstrates a viable gap in the literature, but not presented clearly.</p>	<p>A reasonable and for the most part descriptive literature review is presented. Limited critical insight is provided. Relevant literature and theories is included. Sufficient theoretical insight to justify the research.</p>	<p>Selected an appropriate method for data collection and articulated a clear but limited rationale for its adoption. Some data collected.</p>	<p>A clear but basic analysis is presented. The data presented is for the most part descriptive, but limited critical insight is given. Reasonable linkages are made to the literature.</p>	<p>A clear conclusion is presented which highlights most of the relevant findings. Reasonable consideration for limitation and suggestions for further research, but remain for the most part generic.</p>	<p>The writing style is adequate. Mainly referenced to the requisite standard with some errors or omissions. Typing and grammatical errors.</p>
<p>Third Class 40-49%</p>	<p>A research problem is presented of limited depth and lacks sufficient clarity Does not demonstrate a viable gap in the literature.</p>	<p>A poor and very descriptive literature review. Some inclusion of relevant literature and theories. Limited theoretical insight to justify the research. Limited view of the theory based upon some sources.</p>	<p>Appropriate method used with some care but with little justification. Methodological and procedural flaws evident. Little useful data collected</p>	<p>Limited evidence of appropriate analysis. Data presented is overly descriptive. A basic linkage is made to relevant literature.</p>	<p>Reasonable conclusion presented which highlights the relevance of some the findings. Limitations of the study and suggestions for further research are identified but are generic.</p>	<p>The writing style is poor. Not referenced to the requisite standard. Inadequate proofreading.</p>

<p>Fail 30-39%</p>	<p>A very poor research problem is presented of limited depth. A viable gap in the literature is suggested but not clearly articulated.</p>	<p>A very poor literature review. Limited inclusion of relevant literature and theories. Does not provide sufficient theoretical insight to justify the research. Narrow view of the theory based upon few sources.</p>	<p>Some appropriate method used with little justification. Methodological and procedural flaws evident. Little useful data collected. Fails to achieve a suitable sample size.</p>	<p>Very flawed analysis and data presented. Limited linkages to relevant literature. Fails to draw any logical conclusion.</p>	<p>Very flawed conclusions that does not highlight the importance of the findings. Very poor identification of limitations and suggestions for further research</p>	<p>The writing style is poor. Not referenced to the requisite standard with some major errors or omissions. Totally inadequate proofreading.</p>
<p>Fail 0-29%</p>	<p>An incomplete introduction. Vague suggestions of a research problem. A gap in the literature is not identified.</p>	<p>Incomplete literature review. Very limited inclusion of relevant literature and theories. Very limited or no theoretical insight to justify the research. Flawed and narrow view of the theory based upon very few sources.</p>	<p>Incomplete Methodology. Unacceptable in terms of design and execution. On the whole no methodology evident.</p>	<p>Incomplete Analysis. No real substantive analysis. Inappropriate analytical techniques used.</p>	<p>Incomplete Conclusion. No real substantive conclusion. Inappropriate suggestions for further research. Superficial identification of limitations</p>	<p>The writing style is very poor. Very few references and citations have been included. No evidence of proof reading.</p>

Feedback

The comments below provides feedback on the strengths and weaknesses of the dissertation

Introduction:

Literature Review:

Methodology:

Data Presentation and Analysis:

Conclusion:

Communication and Presentation:

Mark Agreed: %