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				01/10/2020

GENERAL INFORMATION				
1	Document category		Rules and regulations	
2	Document approver		Council of Institutes	
3	Minimum list of document users to be notified upon release of document update		All Academic Staff and All Students	
4	Document change history			
	A	Document Change Tracking Number	Date released	Change originator
		49/2020	01/10/2020	Pierre Dalmas/ Jacqueline Micallef Grimaud
	Change history (Section/change details)			
	Split from DOC 005 Programme Regulations (MQF 5 – 7)			
		Document Change Tracking Number	Date released	Change originator
Change history (Section/change details)				

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1 DISSERTATION GUIDELINES

1 Introduction

- 1.1.1 Undergraduate Students are expected to complete a dissertation as part of their final degree studies. Masters Students are expected to complete a dissertation in their final leg of studies. The recommended mode of grading a dissertation shall be through a viva session, where the indicative grading provided by the Student's supervisor will be taken into consideration. The student's final dissertation, that is formally submitted in hard bound and soft copy, shall be that which includes any changes requested by the viva as well as the subsequent Degree Ratification Board.
- 1.1.2 Students will be required to follow the Research Ethics Policy and Procedure referenced to below when conducting their research. This procedure refers the Institute Research Sub-Committee (IRC) that is responsible for approving the research project once a Research Proposal has been submitted to the IRC by the Student. Students shall not commence their research before they have approval in writing to proceed by the IRC. The IRC shall, in turn, seek ethics approval from the Research Ethics Committee before giving the final approval to the Student. Students should be very cautious in attempting to change their research theme once they have submitted their Research Proposal to the IRC, as this will cause delays that may result in the Student failing the research module.

Reference Document:

Doc 074: Research Ethics Policy and Procedure.

- 1.1.3 The Research Proposal, also called the 'Initial Proposal Form (Statement of Intent)', is a vital initial part of the Student's research endeavour. Students will normally be requested to submit at the end of their MQF Level 5 academic year, an 'Initial Research Proposal Form' (refer to document referenced to below that outlines plans for their early stages of research. Additionally, students are required to submit a detailed research proposal before entering the final year of the Level 6 programme that may be a continuation of their earlier research. In both cases, students shall seek approval from the IRC before commencing the research. The 'Initial Research Proposal Form' also includes summarized guidelines for ethical standards that are explained further in the 'Research Ethics Policy and Procedure'.
- 1.1.4 The Institute Director shall assign a dissertation Supervisor to support the student during the duration of the dissertation process. In cases where the Director, in consultation with the student, considers that the necessary expertise is not available in-house, the student is required to fill in the appropriate section in the 'Initial Research Proposal Form (Statement of Intent)' justifying and requesting prior approval of the proposed external dissertation Supervisor. The Student will also be required to ask the expert being nominated as an external dissertation Supervisor to submit to the Institute Director a CV including an attestation of his/her expertise. The Institute Director will determine, in consultation with the IRC, whether the choice of external dissertation Supervisor is justified and appropriate, or not. The Student cannot enter into commitments with the external Supervisor prior to the written approval of the Institute Director, after consulting with the IRC". The final decision is that of the institute director.

Reference Documents:

Doc 074: Research Ethics Policy and Procedure

Doc 164: Initial Research Proposal Form (Statement of Intent)

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- 1.1.5 Final Level 6 dissertation submissions shall (unless specified otherwise) follow the following schedule. The Student is to:
- Submit 2 spiral-bound copies of the dissertation to the Institute concerned together with an online submission for plagiarism checks, by Friday of the first full week of June.
 - Collect 1 corrected spiral-bound dissertation copy by the 15th of July from the Institute concerned during office hours.
 - Subsequently, submit 2 hard-bound copies and 1 PDF soft copy of the final corrected dissertation (in line with Clause 14.1.1) by the last Friday of September to the Institute concerned. One hard-copy of the dissertation will be kept in one of the MCAST Library and Learning Resource Centres, generally, the one closest to the Institute Campus where it was generated, while the other hard copy will be kept by the Institute concerned.

Students that fail their dissertation shall be provided with the following options to remedy their situation, following a decision by the MCAST Degree Ratification Board. This will be one of the following:

1. In cases of a marginally incomplete submission, Students will be given an extension till the end of October to resubmit their work. The research theme is to remain unchanged. The maximum grade achievable shall be a Pass, or 59% (Grade D). Students will still have the facility to graduate with their existing class cohort. In cases of extenuating circumstances, the Student's grade will not be capped at a Pass. As students will only have one chance to resubmit their work, they may opt to forfeit submission in October in favor of a later submission in the June window of the following year thus graduating the following year.
2. In cases of a significantly weak submission or no submission, Students will be requested to repeat their research project entirely over an additional academic year. The Degree Ratification Board may request that the Student enters a new or revised research stream here. The maximum grade achievable shall be a Pass, or 59%. In cases of extenuating circumstances, the Student's grade will not be capped at a Pass.

If the student (a) does not submit the dissertation on time or (b) the student fails the dissertation during the first submission, the final mark of subsequent submissions of the dissertations (as approved by the Degree Ratification Board) will be capped.

- 1.1.6 Undergraduate (Level 6) dissertations which are not accompanied by a tangible outcome in the form of a model, prototype or an actual product, shall normally be between 10,000 to 15,000 words in the main text that is excluding the abstract, the bibliography and the appendices. Masters dissertations shall be between 15,000 to 25,000 words in length. For Students carrying out their research within Level 5, this will follow similar structural expectations to Level 6 research, but with the following points of notice:

- a) A Level 5 research endeavour is considered to be a complete research project in itself, with the same ethical expectations, need for a Research Proposal and approval by the IRC, and such.
- b) Students should target researching Level 5 that is then enhanced and concluded at Level 6. For this aim, the outcome of the Level 5 research should follow a similar structure to the final L6 dissertation but with lesser volume/content. Level 5 research should be strongest in secondary research (i.e. literature review) and in developing and piloting a successful research project through a robust research methodology. It is then the Level 6 research that will enhance the existing literature and methodology, and focus predominantly on applying rigorous primary research and

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critically analyzing the outcomes of this research.

For the Level 5 research project, each student (or student team if it is group research) is required to evidence the research carried out through a Research Poster that is suitable for presentation in a Poster Exhibition. Research Posters aim to summarize the research concisely and visually to help the students present their work, and to generate discussion and encourage further research. The Research Poster should be a blend of text, tables, graphs and pictures, and should include the following that is compiled by the Student in an electronic format advocated by MCAST:

- Important text should be clear, relevant, and readable from up to 3 metres away.
 - Titles should be bold, short and interesting.
 - Word count would be from around 300 to 500 words.
 - Effective use of graphics, colours and fonts is required.
 - A consistent and neat layout is required.
 - The Poster is to include the name of the College (MCAST), Institute, Student/s and Lecturers/Mentors.
- c) There will be programmes where the Level 5 poster exhibit can be of substantial content and rigour such that this exhibit, and its presentation, would take the place of a report or write-up as the final product of that research, as determined by the lecturer concerned.
- d) Students may opt to change their research stream when progressing from Level 5 to level 6, but must be aware of the disadvantages that starting over again will bring about.

1.1.7 Students on programmes where a tangible outcome is expected as an integral part of the final major project, such as in the institute for the Creative Arts, shall present a relevant 5,000 – 6,000-word dissertation. This number excludes the abstract, the bibliography and the appendices. The dissertation shall be of direct relevance to the product. This means that the designed product, model or prototype must be intelligently supported by a relevant argument. This writing will thus follow the same guidance offered above and must also include the Abstract, Introduction, Literature Review and other main chapters, as well as the Bibliography and the Appendices.

1.1.8 The Student is encouraged to:

- a) Seriously consider the advice of the supervisor/tutor at all times;
- b) Attend all tutorial sessions as these give an opportunity to ask questions and discuss issues with the dissertation supervisor/tutor;
- c) Read regularly and take note of all relevant information and instructions;
- d) Work out a timetable of dissertation activities and scheduled meetings with the dissertation tutor to ensure that the final objective of a good dissertation by the prescribed deadline is met;
- e) Become well familiar with library resources both in print and electronic format through visits to the library and use of the online library catalogue and library web pages.

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1.2 Research Proposal

- 1.2.1 The Student is required to submit an Initial Research Proposal (Statement of Intent) on the appropriate template. When completing the penultimate year of the course (i.e. 2nd year in the case of 3-year programmes and 3rd year in the case of 4-year programmes), the Student may be required to submit his early research in the form of a Detailed Research Proposal, to be continued through further research when in Level 6. At latest, the Detailed Research Proposal is to reach the IRC by the end of the third full week of September of the final year of the Level 6 programme.

Reference Documents:

Doc 164: Initial Research Proposal Form (Statement of Intent)

1.3 Dissertation Meetings with the Supervisor and Dissertation Logbook

- 1.3.1 The Student is expected to keep a Dissertation Logbook (refer to document referred to below) of the work carried out towards the development of the dissertation and also a record of the meetings with the dissertation supervisor. As a general rule at least ten (10) Student-Supervisor meetings are expected over the research period.

The Student is to ensure that the Dissertation Logbook is correctly documented and maintained. The logbook is to be submitted together with the dissertation at the end of the dissertation period. Students are to request written supervisor feedback and signatures to each logbook input that they will make, relating to the various individual meetings that take place throughout the academic period. Supervisors will add their comments and feedback/direction to the descriptions and inputs made by the Student in each logbook entry. Students have to actively seek out their supervisor to ensure that this feedback/direction is regularly provided and the logbook adequately documented.

The Institute reserves the right not to accept the dissertation for evaluation if the logbook is not filled in correctly and each meeting duly signed off by the Student and Supervisor.

Reference Documents:

Doc 067 : Dissertation Log Book

1.4 Dissertation Structure, Layout, Font Size and Line Spacing

- 1.4.1 The following section provides information regarding the design of the front cover, dissertation chapter structure, layout, font size and line spacing. No page designs are to be included within the dissertation.

Front cover

For details of front cover and binding of dissertation copies, refer to section 14.8 and Appendix 6.

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Front page

This page is to include in font size 14 and 1.5 line spacing:

1. MCAST logo positioned in top right corner
2. Dissertation title (bold font) and full justified
3. Student's name and surname (italics)
4. Supervisor name and surname (italics)
5. Month, the year when the dissertation is submitted.
6. The following text: 'A dissertation submitted to the (*name of Institute*) in partial fulfilment of the requirements for the degree of (*degree title*).

'Authorship Statement' page

Note: Plagiarism occurs when someone else's work is used by the Student without acknowledging it. Dissertations are to be uploaded through Unicheck. Refer to MCAST regulations regarding plagiarism (Doc 099).

This page is to include in font size 12 and 1.5 line spacing:

Text 1: This dissertation is based on the results of research carried out by myself, is my own composition, and has not been previously presented for any other certified or uncertified qualification

Text 2 : The research was carried out under the supervision of (name of dissertation tutor – Title, Name and surname)

Signature and date

'Copyright Statement' page

This page is to include in font size 12 and 1.5 line spacing

Text 1: In submitting this dissertation to the MCAST Institute of..... I understand that I am giving permission for it to be made available for use in accordance with the regulations of MCAST and the Library and Learning Resource Centre. I accept that my dissertation may be made publicly available at MCAST's discretion.

Signature and date.

'Acknowledgments' page

This page is to include:

- in font size 12 and 1.5 line spacing
- the list of people that the Student would like to thank on the completion of the dissertation. For example 'Mr Name Surname, who supported me during my dissertation work as my tutor'.

Acknowledgements should be kept to a maximum of five people.

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‘Contents’ Page

This page is to include in font size 12, with 1.5 line-spacing the main items of the dissertation indicating the page from where each item starts.

The contents include:

- Dissertation Title (and corresponding page number)
- Authorship Statement (and corresponding page number)
- Copyright Statement (and corresponding page number)
- Abstract (and corresponding page number)
- Acknowledgements (and corresponding page number)
- Contents (and corresponding page number)
- List of Abbreviations (and corresponding page number)
- List of Figures (and corresponding page number)
- List of Tables (and corresponding page number)

- Chapter 1 : Introduction (and recommended page number)
- Chapter 2: Literature Review (and recommended page number)
- Chapter 3 : Research Methodology (and recommended page number)
- Chapter 4 : Analysis of Results and Discussion (and recommended page number)
- Chapter 5 : Conclusions and Recommendations (and recommended page number)

- List of references (and recommended page number)
- Bibliography (and recommended page number)
- Appendices (and recommended page number).

Refer also to Appendix 1 for sample of contents page.

Subsequent Pages

The font of all the remaining text (following the contents page) is to be Times New Roman, font size 12, double-line spacing and printed on one-sided pages.

A wide left-hand side margin of 3.7 cm is to be included throughout the dissertation. All other margins are to be set at 2.5 cm

Quotations of more than three lines should begin on a new line, indented on the 2.5 cm from the main text.

Pages are to be numbered consecutively, in bottom right corner, using Roman numbers for the initial pages and natural numbers starting from the first page of Chapter 1.

It is normal for chapters to have sub-sections (1, 1.1, 1.2, 1.3, etc.) to display text in a more readable format.

1.5 Guideline for Content of Main Sections

1.5.1 Abstract (400 – 500 words)

This section should clearly state what the study is about, summarizing how it was carried out and what the results were. References are not to be included in the abstract. It should present only the essentials of the work in general.

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1.5.2 Introduction (500 – 1000 words)

In this section, the Student is expected to state clearly:

- a) the 'problem' or 'question' being researched;
- b) why this topic was chosen;
- c) what motivated the Student to choose this topic;
- d) why did the Student investigate it the way they did;
- e) what problem did the Student wish to explore;
- f) what is the context for the research?

1.5.3 Literature Review (2,000 – 4,000 words)

The main purpose of a literature review is to show the reader that the Student studied and analyzed viewpoints of other researchers on the problem under consideration. A literature review is not just a summary of the books read but rather a thorough analysis of other viewpoints on the problem being analysed.

1.5.4 Research Methodology (1,500 – 3,000 words)

This section should make about 20% of a dissertation. It presents the chosen research methods and explains why these methods are effective.

1.5.5 Analysis of Results and Discussion (3,000 – 4,000 words)

This section includes critical discussion about the Student's findings and shows how these findings support the original objectives laid out for the dissertation, which may be partially or fully achieved, or even exceeded. The Student may also include new areas of an investigation prompted by developments in the research dissertation. Above all, it is required to present strong arguments which show how findings may offer a valid contribution to the development of the subject of the selected research area or issues related to it.

1.5.6 Conclusions and Recommendations (1,000 – 3,000 words)

In this chapter, the Student has to evaluate the significance of the work done and give recommendations for any further investigations.

1.5.7 Bibliography

This section demonstrates what sources were used to conduct research. All sources presented in a bibliography list should be sorted alphabetically.

1.5.8 References

The Student is generally requested to use the following Harvard referencing style in the dissertation:

For books

Coleman, M (2002) *Women as head teachers: striking a balance*. Stoke on Trent: Trentham Books.

i.e., author (surname first, followed by a comma and initial of his name in capital letter) – date (in brackets) – the title of the book (in italics) – a place of publication – publishing company.

For a chapter in an edited book

Brenner, M. (1985) "Survey Interviewing" In M. Brenner, J. Brown and D. Canter. (eds) *The*

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Research Interview: Uses and Approaches, New York: Academic Press.

i.e., author (surname first, followed by a comma and initial of his name in caps) – date (in brackets – title of chapter (in single quotation marks) – name(s) of book editor/s followed by the abbreviation "ed' or "eds' (in brackets) – title of book (in italics) – location of publication – publishing company.

For journal articles

Becker, H. (1984) "Fieldwork with Computers', *Qualitative Sociology* 7(12): 16-33.

i.e. author (surname first, followed by a comma and initial of his name in caps) – the title of the paper (in single quotes) – the title of the journal (in italics) – volume number – issue number (in brackets) – colon - page numbers.

For Internet references

Include the date when the page was last accessed because of the comparatively dynamic nature of internet resources. For example

Dowling, P.E. (2000) "A manifesto for design and the charismatic intellectual'. [Online]. Presented at Education and Social Democracies: Changing Forms and Sites. Institute of Education, University of London. 3-5 July 2000. Available at www.ioe.ac.uk/ccs/dowling/c2000. Last accessed 18 July 2000.

For References in the text

The Student is to place direct quotations over three lines long, in a separate paragraph indented left and right. Spacing between lines should be single.

The page number/s of the quotation should be given at the end of the quotation or after the date of the reference, for example, (Smith, 1976: 15) if it comes after a quotation, or Smith (1976: 15) if the reference just precedes the quotation.

In the body of the text, references are noted with the author's surname, followed by the date of publication in brackets, for example, Smith (1976). The "et al.' can be used when the number of authors is greater than two. However the full list of authors must be included in references at the end.

1.5.9 Appendices

Interview summaries, sample questionnaires, and references should be placed in this section.

For easier referencing, figures, tables, graphs, photos, diagrams, etc., should be inserted within the main text such as the literature review, the experimental process or procedure, the results and discussion chapters.

Appendices are usually used to present further details about the results. Appendices may be a compulsory part of a dissertation, but they are not treated as part of the dissertation for purposes of assessing the dissertation. So any material which is significant to judging the quality of the dissertation or of the project as a whole should be in the main body of the dissertation (main text), and not in appendices.

1.6 Timeframes for Dissertation Tutorials

1.6.1 Scheduled dissertation tutorial sessions are expected to start immediately after the beginning of the academic year. These tutorial sessions are meant to facilitate the choice of the students' research topic and the drafting of their Statement of Intent. '

A minimum of 10 tutorial sessions is advised over the academic year.

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1.7 Grading Criteria

1.7.1 Appendix 2, 3, 4 and 5 provide the expected dissertation grading criteria and a corresponding grading rubric for the specific Institutes as listed below:

Appendix 2: General Dissertation Grading Criteria and Rubric

Appendix 3: Dissertation Grading Criteria and Rubric – Institute for the Creative Arts

Appendix 4: Dissertation Grading Criteria and Rubric – Institute of Information and Communication Technology

1.8 Hard Bound Presentation and Front Cover

1.8.1 Before final printing, students must ensure that their final dissertation text includes any corrections that their dissertation tutor and/or the Institute academic staff would have indicated.

- Undergraduate: The hardbound should be in a **black** cover and is to have all script printed in **gold** lettering.
- Masters: The hardbound should be in a **blue** cover and is to have all script printed in **silver** lettering
- Doctoral: The hardbound should be in a **red** cover and is to have all script printed in **gold** lettering

On the front top-part (middle position) of the cover the Student must write the TITLE of the dissertation in BLOCK LETTERS using Arial font size 17pt.

On the front lower-part (right-hand corner) of the cover the Student must write the following, not in block letters but using capital letters using Arial font size 14pt:

Student Name and Surname
 Programme Name
 Month, Year

On the spine of the cover, the following data shall appear positioned from left to right:

Title Dissertation (*in Capital Letters*)
 STUDENT NAME AND SURNAME (*in BLOCK letters*)
 Year

As specified in Clause 14.1.4, two hardbound copies and 1 PDF soft copy of the dissertation must be submitted by the Student to the Institute. The Institute is to ensure that one copy of the dissertation will be kept in one of the MCAST Library and Learning Resource Centres, generally the one closest to the Institute Campus where it is generated, while the other hard copy will be kept by the Institute concerned.

1.8.2 All dissertations are copyright of MCAST (in line with MCAST Regulations and Chapter 417 of the Laws of Malta, and Legal Notices 181 and 186 of 2006, 426 of 2007, and Act XXX of 2014), and as such, under the discretion of MCAST, dissertations may be uploaded onto internal portals and repositories for academic reference by researchers, lecturers, students and other select parties, after ensuring that no personal student details are exposed outside of their name and relevant academic information.

In extraordinary cases where students require an embargo of publication of their dissertation

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due to any reason, students must by the first week of June, submit to the IRC the filled-in form 'Request for Exemption Embargo for Dissertation Publication' (refer below), which can be found on the College Documentation web page. The student will need to present detailed reasons of why such embargo is required to the IRC, who will approve or reject the embargo request, and if approved, decide for which length the embargo shall be retained.

Once the embargo has been sanctioned it is the student's full responsibility to ensure that the final, approved embargo form is included as the first inside page of the final dissertation, both for the hard bound and soft copy versions.

Reference Document

Document 034 : Request for Exemption Embargo for Dissertation Publication

2 INTERNSHIP FRAMEWORK

2.1 Undergraduate Internship Framework

2.1.1 Undergraduate Students following a full 3-year or 4-year degree programme will be expected to follow an internship scheme within their programme period. A minimum expectation is for each degree Student to follow a minimum of 200 hours of work placement activity within the internship. In general the internship component will relate to a credit value of 6 ECTS or more within the Student's programme of study. Various internship formats exist including the implementation of live cases as well as the more traditional work-based training. Students are expected to demonstrate maturity, discipline, high ethical standards, and respect within this internship period. Information accessible at the work-place is confidential and cannot be taken out of that workplace or used for ulterior purposes.

2.2 General Conditions Within the Internship Framework

- 2.2.1
- The internship is focused on educational purpose and there is no guarantee or expectation that the activity will result in employment with the Company.
 - The education received by the Intern from the internship is for the express benefit of the Intern.
 - The Intern will not replace or displace any employee of the Company.
 - The Intern will receive supervision by an appropriate company appointed mentor, but will also be expected to work with a degree of autonomy while following the mentor's guidance.
 - The Intern is not entitled to wages or any compensation or benefits for the time spent in the internship.
 - The Intern shall maintain records of his/her learning through an appropriate logbook or portfolio that is also endorsed by the Company.
 - The Intern shall sign an 'Internship Learning Agreement' that will stipulate the conditions and expectations that the internship experience will entail.

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APPENDIX 1: GENERAL DISSERTATION GRADING CRITERIA AND RUBRIC

N.B. This rubric is applicable only to dissertations that do not include an artefact, model or prototype

Grading Criteria	Marks				Student Marks
	0	1	2-3	4-5	
K1: Locate and relate data source/s (data collected by researcher)	Knowledge of existence and format of primary data sources are non-existent.	Basic knowledge of how to access, obtain and interpret primary data has been demonstrated.	A good level of knowledge of how to access, obtain and interpret primary data has been demonstrated.	An excellent understanding of the source of primary data, how to compile a tool to access the primary data, and how to analyze the primary data, has been demonstrated.	
K2: Understand the required dissertation structuring and format	Dissertation format does not confirm to the required format.	Good understanding of the dissertation structure and format. Dissertation handed in follows all main guidelines and formatting.	A very good understanding of the dissertation structure and format. Dissertation handed in follows all guidelines and structure, and might only have minimal mistakes	An excellent understanding of the dissertation structure and format. Dissertation handed in follows all guidelines and structure. Dissertation results, such as table of figures etc, are presented in an excellent way	
K3: Show an understanding of the research topic	No understanding of the main topic by the students	Basic understanding of the research topic, but evident gaps of such understanding are clear.	Good understanding of the research topic. Some understanding may be unclear.	An excellent understanding of the research topic, with a lot of initial research undertaken to understand such topic.	
K4: Demonstrate an understanding of the chosen research methodology	No methodology adopted, or section completely missing.	Basic understanding of research methodology, but evident flaws in such methodology are apparent. No justification provided on methodology adopted.	Good understanding of methodology adopted, and major decisions have been clearly justified.	An excellent understanding of methodology adopted with clear and concise justification why such decision has been taken. Informed decision was taken, by analysing and reviewing other methodologies, that were adopted in similar studies.	

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K5: Show insights into research project planning and control techniques	Student did not follow agreed any timelines stipulated during the dissertation process. These plans can include, but not limited to, SOI submission date, dissertation meetings with tutor etc. There was no follow up on the recommendation set by the tutor.	Poor time management on the milestones set by the tutor. Scheduled meetings were continuously postponed, for no apparent reason. On most occasions student did not follow up or did not work on recommendations set by the tutor in the previous scheduled meeting. Milestones as set by tutor were poorly followed.	Good time management on the milestones set by the tutor. This includes a good follow up, upon the tutor's recommendation set in the previous meeting. Milestones as set by tutor were followed, despite some minor issues.	Excellent dissertation planning. Student was continuously in contact with tutor, and proactive in setting meetings with tutor, and giving own recommendations throughout dissertation process. There was an excellent follow up on the recommendation set by the tutor in the previous meeting. Milestones as set by the tutor/student were followed throughout.	
	0	1-3	4-5	6-7	
A1: Content and structure of the dissertation has a creative and concise innovation component	Dissertation had no innovation component whatsoever. Insufficient or no creative effort or new approach method applied.	Level and quality of innovation in dissertation theme is basic and/or inconsistent. Level of creativity is fair but not a distinct parameter of the research project.	Dissertation has a good level of innovation and shows a clear effort to create or use different research options. Creativity is also a key component of the dissertation and is clearly demonstrated in some areas and aspects of the study.	Level of innovation in dissertation is very good to excellent, and shows a clear process of thought and application in the research project. Final output shows very high quality and creativity through new or re-invented processes and procedures, to capture and demonstrate objective conclusions	
A2: Carry out and represent the research in a logical and transparent way	No logic was demonstrated, the methodology does not document the process well	Research carried out lacks in logic, and methodology lacks sufficient detail. Basic research including artefact, where applicable,	The artefact, or research presented, is good overall but more work and attention would have improved	The artefact, or research presented is very good to excellent. A very good/excellent amount of analysis, design and	

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		was carried out and containing some flaws.	it.	justification has gone into it. A strong element of innovation and logic is evident.	
A3: Collect, examine and interpret primary data through a sound research methodology	No methodological basis was applied.	Initial attempts at collection and interpretation of primary data were made. Chosen research methodology is identified and applied, but has only allowed student to collect some data and give an initial interpretation of the data gathered.	Good collection and interpretation of primary and secondary data. Chosen research methodology is well applied, and has allowed student to collect data correctly and give a good interpretation of the data gathered.	Very good to excellent collection and interpretation of primary data. This interpretation was done through a very good/excellent research methodology. Proper care and due diligence has been taken to make the right choices in formulating and applying the chosen methodology.	
A4: Compare and contrast literature to construct a robust literature review of the relevant secondary data	No papers, books, or any other sort of literature was read, and included in final submission	A basic comparison between literature was provided. Moreover a limited amount of literature was read and presented in final dissertation. The final literature review has several flaws.	A good amount of literature was read and presented, and a good comparison was given between different journals, and literature read. The final literature review is good.	A vast array of literature was read and included in dissertation. Moreover the comparison of such literature is very good to excellent. The final literature review is very good to excellent.	
A5: Construct a correct referencing framework	No references were found, or if found, they do not follow any referencing guideline.	Basic application of a correct referencing framework (ie Harvard style). Some evident mistakes were found throughout all references.	Good understanding and adoption of approved referencing framework (Harvard style). Very minor mistakes, which were not evident in all references presented, were found.	A very good to excellent understanding and application of approved referencing framework (ie Harvard style). Very few evident mistakes were found. Supporting referencing tools have been used.	

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	0	1-3	4-5	6-7	8-10
S1: Critically evaluate, analyze and interpret the research results	No evaluation/interpretation of results was found in final submission.	A very poor to poor evaluation, analysis and interpretation of research results. Such task lacks a lot of detail.	A good evaluation, analysis and interpretation of results. Such analysis, interpretation and evaluation was sometimes not rigorously proven and has some flaws. No correlation and investigation between what was included in literature review and your results.	A very good evaluation, analysis and interpretation of results. Such analysis, interpretation and evaluation are sometimes not rigorously proven. Very good investigation between existing results and literature presented in previous sections.	An excellent evaluation, analysis and interpretation of results. Such analysis, interpretation and evaluation are rigorously proven. Excellent investigation between existing results and literature presented in previous sections.
S2: Develop the research endeavour in a logical and rigorous manner	No research done, and discussion of findings and actual results were completely missing	A very poor to poor final research/artefact was developed. No creativity or rigorousness to develop the said product was observed. Moreover the final artefact is not yet complete, and only a very bare prototype has been handed in. A lot of improvements can be made.	A good final research/artefact was developed. Some creativity and rigorousness was observed throughout implementation phase. A number of improvements could have been implemented to produce a better artefact/study. A final good prototype which proves the empirical research undertaken has been handed in, but which has some flaws.	A very good final research/artefact was developed. Creativity and rigorousness was observed throughout implementation phase. The final artefact does not contain any flaws.	An excellent good final research/artefact was developed. Creativity and rigorousness was observed throughout implementation phase. The final artefact was presented in a work shop and write up journal article.

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<p>S3: Challenge and discuss the research findings and limitations</p>	<p>Discussion section was completely missing in final submission</p>	<p>A very poor to poor discussion section, with much to be desired. Discussion was very poor and limited, where initial research answer question was not targeted properly.</p>	<p>A good discussion section where the main research question was indeed answered, but some arguments may not be well constructed.</p>	<p>A very good discussion section where there were some minor flaws in writing and clarity of arguments</p>	<p>An impeccable discussion of results with very concise and clear arguments.</p>	
<p>S4: Synthesize and present the research undertaken, and recommend further structured development on the theme</p>	<p>Conclusion and further research were missing or did not meet expected standard in content and presentation</p>	<p>A very poor to poor conclusion section, with much to be desired. Conclusion and further research was very poor and limited. Presentation through a poster exhibition, academic paper, workshop, seminar or in VIVA or in any other adequate presentation setup was very poor, where the student was not able to clearly present own dissertation</p>	<p>A good conclusion with good concluding remarks and good recommendation of further research to be undertaken on the theme. Presentation through a poster exhibition, academic paper, workshop, seminar or in VIVA or in any other adequate presentation setup was good, where the student was able to present own dissertation, but some improvements are evidently required.</p>	<p>A very good conclusion with good concluding remarks and good recommendation of further research to be undertaken on the theme. Presentation through a poster exhibition, academic paper, workshop, seminar or in VIVA or in any other adequate presentation setup was very good, where the student was able to clearly present own dissertation in a clear, concise and logical, manner, albeit some sections were left out from presentation or need improvement.</p>	<p>An excellent conclusion and recommendation of further research. Presentation through a poster exhibition, academic paper, workshop, seminar or in VIVA or in any other adequate presentation setup was extremely clear, concise and logical. Such presentation was easy to follow by persons who do not have any experience in dissertation area, and all areas were covered in presentation, with very little to improve upon.</p>	
Total						

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APPENDIX 2 : DISSERTATION GRADING CRITERIA AND RUBRIC – INSTITUTE FOR THE CREATIVE ARTS

N.B. This rubric is applicable only to dissertations that include an artefact, model or prototype at the Institute of Creative Arts

Grading Criteria	Marks			
	0-4	5-6	7-8	9-10
Content (assessed through visual product, dissertation and logbook)				
C SE: Establishment of link between written study and visual product	No / insignificant link is evident between written study and visual product	Essentially clear links between written study and visual product	Clear link between written study and visual product	Strong and clear link between written study and visual product
C KU: Contextual research	Insufficient exploration, understanding and application of primary and secondary contextual research	Sufficient exploration, understanding and application of primary and secondary contextual research	Sound exploration, understanding and application of a variety of primary and secondary contextual research	Extensive and coherent exploration, understanding and application of a wide array of primary and secondary contextual research
C AA: Research and analysis	Inadequate use of research approaches, methods and tools, and insufficiently effective analysis of results	Adequate use of research approaches, methods and tools, and sufficiently effective analysis of results	Effective use and justification of research approaches, methods and tools, and good analysis of results	Critical use and justification of research approaches, methods and tools, and thorough analysis of results
C SE: Organisation and rationale	Insufficiently logical organisation of ideas	Sufficiently logical organisation of ideas	Largely logical organisation of ideas	Coherently logical organisation of ideas
C AA: Address of artistic / creative problems	No or little solutions to artistic / creative problems are given	Solutions to artistic / creative problems are outlined. Application indicates minor contribution to sector	Solutions to artistic / creative problems are discussed. Application indicates contribution to sector	Solutions to artistic / creative problems are thoroughly justified. Application contributes significantly to sector
C SE: Independence of thought	Evidence of little or no independence of thought	Evidence of some independence of thought	Evidence of independence of thought	Evidence of insightful independence of thought

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Practical (assessed through visual product)	0-4	5-6	7-8	9-10
P: Technical competence	No or inadequate technical skills are evident	Evidence of adequate technical skills	Evidence of good technical skills	Evidence of excellent technical skills
C AA: Aesthetic effectiveness	Project is aesthetically weak due to a substandard interpretation/application of the formal elements and principles of art and design/media production	Project is aesthetically adequate due to a sufficient interpretation/application of the formal elements and principles of art and design/media production	Project is aesthetically valid due to an able interpretation/application of the formal elements and principles of art and design/media production	Project is aesthetically strong due to a masterful interpretation/application of the formal elements and principles of art and design/media production
C AA: Professional presentation	Presentation of work not/hardly appropriate to purpose and context	Presentation of work essentially appropriate to purpose and context	Presentation of work appropriate to purpose and context	Professional presentation of work according to purpose and context
Management (assessed through sketchbook, log book, documentation)	0-4	5-6	7-8	9-10
A: Social skills and communication	Inadequate communication of ideas, problems and solutions during project management	Adequate communication of ideas, problems and solutions during project management	Effective communication of ideas, problems and solutions during project management	Fluent communication of ideas, problems and solutions during project management
A: Autonomy and responsibility (management)	No or little responsibility for the management of a creative project	Sufficient responsibility for the management of a creative project	Responsibility for the management of a creative project	Exceptional autonomy and responsibility for the management of a creative project
C SE: Judgement and evaluation	Insufficient reflections on social and ethical issues within the area of specialisation, little problem solving skills, and insufficient evaluation of the management of the project	Sufficient professional judgement on social and ethical issues within the area of specialisation, essential mastery of problem solving skills, and adequate evaluation of the management of the project and people	Professional judgement on social and ethical issues within the area of specialisation, good mastery of problem solving skills, and effective evaluation of the management of the project and people	Insightful professional judgement on social and ethical issues within the area of specialisation, skillful mastery of problem solving skills, and critical evaluation of the management of the project and people

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C SE: Preparation for further learning	Inadequate assessment of own learning and no or little ability to specialise in one or more key competences for further learning	Sufficient assessment of own learning and adequate ability to specialise in one or more key competences for further learning	Effective assessment of own learning and good potential to specialise in one or more key competences for further learning	Critical assessment of own learning and exceptional potential to specialise in one or more key competences for further learning
Academic Writing (assessed through dissertation)	0-4	5-6	7-8	9-10
C AA: Writing skills	Thoughts are not well communicated in writing so that language obscures meaning	Thoughts are sufficiently well communicated in writing	Thoughts are well communicated in writing	Thoughts are fluently communicated in writing
C KU: Grammatical correctness	Numerous grammatical and spelling errors	Some grammatical and spelling errors	Negligible grammatical and spelling errors	No grammatical and spelling errors
C SE: Organisation of material	Content is weakly organised	Content is sufficiently well organised	Content is generally coherent	Content is coherent throughout
C SE: Consistency / presentation	Formatting is inconsistent	Formatting is essentially consistent	Formatting is largely consistent	Formatting is consistent throughout
C KU: Referencing	Largely incomplete/incorrect acknowledgement of sources	Sufficiently correct and consistent acknowledgement of sources	Largely correct and consistent acknowledgement of sources	Correct and consistent acknowledgement of sources

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APPENDIX 3 : DISSERTATION GRADING CRITERIA AND RUBRIC – INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY

N.B. This rubric is applicable only to dissertations that include an IT project.

GRADING CRITERIA	LEVEL OF PERFORMANCE (MARKS)				Student score
	0	1	2-3	4-5	
APTITUDE, PROACTIVITY AND CREATIVITY K1: Demonstrate initiative, proactivity, creativity and critical self-reflective aptitude.	Student showed no initiative or creativity. Work on the research was mostly passive. No participation was demonstrated during supervisor meetings. There was a general inability to identify strengths and limitations in the research plan and no dissertation ideas were developed.	Student showed a general lack of initiative and creativity. Work on the research was somewhat passive and minimal participation was shown. Suggestions were mostly provided by the supervisor. There was a slight inability to identify potential strengths and weaknesses in the research plan. An idea was partially developed with the assistance of the supervisor	Student showed a moderate amount of initiative and creativity. Proactivity in terms of research work was average. While a moderate amount of participation was shown, student had a fair understanding of the hypothesis. Some strengths and weaknesses were identified within the research plan and one or more dissertation ideas were developed with the assistance of the supervisor	Student demonstrated good creativity and initiative. S/he proactively showed a solid understanding of the hypothesis and actively participated during supervisor meetings. S/he identified most strengths and weaknesses of the research within the research plan. Constructive suggestions for improvement were also provided. Self-reflective ability was also shown through innovative research methods and/or data-analysis methods that were designed.	
COMMITMENT, TIME MANAGEMENT AND FOLLOW-UP ON MEETINGS K2: Show commitment, time management and ability to follow-up on supervisor comments and recommendations.	Student showed no commitment to the final output of the dissertation. There was no attempt to adhere to milestones and was unaware of what backup strategies are. A general inability to follow up on supervisor recommendations was identified.	Student showed minimal commitment to the final output of the dissertation. There was minimal attempt to adhere to some of the milestones. Student relies on the supervisor for feasible backup strategies. A proper follow up on supervisor recommendations was not always possible due to lack of understanding	Student was moderately committed to the final output of the dissertation. Most (but not all) of the milestones were adhered to. Backup strategies were provided but were not always feasible. A proper follow up on supervisor recommendations was not always possible either due to lack of time or understanding	Student was very committed to maximising the output and insight of the dissertation. Most milestones were adhered to. Milestones were mostly adhered to and where necessary feasible backup strategies were provided. There were regular follow ups on supervisor recommendations were made. Queries related to research the problem were also done to third parties.	
RESEARCH QUESTIONS AND OBJECTIVES K3: Outline a clear set of research questions and objectives that specifically address the problem within the given context	Research questions and objectives were not researchable and the research outline was absent. No research context was defined and no connection to existing research was established.	Most of the research questions and objectives were either badly formulated or not researchable. The research outline was somewhat weak. The research context was vaguely defined however a connection to existing research was not established.	Most (but not all) of the research questions and objectives were clear and concise. The context of the research was properly defined however a connection to existing research was only established where the student was recommended (by the supervisor) to do so.	All research questions were meticulously formulated and provided a clear set of objectives. Additionally, the scope of the research was clearly defined. A novel area was identified within the research context and further insight was provided throughout the dissertation.	

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GRADING CRITERIA	LEVEL OF PERFORMANCE (MARKS)				Student score
	0	1	2-3	4-5	
DOCUMENT STRUCTURE AND REFERENCING K4: Reproduce a well-structured document that conforms to the college guidelines while also containing the textual quality and referencing style required of a dissertation.	Document does not conform to the college guidelines. Document is badly-structured. Information was presented in the wrong locations. Level of detail was not sufficient. Textual quality is very poor. Most of the document contained spelling and grammatical errors thus making it unreadable. Referencing is mostly lacking and/or is not used properly if present.	Document mostly does not conform to college guidelines. Information in the document is placed in different areas of the dissertation. Sections rarely follow any logical order and lack the required level of detail (e.g. missing, inconsistent, irrelevant information). Textual quality is poor. Numerous spelling and grammatical errors are present making the document difficult to understand. Student made minimal use of the referencing framework. More often references are lacking.	Document mostly conforms to college guidelines. While most of the dissertation structure is correct, not all the information is located correctly. Sections do not always follow the logical order of the document hierarchy. The level of detail across all sections is inconsistent. Some sections are redundant. Textual quality of the document is fair with a number of spelling and grammatical errors. The text may be equivocal in the meaning being conveyed. Student made proper use of the referencing framework in the dissertation.	Document conforms to college guidelines. Overall, the dissertation is well-structured. All information is located correctly. Sections are unique, concise, serve a specific purpose and follow an ordered hierarchy with a gradual increase in the level of detail (where necessary). Textual quality of the dissertation is praiseworthy. A good command of the English language is demonstrated throughout the entire document. Very few (if any) spelling and grammatical errors. Student made proper use of the referencing framework in the dissertation.	
RESEARCH DOMAIN K5: Show sufficient knowledge of the domain and demonstrate the ability to convey the purpose of the research.	The abstract was not provided or does not conform to the standards being proposed. Does not include any relevant information that attempts to summarise the dissertation document. Poor content quality (MARKS: 0)	Abstract is a poor representation of most the dissertation. Around half (or less) of the following were covered with a poor level of detail: research domain, introduction, statement of the problem, objectives, research methodology, measures used, sample, results, conclusions and future recommendations. (MARKS: 0.5)	Abstract Includes a fair (to above average) representation of most aspects of the dissertation. Contains most (but not all) of the following: research domain, introduction, statement of the problem, objectives, research methodology, measures used, sample, results, conclusions and future recommendations. (MARKS: 1-1.5)	Abstract includes a good (to excellent) representation of all the aspects of the dissertation. A good description of the research domain, introduction, Statement of the problem, objectives, research methodology, measures used, sample, results, conclusions and recommendations for future research were provided. The abstract is very concise yet meticulous throughout. (MARKS: 2-2.5)	
	The Introduction was not provided or somewhat does not tap into the research domain in any manner. Poor level of content provided and does not adhere to dissertation standards. (MARKS: 0)	A poor (to average) introduction was provided. Barely taps into the research domain and is for the majority lacking detail or misses out on sections such as: overview of the research domain, problem statement, motivation, hypothesis, research questions, objectives and outline of the research (MARKS: 0.5)	An average (to good) introduction was produced. Sections such as: overview of the research domain, statement of the problem, motivation, hypothesis, research questions, objectives and outline of the research were competently covered however some sections lacked the required level of detail. (MARKS: 1-1.5)	A very good (to excellent) introduction was produced. Sections such as: overview of the research domain, statement of the problem, motivation, hypothesis, research questions, objectives and outline of the research were all rigorously covered. (MARKS: 2-2.5)	

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GRADING CRITERIA	LEVEL OF PERFORMANCE (MARKS)				Student score
	0	1-3	4-5	6-7	
LITERATURE REVIEW A1: Analyse, process, compare and contrast relevant sources to construct a solid review of literature.	Student was unable to organize literature and come up with a valid synthesis.	Student was able to organize the literature in the form of a basic comparison. It contains a limited amount of sources. Therefore, the synthesis does not necessarily provide proper insights, hypotheses or conclusions.	Student was able to organize literature in the form of a good comparison. A good number of sources were used. Adequate comparison was provided in the final version of the literature review. The synthesis contains valid insights, hypotheses or conclusions.	Student was able to organize literature which includes a vast array of sources. The comparison and critical evaluation of the literature was very good to excellent. The final version of the literature review is very clear and concise.	
CANDIDATE TECHNIQUES A2: Identify, analyse and document candidate techniques that are of relevance to the present study.	No information regarding established candidate techniques was provided within the dissertation document as part of the literature review and methodology.	Some valid information regarding established candidate techniques relevant to the present study was provided. Poor level of detail was provided as part of the literature review and methodology.	Valid information regarding established candidate techniques relevant to the present study was provided. Fair level of detail was provided as part of the literature review and methodology.	Detailed information regarding established candidate techniques relevant to the present study was provided. Good level of detail was provided as part of the literature review and methodology.	
DATA ACQUISITION, PROCESSING AND INTERPRETATION A3: Apply procedures of data acquisition, processing and interpretation based on the appropriate research methodology.	No methodological basis was selected and applied. Student was unable to collect, process, and/or interpret data.	Research methodology was selected and applied, Student was able to organize the data, and provide some basic interpretations of it. Minimal to no data processing was performed. This led to minimal contribution towards the research question/s.	Research methodology was well selected and applied. The student was able to collect, process and interpret the data correctly. This led a valid contribution towards the research question/s	A very good to excellent research methodology was applied. Student was able to collect, process and interpret the data and was also able to perform elaborate checks on the data. Additional measures to ensure noise reduction in the data.	

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GRADING CRITERIA	LEVEL OF PERFORMANCE (MARKS)				Student score
	0	1-3	4-5	6-7	
TESTING A4: Adapt relevant measures of testing and validation to the present research.	Student was unable to setup and/or execute any measures of testing / validation.	Student was able to setup and/or execute some testing measures. Errors were made, thus invalidating (part of) the test. Supervision was required.	Student was able to execute testing measures that have been used in existing literature. Due consideration was given to error and uncertainty while testing. Some form of pilot testing has also been implemented.	Student was able to execute and adapt testing measures to the present research. Quantitative consideration of sources of error and uncertainty were taken into account. Execution of the experiment was flawless. Additional testing (such as pilot testing) was made to ensure the validity of the techniques used.	
IMPLEMENTATION A5: Produce a prototype that targets the research objectives utilising a relevant technique.	Student was unable to produce a prototype for the present research.	Student was able to produce a prototype and was also able to make minor modifications to an existing model. Errors were present in the output. No validation was provided.	Student was able to produce a prototype and was able to make major modifications to an existing model based on literature. Minimal to no errors were present. Some basic validation was provided	Student was able to produce a prototype completely from scratch and/or added a core functionality to an existing model such that it is better suited for the research objectives of the present study. Excellent technical background was demonstrated. Advanced validation was provided.	

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GRADING CRITERIA	LEVEL OF PERFORMANCE (MARKS)					Student score
	0	1-3	4-5	6-7	8-10	
THEORETICAL FRAMEWORK S1: Compile and utilise a list of sources which comprise the theoretical underpinnings of the present research.	No discussion of underlying theories was provided in the dissertation document. Reference list contained a minimal number of sources and were barely used in context.	There is some discussion of underlying theories within the dissertation document. In some instances, the information provided is inaccurate. Reference list contained a small number of sources. Some of the sources included were relevant.	Theories relevant to the research were identified and discussed in the dissertation document. No theories were adapted to the requirements of the present study. Reference list contained a fair number of sources. A fair number of sources included were relevant.	Theories relevant to the research were identified and discussed in the dissertation document. Theories were partially adapted to the requirements of the present study. Reference list contained a fair to good number of sources. Most of the sources included were relevant.	Theories relevant to the research were identified and discussed in the dissertation document. A complete overview of relevant theories was provided. Theories were completely adapted to the requirements of the present study. Reference list contained a good number of sources (including a number of peer-reviewed papers). All sources included were relevant.	
IMPLEMENTATION S2: Develop a research artefact in a logical and meticulous manner	Student was unable to produce a research artefact that addressed the objectives. No core techniques were implemented.	Student was able to produce a research artefact and one core technique was implemented but failed to address any research objectives.	Student was able to produce a research artefact and one core technique was implemented that addressed one or more research objectives. This is because, the student was in part unable to adapt the core technique to the present research.	Student was able to produce a research artefact that was partially adapted to the research objectives. One core technique was implemented. Good technical background was demonstrated. More than half the research objectives were addressed.	Student was able to produce a research artefact that is completely adapted to the research objectives. More than one technique was implemented to determine the most optimal outcome. Excellent technical background was demonstrated. All research objectives were addressed.	

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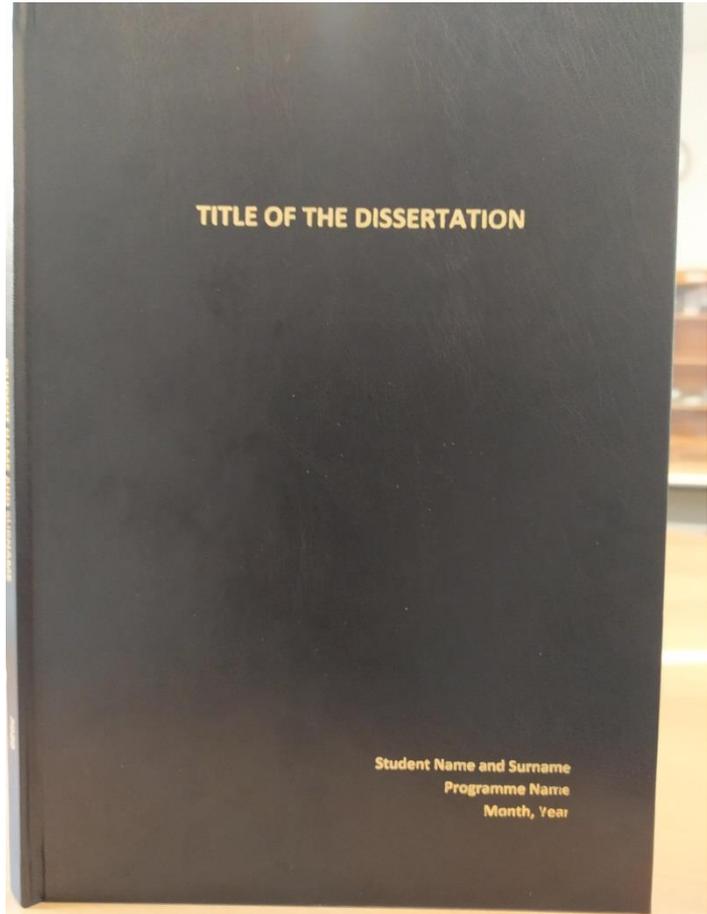
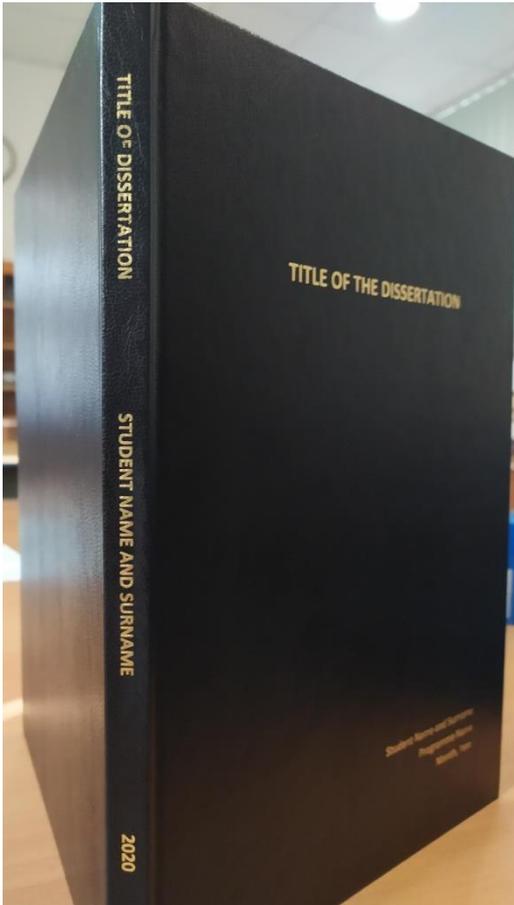
GRADING CRITERIA	LEVEL OF PERFORMANCE (MARKS)					Student score
	0	1-3	4-5	6-7	8-10	
RESULTS AND DISCUSSION S3: Evaluate, challenge and discuss the research findings and limitations of the present study.	Discussion section was completely missing in final submission or was not tapping onto the key points.	Discussion section was very poor and limited. Answers to the original questions were not addressed properly. Student identified only some possible limitations which were either irrelevant or non-existent. Poor critical evaluation of the results with almost no references to existing literature.	Discussion section was fair and somewhat limited. Research questions were answered but some arguments were not well-constructed. Student indicated most limitations in the research, but did not weigh their impact on the main results. Fair critical evaluation of the results with some references to existing literature were made.	A good discussion section with some minor flaws in writing and clarity of arguments. Student indicated most limitations in the research and also weighed their impact on the main results. Good critical evaluation of the results with references to existing literature was provided	An impeccable discussion of results with very concise and clear arguments. Student was able to identify all possible limitations in the research and also indicated which limitations affect the conclusions most. Student critically evaluated the results and rigorously referred to existing literature. In case of differences, a possible reason for the discrepancy is provided.	
SUMMARY OF FINDINGS AND CONCLUSIONS S4: Synthesize and present appropriate argumentations, conclusions and recommendations for further research and development.	Summary of Findings, conclusions and recommendations for further research were missing or did not meet expected standard. No connection between research questions, results and conclusions was provided.	Summary of findings, conclusions and recommendations for future research were very poorly formulated. In many cases only partial answers to the research questions were provided. Conclusions were a mere repetition of the results.	Fair level of detail in summary of findings, conclusions and recommendations for further research was provided. Most (but not all) research questions were substantiated by results while some others were not.	Good level of detail in summary of findings, conclusions and recommendations for further research was provided. All research questions were addressed. Most (but not all) conclusions were substantiated by results.	Excellent level of detail in summary of findings, conclusions and recommendations for further research was provided. Very good links to all the research questions were substantiated by result highlights. All conclusions were clearly-defined. Recommendations were well-linked to the findings.	

LEVEL OF PERFORMANCE – VIVA (to be completed by the viva board – tick only one)

Student was unable to defend or discuss the dissertation. Knowledge of the document was very poor. Student was unable to explain anything related to the document.	Student found it difficult to defend or discuss the dissertation. Knowledge of the document was poor. Student was unable to explain most parts of the document.	Student was able to defend the dissertation. Knowledge of the document was fair. Certain parts of the document were explained with a good level of detail; however certain other parts could not be explained properly.	Student was very confident in defending the dissertation. Knowledge of the document is very good. Student was able relate the findings in the dissertation existing research and was also able to convey the practical implications of the findings.
TOTAL SCORE		FINAL GRADE	

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APPENDIX 4: SAMPLE OF DISSERTATION COVER



Black hard bound with gold lettering