**Assessment for the Dissertation**

**AO1:** **Be able to identify, plan and manage a dissertation project**

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| **Objective** | **Student** | **Assessor** |
| **Identifying and planning the project** | | |
| Learners should select a topic from an area which interests them. | 🡨 LOG progress | Discuss |
| They should conduct a literature review to help them narrow down the topic to a working title, which is likely to be in the form of a question or problem. | 🡨 LOG progress | Discuss |
| Before they begin, learners should be clear about what they plan to investigate and how they will do it. | 🡨 LOG progress | Direct |
| As part of their proposal, learners must complete the Project Proposal Form | Add above info to PPF | Support PPF writing |
| This must be signed off by the tutor-assessor before any further work can be carried out. | Finished PPF to tutor | 🡨 Sign PPF |
| By confirming that the project is appropriate, confirms that the proposal will give the learners scope to achieve all of the assessment objectives. | Check against AOs | 🡨 Check PPF |
| The title/topic must be considered suitable by the tutor-assessor, be capable of investigation, suitable in size and scale to be completed in the time frame. |  | 🡨Pass PPF to ZJ |
| Completed PPF should include objectives and a rationale for their choice of topic/title, proposed activities that they will need to undertake, for example: | 🡨 LOG progress | 🡨 guide PPF |
| • *background reading* |
| *• conducting research* |
| *• analysing information and drawing conclusions* |
| *• writing up the project, checking and re-drafting* |
| *• evaluating the project and own learning* |
| *• preparing for the presentation.* |
| Plans should also include the resources that they will require and an attempt to prepare for contingencies. |
| **Managing the project** | | |
| Keep individual records which document progress, activities undertaken and the decision-making process, using an ‘activity log’. | 🡨Record on LOG | 🡨Check on LOG |
| Monitor their progress, adapting their plan and adjusting their timelines where necessary; where this occurs, this should be recorded in the activity log. | 🡨Record on LOG | 🡨Check on LOG |
| **Summary of evidence required** | | |
| • The project proposal form. | | |
| • The activity log. | | |

**AO2: Be able to undertake research, collect evidence and select information using** **appropriate methodology**

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| **Objective** | **Student** | **Assessor** |
| research, analyse and interpret information from sources | 🡨Record on LOG  🡨write and research | 🡨 Follow progress of LOG and Written Report |
| extract, interpret and summarise information |
| show connections between ideas, information, sources etc |
| present the research in a coherent, well-organised manner |
| be independently motivated and seek out their own research material | 🡨Record on LOG | Set-up meeting with specialist |
| make use of the distinction between fact, speculation and subjective opinion when evaluating reliability of sources. | 🡨Record on LOG  🡨write and research | 🡨Check on LOG |
| Use skills gained from taught element to comment on reliability and validity of sources, distinguishing between primary and secondary sources, between facts, speculation and subjective opinion E.G. note whether source of info comes from a newspaper summary of original research (and may therefore be abridged or even misrepresented). | 🡨Record on LOG  🡨write and research | 🡨 Follow progress of LOG and Written Report |
| They should also be sensitive to the fact that particular sources will offer biased views. | 🡨Record on LOG  🡨write and research | 🡨 Follow progress of LOG and Report |
| Learners should make use of a consistent system of referencing. References should make clear which author is being quoted, and where the quotation comes from. There should also be a bibliography which uses an appropriate and consistent format. | 🡨Record on LOG  🡨write and research | 🡨 Follow progress of LOG and Written Report |
| **Summary of evidence required from learner** | | |
| Research carried out. This is likely to be contained within relevant sections of the dissertation. | | |
| If clearly referenced, credit can be given for additional evidence of planning and managing the project contained in any supplementary materials submitted for assessment | | |

**AO3:** **Be able to interpret evidence, draw conclusions and write up results into a finished dissertation**

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| **Objective** | **Student** | **Assessor** |
| The dissertation needs to be organised. There are different ways of structuring a dissertation, which will vary depending on the nature of the question and the type of research carried out. One possible structure is:  • Introduction  • Chapter 1  • Chapter 2  • Chapter 3  • Conclusion   * Evaluation   • References and bibliography. | Written Report, follow a protocol.  Update LOG | Check progress of report and LOG |
| The different sections should all follow each other in a logical manner. | 🡨Report + LOG | 🡨 Check Progress |
| The introduction will include an explanation of the question or problem and a rationale for the choice of this question, for example why it is important or interesting to the learner. |
| The sections can be organised in different ways, but the dissertation should describe previously published studies that are relevant to the question. |
| Learners should acknowledge alternative interpretations or arguments and assess them critically, evaluating their strengths and weaknesses, and defending their own arguments against possible objections. |
| The dissertation should also include a conclusion, summarising what has been found in relation to the original question or problem. |
| There should also be recommendations, such as wider implications, suggestions for further work, etc. |
| Learners should be encouraged to plan and draft their work before producing the finished dissertation. |
| Care should be taken with the presentation of the dissertation, with appropriate use made of headings, paragraphing, page numbering, labelling of diagrams, and font sizes and styles. Learners should also take care to use language accurately and appropriately, for example spelling, grammar, punctuation, technical language, and an appropriately neutral or formal style. |  |  |
| **Summary of evidence required from learner** | | |
| • The dissertation | | |

**AO4: Be able to present findings, conclusions and an evaluation to an audience**

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| **Objective** | **Student** | **Assessor** |
| **The evaluation** | | |
| Learners must produce an evaluation of the project. Some or all of it could be included within the dissertation itself, or it could be a separate piece of work. | 🡨+LOG | 🡨+LOG |
| The evaluation should aim to address: |  | |
| • the extent to which the learner achieved what they set out to achieve | 🡨+LOG | 🡨+LOG |
| • possible weaknesses in, and limitations of, their methodology and interpretations |
| • how well they performed at different stages of the project |
| • what they would do differently next time and why |
| • what they have learned about conducting research and writing a dissertation, and how useful this has been to them |
| **The presentation** | | |
| The findings should be presented to an audience. The presentation should summarise what the dissertation is about, what was done, the findings and conclusions that can be drawn from it. It must be appropriate to the selected audience in terms of length, language used, room selected and conditions, and also in terms of any handouts and ICT used. | LOG, Presentation planning sheets, notes/handouts etc. | LOG, OPR completed.  Any Witness Statement completed. |
| The presentation must demonstrate the use of appropriate communication skills and the learner should be able to respond to questioning from the audience in a capable manner. |
| **Summary of evidence required from learner** | | |
| • The evaluation. This may be a written evaluation or some or all of it could be covered within the presentation. | | |
| • The presentation and any supporting material. For oral presentations, the evidence must include an observation record completed by the tutor assessor, along with any notes, handouts, etc prepared by the learner; the presentation does not need to be recorded on audio/video. | | |

