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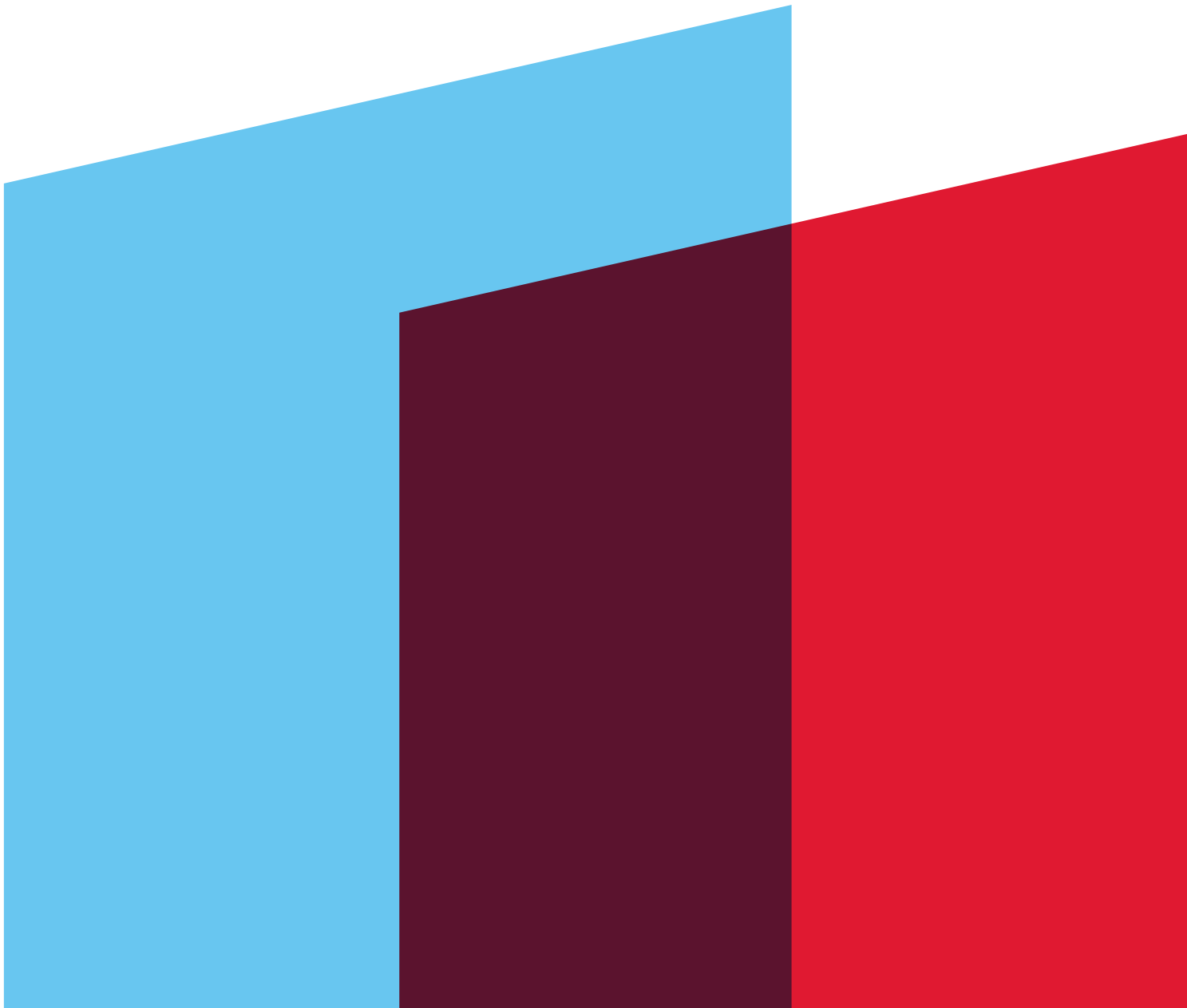
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

4th year Research Project Guidelines

Department of Health and
Leisure Studies



Research Project Guidelines 2021/2022

Department of Health & Leisure Studies

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Section One: Introduction

1.1 Why do a thesis?

The thesis is an integral element of your degree, the research thesis serves as the main vehicle for the integration of various course modules during the final year of study. The thesis also provides proof of your ability to undertake sustained and original research and present it as a coherent body of work and facilitates the development of your research and critical thinking skills through the design and implementation of a study and submission of a final document. The dissertation brings together analysis, critical thinking, judgement, research skills and application of theoretical concepts to practice, in accordance with accepted criteria and ethical standards.

Having completed this module, you should be able to;

- Appreciate and understand high-level concepts in research;
- Understand the various types of research;
- Take responsibility for a project throughout various stages of its development;
- Conduct an in-depth investigation;
- Undertake rigorous analysis of evidence/and or produce an implementation to meet a set of agreed requirements;
- Reach relevant and useful conclusions in the evaluation of the implementation or the explanations offered;
- Report and communicate findings effectively.

1.2 Choosing a thesis topic:

In deciding what topic to choose it is important to have an interest in the area. Self-motivation is an integral part of completing a thesis. Your research should be based around a solid research question, on a topic that will inform and be useful to your readership.

Section Two: Staff/Students Relationship

2.1 Student role:

The completion of the thesis project is the responsibility of the student. The student is expected to show initiative throughout the project. This includes proactive and effective management of the resources available, e.g. completion phase time scale planning, use of supervisor's time etc. Students are also expected to act professionally in all interactions with organisations and individuals they

contact in relation to their project and should never engage in any behaviour that would reflect negatively on the Institute.

2.2 Supervisor's role:

Each student is allocated a supervisor to help guide their project. They provide advice and feedback on your thesis as it develops.

The designated meeting with your supervisor serves as research colloquia for the research process. The focus of these meetings is as a support to the student and to provide the forum for discussion around relevant issues that will enhance the research process. The role of the Research Project Supervisor is to help the student develop their research, thinking and analytical skills in the course of implementing the research proposal. They will work through posing questions, suggesting resources and references, and providing feedback on a first draft of the written project however repeated feedback on numerous drafts cannot be facilitated.

2.3 Supervisor/student meetings:

Supervisors are allocated 20 minutes per week, per semester, over the duration of the project. Students are expected to contact their supervisors to arrange to meet up at a mutually convenient time. Students should forward material to supervisors ahead of scheduled meetings allowing sufficient time for reading and compiling feedback.

Supervisor/student meetings will be held on a one-to-one basis. The discussions during these meeting may include:

- Insights emerging from the on-going review of literature;
- Rationale for research methodology;
- Issues/themes for discussion;
- Possible ways of proceeding.

Section Three: Request for Ethical Approval/Research Proposal

In the growing culture of the importance of ethics in social research it is important to demonstrate that the author has given due consideration to the ethical issues pertaining to their proposed research. You must submit a comprehensive ethical approval form (see appendix 1) prior to commencing the data collection phase of your research. The production of the ethical approval form will prove invaluable as you progress through the research process. It will familiarize you with your area of

study and will help to clarify the aims and objective of your study. The completion, submission and approval of the ethical approval form will aid in ensuring the maintenance of a high ethical standard in the research conducted. The ethical approval form consists of the following sections;

3.1 Section 1: The Applicant and Research Overview

- Applicant Name;
- Contact Details;
- Current Role (i.e. undergraduate student);
- Name of Supervisor;
- Applicant and Supervisor Signatures;
- Research Type;
- Responsibility;
- Course/Module Details;
- Project Duration.

3.2 Section 2: Research Proposal Summary

Title of the project:

Should be brief and to the point, summarising the essence of your thesis

Plain Language Statement:

To include a synopsis of the entire research proposal.

Aim and Objectives of the Project:

State the overall aim and objectives (SMART) of your research. Include Identify your hypothesis (where applicable)

Recruitment Strategies:

State how your participants will be recruited. Note how consent will be obtained (attach consent forms)

Methodology:

Provide a summary of methods to be used in the research, procedures/protocols should be explained including data collection methods and analytical techniques to be used

Data Management:

Provides details relating to treatment of Participant data, including sources, collection methods, storage and retention (Refer to Data protection Act 1988-2003)

3.3 Section 3: Minimal Risk Checklist

Section Four: Guidelines for Thesis Preparation

4.1 Overview of Thesis Structure and Content

Please note that the following are guidelines in relation to the layout and content of your final year research project/thesis. If the structure of your project varies from this format, your supervisor will provide you with appropriate guidelines.

Preliminary Pages

Title Page: To include the following full title of thesis, full name of candidate, ID number, the award for which it is submitted, the institution i.e. "Institute of Technology Tralee", name of supervisor and modifier and the statement "Submitted to the Institute of Technology, Tralee, (Month), (Year)". (N.B. quotation marks mean this is the text to be used. Do not include the quotation marks in your document).

Second page: "**DECLARATION**" - Full title, "Supervisor" and name (s) of the supervisor(s), and this statement: "This Project is presented in partial fulfilment of the requirements for the degree of Bachelor of Science (Hons) in Physical Education Studies; Bachelor of Science (Hons) in Sports Development: Bachelor of Science (Hons) in Adapted Physical Activity; Bachelor of Science (Hons) in Athletic Performance; Bachelor of Science (Hons) in Health & Leisure with Health and Wellbeing; Bachelor of Science (Hons) in Health & Leisure with Massage (select as appropriate). It is entirely my own work and has not been submitted to any other university or higher education institution, or for any other academic award in this institute. Where use has been made of the work of other people it has been fully acknowledged and fully referenced".

1. **"Signature" (and signed)**

2. **Printed Full Name of Candidate**

3. **Day, Month, and Year**

4. **Third page** - "**DEDICATION**", if any.

5. **Fourth page** - "**ACKNOWLEDGEMENTS**" to people whose efforts helped in the work undertaken such as supervisor, subjects etc. This can be personal yet professional.

6. **Fifth page** - "CONTENTS": detailed listing, in sequence, of all chapters, sections, subsections, with page number where each one starts. It includes each individual Appendix.

7. **Next part** - "LIST OF FIGURES" with number, title, page on which it occurs, for each Figure. All diagrams, flow charts, graphs, layouts, pictures, photographs etc. are classed as "Figures" and are numbered consecutively from first to last. Label Figures across the bottom as "Figure YY. Mean times for groups". The independent variable is plotted on the abscissa (x) (with unit used in brackets) and the dependent on the ordinate (y) (unit in brackets). On graphs use different symbols for different sets of data.

8. **Next part** - "LIST OF TABLES" with number, title, page on which it occurs, for each Table. Number consecutively all Tables and label them across the top as "Table XX. Times for conditions". Label rows and columns of Tables with the variable name and (in brackets) the unit used. NOTE: Figure and Table numbers may be numbered within the specific Chapter e.g. within Chapter 2 number them as 2.1, 2.2, 2.3 etc. to facilitate adding and removing them during the correction process.

9. **Next Part** – "GLOSSARY OF TERMS" if desirable. Where the text uses technical terms not in common usage, abbreviations or synonyms, the inclusion of a 'Glossary of Terms' section will enhance reading accessibility and understanding.

10. **Sixth page** – "ABSTRACT"

Important features of the abstract include:

- The theoretical framework;
- Clear identification of the research question;
- Who the subjects were;
- What were the data collection methods?
- Findings;
- Conclusions and implications for further research.

Headings are not required for the above, Maximum length 250 words.

Chapter 1: Introduction;

(Page count begins with the introduction; pages prior to this are given roman numerals)

This is designed to create an interest as to the significance of the study.

- Outline the topic background, clearly and comprehensively;
- Rationale for the study;
- Aims and objectives;
- Research hypotheses;
- Assumptions;
- Limitations;
- Delimitations.

Chapter 2: Literature review:

(It is essential that you develop an outline for this section)

- Proceeds in terms of structure from general to specific content;
- Writing should be clear and to the point;
- Present a concept and then discuss the various findings about that concept;
- In this process the student must;

(a) Show strong evidence of understanding the main concepts in the general research area (breadth);

(b) Displays good understanding of the academic literature (mainly primary source material) in the specific narrow topic area under investigation (depth), including key technical content and methodological considerations (e.g. how others have investigated the issues and why). For students undertaking qualitative research projects it is necessary to outline the primary qualitative approach being utilized to research, i.e. ethnography, phenomenology, grounded theory, action research etc;

(c) Displays skills of critical evaluation in relation to the conceptual approaches, methods and findings of others in the area.

Chapter 3: Methodology:

The description presented in this chapter should be thorough enough to enable an examination of the research process and, where applicable, the reproduction of the study. You need to outline all the steps taken in the completion of the dissertation. This includes:

- Design of the study, including context of research, facilities, instruments used, equipment, procedures etc.;
- How and why participants were selected;
- The description and justification of all methodologies used;
- The description and justification of the method of analysis used.

For students undertaking qualitative research dissertations it is necessary to outline the primary qualitative approach being utilized to research, i.e. ethnography, phenomenology, grounded theory, action research etc.

Chapter 4: Results:

When presenting the results, you will need to ensure that they

- Are presented clearly and concisely, in narrative, tabular and graphic form where appropriate;
- Avoid using too many graphs or too much descriptive detail if not necessary or appropriate;
- Please note that the presentation of RAW DATA should only occupy a small part of this chapter. If this material is voluminous yet worth including, it should be attached as an appendix, i.e. in qualitative research projects coded data should be included in the appendices;
- The substantial portion of the results section must be given to the meaning that can be derived from the raw data, using descriptive and inferential statistical techniques. In the case of the later, outcomes of statistical analysis and significance levels should be reported precisely (e.g. $t=5.34$, $p<0.001$) and interpreted accurately.

Chapter 5: Discussion:

- In the discussion the student shows evidence of being able to interpret and evaluate the findings of the present study in the context of the current understanding / knowledge on the topic as evidenced in the academic literature. This must not be a re-hash of the results section;

- It is essential that you refer back to the research question, and relate your findings to previous research;
- Need to discuss possible reasons for the results;
- Were the hypotheses accepted or rejected;
- This section requires principally analysis and synthesis.

Chapter 6: Conclusions and Recommendations:

- Presents an overview of what the research project has revealed, in a series of short one or two lined numbered statements. It is not a summary of the entire process;
- Recommendations based on these conclusions may be considered under a number of different headings e.g. suggested further related studies, remedial actions, future policies, new strategies etc.

References:

- The method of referencing to be used throughout the dissertation text is the Anglia Ruskin Harvard Referencing system. For more information on referencing, please visit the Institute's [Referencing Policy](#);
- All materials used must be referenced and presented alphabetically in a reference list after the Conclusion and Recommendations chapter.

Appendices:

- A material referred to in the text, as appendices must be numbered and traceable to this section. Where material is not original the source must be acknowledged;
- Appendices must be numbered.

Appendices can include:

- Research instruments such as questionnaires, informed consent forms, interview guide, participants' information sheet;
- Data tables and graphs, if applicable;
- Qualitative data may be presented in font 8, single line spacing.
- Additional data.

4.2 Thesis Format Requirements:

Order of the thesis

The thesis consists of three general sections: the preliminary pages, the text and references. These sections should be arranged as outlined below.

Preliminary Pages

- Title page
- Declaration
- Dedication and/or Acknowledgements
- Table of Contents
- List of Figures
- List of Tables
- Glossary of Terms
- Abstract

Text

- Chapter 1 Introduction
- Chapter 2 Review of Literature
- Chapter 3 Methodology
- Chapter 4 Results
- Chapter 5 Discussion

References

Appendices

Word count

- The final year research project should be 10,000 words \pm 10% in length (excluding appendices). You must not exceed the word limit.
- The distribution of this word count should be in accordance with a % distribution arrangement as follows;

- Introduction 10%

- Literature Review 30%
- Methodology 20%
- Results 10%
- Discussion 20%
- Conclusions & Recommendations 10%

* For research projects that utilizes qualitative or mixed research approaches an optional additional allocation of 10% to the original word count may be incorporated into the results and discussion sections of the thesis, thus the overall research project work count may be 10,000 + 20% for projects that use qualitative or mixed method approaches.

Page Format:

Font: Preferably Times New Roman.

Spacing: Double or one-and-a-half, but for indented quotations and Abstract use single-spacing.

Margins: Left-hand margins should have a width of not less than 40mm, to facilitate binding, at other edges not less than 20mm.

Page Orientation: Normally portrait layout is used (i.e. the same as this page). Where landscape layout is used (i.e. turned through 90 degrees) it should be such that the bottom edge of the Figure or Table is on the right-hand side of the bound document when it lies open on a surface.

Chapter format:

Chapters must be broken up into **clear sections, subsections and parts of subsections**, each titled appropriately, with **decimal** numbering. They must be subdivided into paragraphs of more than one sentence. Leave a double line between paragraphs. **Justify pages both sides.**

Pagination (Page numbering):

All pages must be numbered consecutively including **all** pages containing Figures and Tables and all pages of References, Bibliography, Appendices, etc. The front sections, including the Abstract, are given Roman numbers (i.e. i, ii, iii, iv etc.); from the first page of the Introduction

onwards, Arabic numbers are used (i.e. 1, 2, 3 etc.). Locate page numbers centrally at the bottom of the page and approximately 15mm above the edge of the page. Figures and Tables can be numbered within chapters e.g. in Chapter 2 as Table 2. 1, Table 2.2, etc. for ease of adding or deleting them during the correction stage.

Editing and Proof reading:

Ensure that sentences and ideas connect intelligibly and clearly to others in the text, that you have removed duplications, or omissions, corrected spelling, punctuation and typing errors, and ensured that the text ties up correctly to Figures, Tables, Appendices, References, page numbers, sections.

Units:

All units and their notation must conform to the System Internationale (S.I.) e.g. masses must be in kilograms (kg), forces and weights in Newtons (N), lengths in metres (m) and millimetres (mm), velocities in metres per second (m/s), times in seconds (s), minutes (min), hours (h), days (day). Do NOT include any units from other systems and do not mix units e.g. seconds and minutes. Note that the unit used is always given as singular in Tables etc.

4.3 Plagiarism

The following outlines IT Tralee's position in relation to plagiarism. Please ensure that you adhere to the college's guidelines.

As outlines in the ITT Anti-Plagiarism Policy and Procedures document approved by ITT, Academic Council, November 2013, p. 1;

"Plagiarism, as that term is understood and applied by the Institute, is the presentation of the work of another (or of others) as one's own work, without acknowledgement, in order to gain academic credit. It applies to text, graphics, tables, formulae, code or any representation of ideas in print, electronic or any other media. Plagiarism is regarded as a disciplinary matter. Plagiarism can of course result from a deliberate decision to cheat; but it can also occur through carelessness, without any fraudulent intent. It is crucially important for students to familiarise themselves with correct referencing practices and the nature and boundaries of plagiarism. "I did not intend to plagiarise" is not an excuse".

While it is accepted that students may assist one another in relation to written work, such assistance should not be of a nature which facilitates or encourages plagiarism. If plagiarism occurs, a penalty may be applied to all parties involved.

Please consult IT Tralee's Anti-Plagiarism Policy for more information.

4.4 Guidance Notes on Writing Style

General academic conventions advise that certain writing styles be used to enhance the work submitted, but these, including those listed below, should be confirmed with your supervisor.

- Correct grammar must be used with proper sentences.

- The work is history so past tense should be used in describing what you and others did. Use present tense to describe theories pertinent to the subject matter and to refer to Figures and Tables in the report.

- Use the third person i.e. do not use "I" or "We" or "You" but "It is thought that..." or "Subjects found that or "the author" and so on. Avoid repetition and ensure all information is relevant and presented in a concise manner.

- As stated previously, the Anglia Ruskin Harvard Referencing system must be used throughout. Please consult the [IT Tralee Referencing Policy](#) for more information.

- Referencing in the text must be as: "Belloc (1974) stated that or "Belloc and Breslow (1966) stated and so on.

- If there are more than two authors use the first one only followed by "et al". If the same author appears twice in a year add a, b etc. after the year (e.g. Smith (1988a)).

- **Do NOT** just copy text from books, journal papers or their Abstracts but use your **own words** except where some short quote is especially pertinent (**see section 3.3 on plagiarism**).

- Use a proper series of paragraphs (more than one sentence) and flowing sentences with a clear flow of thought from one paragraph to the next. Make it clear and easy to understand, organized and coherent. Do not give opinions but use data to argue a case.
- Do not use abbreviations such as "Fig." for Figure".

4.5 Printing and Binding Specifications

Printing Specifications:

Number of copies: submit **TWO printed** copies plus 1 copy of thesis saved to CD at the time and location specified.

Paper: must be of good quality (at least 80 g/sq.m) of A4 size; use one side only.

Type size: 12-pitch

Binding and Front Cover Specifications:

Binding:

Either hard or soft bound copies are accepted

N.B. Do not bind it until your final draft has been approved

It must be securely bound so that leaves cannot be removed or replaced. Photographs, diagrams etc. not integral with the text, must be fixed firmly in place.

Front Cover:

Shall contain the following information only, and in this order:

The title in at least 24-point (8mm) type

Name of the candidate with one forename, other forenames initialized, and the last name

The award for which the research project is submitted e.g. Bachelor of Science (Hons) in Physical Education.

The year of submission

Spine:

Similar information, except the title, shall be printed in at least 24pt (8mm) here so as to be easily legible when the copy lies flat with its front cover uppermost. The text (from left to right) is: Name (as above), award (e.g. B.Sc. in PE (Year)). All lettering is to be clearly legible.

Section Five: Assessment

5.1 General Overview/Gradable components

The Research Project accounts for 15 credits in total (5 credits Semester 1 & 10 credits Semester 2)

The Gradable components are as follows;

- The research project report will account for 85% of the overall marks.
 - Submission date: to be confirmed

- The poster presentation will be assigned 15% of the overall marks.
 - Poster Presentation date: to be confirmed

5.2 Criteria for assessment

Please refer to Appendices to view assessment rubrics for all gradable components

5.3 Assessment Procedures

Your supervisor will be one of two markers for the thesis (see appendices for the marking scheme utilized). In cases of disagreement, the external examiner will examine the thesis. In some circumstance's students may be asked to a viva voce examination on their thesis

Degrees will not be awarded on the basis of work found to be plagiarised

Viva Voce:

In exceptional circumstances, for example in borderline cases, a viva voce will be used as part of the assessment procedure. This oral examination of approximately 30 minutes will be used to examine the student's overall command of their project. No separate mark will be awarded for the viva voce but satisfactory completion is required to confirm or alter the assessed mark for the project.

5.4 Submission Procedure for Thesis

- You are required to
 - (1) Submit **2 soft bound copies** & a Declaration of Work / Deposit in library to the assigned lockers outside the Science office no later than (Date to be confirmed)
 - (2) Submit **1 PDF copy of thesis** saved to Google Forms - link will be forwarded to you in advance of submission.

- Late submission will incur a penalty of 5% for each day beyond the due date.

- An extension of the submission date will only be granted under exceptional circumstances. In the event that you require an extension, it is necessary to apply formally by filling in a late submission form (see appendix 7), and submitting 2 copies of this form to (1) your project supervisor or, and (2) the project coordinator. The form will then be reviewed by a team of supervisors and either granted or refused.

Appendices

**RE12.1.3 ETHICS SCREENING/MINIMAL RISK APPLICATION FORM
INSTITUTE OF TECHNOLOGY TRALEE**



Prior to completing this form: Refer to the Universities *Research Ethics Policy* and associated guidance available on *Research Ethics Support* portal on blackboard.

PART A - APPLICATION

SECTION 1: THE APPLICANT AND RESEARCH OVERVIEW

Applicant¹
Contact Details: (Address, Phone number, e-mail)
Current Role
Co-investigators involved in this project (May include student as applicable)
Principal Investigator/Lead Supervisor (As relevant)
**Applicants Signature: I confirm that; (a) I have read the Institute's Research Ethics Policy and undertake to carry out the work outlined here in accordance with this policy and other relevant ethical and regulatory requirements, (b) the details contained in this document are, to the best of my knowledge, correct.
**Signature of Principal Investigator /Head of Department/ Research Centre Manager Signature: I confirm that I am familiar with the research project outlined in this application and support the proposal as outlined:

****Applications submitted without appropriate signatures will not be accepted. Electronic signatures or scanned signed copies are required for all electronic submissions in order to process applications.**

Submission: If an UG or Taught Masters student, adhere to submission guidelines provided by your Department. For all other research, please submit this form and attached documentation to: Chairperson of the Institute Research Ethics Committee, c/o Office of the Vice President of Academic Affairs and Registrar. Alternatively, electronic

¹ Main point of contact for this application

applications are accepted and can be e-mailed to the Chair at irec@ittralee.ie or in the case of animal research to sap@ittralee.ie. Ethics Screening/Minimal Risk Applications are accepted throughout the academic year. Queries to be directed to irec@ittralee.ie

Research Type – Please tick all that apply

UG Degree Programme Research Project <input type="checkbox"/> Taught Masters Postgraduate Programme Research Project <input type="checkbox"/> Research Degree Programme <input type="checkbox"/> Professional Research <input type="checkbox"/> Other /External Research <input type="checkbox"/> Please Specify _____ Health Research <input type="checkbox"/> Compliance with the Health Research Regulations (2018) is required.
--

Responsibility

School	
Department	
Research Centre	
Other	

Course/Module Details (As applicable)

Programme	
Year/Semester	
Module	

Project Duration

Proposed Duration (in Months)			
Start Date:		End Date:	

If the project require approval by an external research ethics committee – please detail²

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SECTION 2: RESEARCH PROPOSAL SUMMARY

Title of the Project:

--

² Researchers are required to submit a copy of external ethical to IREC on receipt of same

Plain Language Statement

(A brief summary of the entire research proposal. Max 200 words. The content should be comprehensible to non-experts.)

Aim and Objectives of the project

(State the overall aim and objectives of the study. The aim should be clear and feasible. Objectives emphasise how the aim is to be accomplished.)

Recruitment Strategies and Consent Process

(Briefly summarise how any human/animal subjects will be recruited. Note how consent will be obtained for human participants. What steps are taken to ensure that consent is freely given, specific, informed and unambiguous (GDPR 2018))³

I have accessed the Universities Consent Form Guidance and Template and will comply with same when acquiring consent: YES NO
If no please indicate alternative arrangements and why.

I have accessed the Universities Information Leaflet Guidance and Template and will comply with same in communication to prospective participants: YES NO
If no please indicate alternative arrangements and why.

Methodology

(Provide a summary of the methods to be used in the research; it is very important that this section is clear and to the point, procedures/protocols should be explained including data collection methods and data analysis methods).

³ Information Leaflet and Consent form guidance and template are available at *Research Ethics Support Portal* on Blackboard.

Data Protection

(Provide details relating to treatment of Participant Data including Sources, Collection Methods, Storage & Retention (Refer to Data Protection Act 2018). The University recommends retaining research data for a period of five years):⁴

Have you completed a Data Protection Risk Assessment Form (mandatory)? YES NO

Please attach with your application

Consultancy Research⁵

Where applicable have you adhered to the Universities Research Consultancy Policy and Procedures?

YES NO N/A

Funding

Has any funding been received or applied for in respect of this project? YES NO N/A

If Yes, please give details and note if any conflict of interest or restrictions apply.

SECTION 3: ETHICS SCREENING/MINIMAL RISK CHECKLISTS

The following checklists are designed to alert you to the major types of ethical issues that may arise with your research. It is envisaged that most applicants will be completing Checklist A only; however, dependent on the specific study type other checklists may also be relevant. **PLEASE DELETE ANY CHECKLISTS NOT RELEVANT TO YOU.**

Checklist A – Research Involving Human Participants

Checklist B – Research Involving Business Impacts on Society

Checklist C – Research Involving Animals

⁴ Data Protection guidance, including DP Risk Assessment Form, is available at *Research Ethics Support Portal* on Blackboard. The Institute recommends researchers access the EC document, *Ethics and Data Protection* (2018), For special categories of data, a Data Protection Impact Assessment may be required.

https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/ethics/h2020_hi_ethics-data-protection_en.pdf . Specific queries should be raised with the Data Protection Officer at dataprotection@ittralee.ie

⁵ Staff are advised to refer to the Universities 'Research and Consultancy Policies and Procedures' for the definition of research consultancy and the policies and procedures associated therein. The document is available to download here: X:\lab\Research Office\Research and Consultancy Procedures

Checklist D – Research Involving Impacts on the Environment

Note 1: Research that raises concerns that are over and above what is determined to be Minimal Risk will need Full Ethical Approval before it can proceed. Table 1 below illustrate the approach required for ethical evaluation of projects that are **NOT** approved at the level of Minimal Risk Review.

Note 2: At UG/Taught Masters Postgraduate level Project Supervisor(s) have the primary responsibility to ensure that students/researchers do not take on research that could expose them and participants to significant risk.⁶

Table 1: Competent Body for Full Ethical Approval beyond Minimal Risk

Type of Research	Competent Body for Full Ethical Approval beyond Minimal Risk
Checklist A – Research involving Human Participants or Impacts on Individuals or General Public	Institute Research Ethic Committee (IREC) <i>(In accordance with Scope of IREC)</i>
Checklist B – Research Involving Business Impacts on Society	Institute Research Ethic Committee (IREC)
Checklist C – Research Involving Animals	IREC Animal Ethics Sub-Committee
Checklist D – Research Involving Impacts on the Environment	External Environmental Ethics Review Committee *

*The University does not have such a committee and such research will require referral to a competent external body if approval is not provided at the level of Minimal Risk. It is the responsibility of the Proposer/Researcher to arrange such referral in association with VPAAR

⁶ In exceptional circumstances, a Taught Masters Postgraduate research project deemed beyond minimal risk level may be referred to IREC. However, researchers and supervisors are reminded that the life cycle of a taught master’s postgraduate programme may preclude engagement with more ethically challenging research.

Checklist A – Research involving Human Participants
Delete this section if not applicable

Does the research involve:	
1. A vulnerable person/groups? (<i>Vulnerable groups include children and any adult whose personal circumstances or social context restrict his or her “capacity to guard himself / herself against harm or exploitation or to report such harm or exploitation” (HSE 2014 p.5).</i>)	YES <input type="checkbox"/> NO <input type="checkbox"/>
2. Participants who may not have the authority (children) or capacity to give informed consent? (<i>This could include children or individuals with impaired cognitive ability. Individuals may be able to give their own consent with appropriate support in accordance with Assisted Decision-Making (Capacity) Act 2015).</i>)	YES <input type="checkbox"/> NO <input type="checkbox"/>
3. Research undertaken outside the state where legislation/requirements etc. may vary? (<i>Researchers may need to justify why research is not undertaken within the state</i>)	YES <input type="checkbox"/> NO <input type="checkbox"/>
4. Participants who are in a dependent situation, e.g. students, residents of a long-term care facility? (<i>This is important as it alludes to possible power relationships that will need to be acknowledged and managed ethically</i>)	YES <input type="checkbox"/> NO <input type="checkbox"/>
5. Deception of the participants including concealment and covert observation?	YES <input type="checkbox"/> NO <input type="checkbox"/>
6. Subjection to physical pain, beyond mild discomfort?	YES <input type="checkbox"/> NO <input type="checkbox"/>
7. The use of a medical device or medical preparation?	
8. Any novel procedure/intervention in the therapy/management of participants in a care setting?	YES <input type="checkbox"/> NO <input type="checkbox"/>
9. The administration of any form of drug, medicine or placebo?	YES <input type="checkbox"/> NO <input type="checkbox"/>
10. Potential inducement of psychological stress or anxiety beyond the risks encountered in normal life? (<i>This relates to the subject matter of the study – what are participants being asked about/being asked to do.</i>)	YES <input type="checkbox"/> NO <input type="checkbox"/>
11. Any physically invasive procedure such as body fluid/tissues collection (e.g. blood, urine, semen), exercise regimens or physical examination, which is not part of existing clinical management?	YES <input type="checkbox"/> NO <input type="checkbox"/>
12. Obtaining and storage of blood, body fluid or tissue samples from the participants?	YES <input type="checkbox"/> NO <input type="checkbox"/>
13. Processing of sensitive data in accordance with GDPR (2018)?	YES <input type="checkbox"/> NO <input type="checkbox"/>
14. Sharing of Data Outside the EU?	YES <input type="checkbox"/> NO <input type="checkbox"/>
15. Any intention to use the data from this study in further studies? (If this is the case explicit consent is required from participants)	YES <input type="checkbox"/> NO <input type="checkbox"/>
16. The disclosure of personal information to third parties? (Appropriate consent is required)	YES <input type="checkbox"/> NO <input type="checkbox"/>
17. Acquisition of personal information on individuals through any form of database, online forum or social media? (Appropriate consent is required)	YES <input type="checkbox"/> NO <input type="checkbox"/>

18. Use of questionnaires or interviews which may be linked either directly (e.g. through recording of names) or indirectly (e.g. through a cross-linked code) to the individual/ participant/researcher at any stage of the research? (This would require justification in light of the methodology and participants would need to be informed)	YES <input type="checkbox"/> NO <input type="checkbox"/>
19. The potential disclosure of personal information about participants or others with associated professional or legal responsibilities (e.g. Mandatory Reporting Regulations in terms of child protection) (Participants would need some information about this in the consent process if disclosure could arise in an interview setting)	YES <input type="checkbox"/> NO <input type="checkbox"/>
20. The disclosure of information which could place the participants at risk of criminal prosecution or civil liability or be damaging to their financial standing, employability, professional or personal relationships?	YES <input type="checkbox"/> NO <input type="checkbox"/>
21. Payments or inducements to participate that could reasonably be viewed as exerting undue influence over the participant? (Out-of pocket expenses is generally acceptable)	YES <input type="checkbox"/> NO <input type="checkbox"/>
22. Access to vulnerable groups that merits Garda clearance?	YES <input type="checkbox"/> NO <input type="checkbox"/>
23. The permission of a 'gatekeeper' from an external site to access participants? (This is an important consideration to manage at the outset of a project)	YES <input type="checkbox"/> NO <input type="checkbox"/>
24. Any requirement for Ethical Approval of the proposed research from another body involved in any way with the research project? (This may include a clinical or other external organisation committee)	YES <input type="checkbox"/> NO <input type="checkbox"/>
25. Any methodology that is novel, unconventional or lacks a theoretical basis?	YES <input type="checkbox"/> NO <input type="checkbox"/>
26. Risks to the researcher that are beyond those experienced in everyday life? (Consider physical, psychological and professional risks)	YES <input type="checkbox"/> NO <input type="checkbox"/>
27. The use of physical agents or processes that the Institute is licensed to use and for which there are Standard Operating Procedures in place?	YES <input type="checkbox"/> NO <input type="checkbox"/>
28. The use of chemical agents or processes that the Institute is licensed to use and for which there are Standard Operating Procedures in place?	YES <input type="checkbox"/> NO <input type="checkbox"/>
29. The use of biological materials or processes that the Institute is licensed to use and for which the Institute has Standard Operating Procedures in place?	YES <input type="checkbox"/> NO <input type="checkbox"/>
30. The use of agents or processes requiring any special license or permission from an external agency and which the Institute does not currently hold a licensed/permit or for which Standard Operating Procedures are not in place?	YES <input type="checkbox"/> NO <input type="checkbox"/>
31. Any other ethical issues that have not been addressed in this Checklist?	YES <input type="checkbox"/> NO <input type="checkbox"/>

Provide clarification on points to which you have answered YES	
Number	Clarification

PART B – ETHICS SCREENING/MINIMAL RISK REVIEW/OUTCOME

RESEARCH AS PER QA 12.2 - UG AND TAUGHT MASTERS POSTGRADUATE RESEARCH

To be completed by Chair of Department Minimal Risk Review Panel

a) Research Proposal Approved	<input type="checkbox"/>
b) Research Proposal Approved subject to Recommendations (attached) Ethical concerns are identified and some additional measures will manage risk effectively	<input type="checkbox"/>
c) Research Proposal Not Approved Project Review Required – Ethical issues are beyond Minimal Risk level. The Chair of the review panel will arrange a meeting with the supervisor and student to discuss how ethical issues can be minimized, so that the project progresses at a Minimal Risk level	<input type="checkbox"/>
d) Research Proposal Rejected on the grounds: a) that the Institute is not licensed or otherwise authorised to approve such research b) that the project presents major ethical concerns	<input type="checkbox"/>

Chair of Department Minimal Risk Review Panel (or nominee)

(BLOCK LETTERS) _____

Signature: _____

Date: _____

In respect of c) above where projects require revision

a) Project proposal revised and is now approved at Minimal Risk level	<input type="checkbox"/>
b) Project proposal remains beyond Minimal Risk level and is not approved	<input type="checkbox"/>
c) Taught Masters Project referred to IREC for full ethical review as an exceptional circumstance	<input type="checkbox"/>

Chair of Department Minimal Risk Review Panel (or nominee)

(BLOCK LETTERS) _____

Signature: _____

Date: _____

Data Protection Risk Assessment and Data Protection Impact Assessment Guidance (DPIA)

A Data Protection Impact Assessment (DPIA) can be used to help identify and mitigate against any data protection related risks arising from a project which may affect the Institute or the individuals it engages with. Under GDPR, a DPIA is mandatory for processing operations that are likely to 'result in a high risk to the rights and freedoms of natural persons' (Article 35). DPIAs are important tools for accountability as they help controllers not only to comply with requirements of the GDPR but also to demonstrate that appropriate measures have been taken to ensure compliance (WP Guidelines 248).

A DPIA is mandatory if your research proposal involves:

- A 'systematic and extensive' analysis of personal data in the context of automated processing, including profiling, where this has a significant effect on the data subject;
- Large-scale processing of 'special categories' of personal data, or of personal data relating to criminal convictions and offences; or
- A systematic monitoring of a publicly accessible area on a large scale.

The Irish Data Commission (DPC) has a list of types of data processing operations which require a DPIA https://edpb.europa.eu/our-work-tools/consistency-findings/register-for-decisions_en?filter_nid=300

Further information on DPIAs can be found at:

- https://www.dataprotection.ie/sites/default/files/uploads/2019-10/Guide%20to%20Data%20Protection%20Impact%20Assessments%20%28DPIAs%29_Oct19.pdf
- https://ec.europa.eu/newsroom/article29/item-detail.cfm?item_id=611236
- <https://www.ittralee.ie/en/InformationAbout/GDPR/> (Policies/Procedures)
- Institute Blackboard Folder *Research Ethics Support* – Ethics and Data Protection
- Queries regarding data protection can be directed to dataprotection@ittralee.ie

Resources Reviewed in completing this guidance: WP 248, EU Ethics and Data Protection 2018, DPC, ITT Data Protection Procedures, ICO (UK)

To help identify if a DPIA is required the following should be completed:

Data Protection Risk Assessment Form – Research Study

Title of Study:

Form Completed by:

Aid to identifying whether a DPIA is required	Yes	No	Comment
Will the study result in information about identifiable individuals being disclosed to organisations or people who have not previously had access to the information?			
Will the study involve you using new technology that might be perceived as being privacy intrusive? E.g. the use of biometrics or facial recognition.			
Will the study result in you making decisions or taking action against individuals in ways that can have a significant impact on them?			
Is the information about individuals of a kind likely to raise privacy concerns or expectations? E.g. health records, criminal records or other information that people would consider to be private.			
Will the study require you to contact individuals in ways that they may find intrusive?			
Will the study involve using information about individuals for a purpose it is not currently used for, or in a way it is not currently used?			
Is a Data Protection Impact Assessment required? (If you answer Yes to any of the above performing a DPIA is advisable – please contact Data Protection Officer at dataprotection@staff.ittralee.ie for assistance with same) <i>This is not required at initial Ethics Screening Stage</i>			

Research Proposal Oral Presentation Rubric

	Exceptional/Exemplary	Admirable/Proficient	Acceptable/Marginal	Amateur/Unacceptable
Coherence and Organisation	Presentation is clear, logical and organised. Listener can follow line of reasoning, flows well together, good transitions; succinct but not choppy, well organised	Presentation is generally clear and well organised. A few minor points may be confusing. Generally, very well organised but better transition from idea to idea needed	Listener can follow presentation with effort. Some arguments are not clear. Organisation seems somewhat haphazard; concepts and ideas are loosely connected	Logic of arguments is not made clear. Listeners are confused, presentation is choppy and disjointed; does not flow; no apparent logical order of presentation. Lack of preparation apparent
Content-Introduction	An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis;	Sufficient information that relates to thesis; many good points made but there is an uneven balance (biased information) and little variation	There is a great deal of information that is not clearly connected to the thesis	Thesis not clear; information included that does not support thesis in any way
Content – Aims and Objectives	Clearly stated and developed (SMART), complements title, provides overview of project	Clearly stated but may lack specificity, or measurability	Loosely connected	Vague
Content - Methodology	Clear understanding of the methodology to be utilised, provides justification for methods used. Clear understand of limitations and delimitations.	Clear understanding of methodology to be utilized but justification poor	Methodology to be used stated but poorly developed. Apparent lack of understanding	Methodology to be used stated but not developed or methodology inappropriate to study

	Methodology appropriate to the study			
Analysis	Clear understanding of type of analysis to be undertaken (e.g. clear understanding of statistical procedures to be completed and provides a rationale for utilizing the various statistical tests)	Clear understanding of the analysis to be undertaken but unable to justify use of some tests and/or procedures	Lists types of analysis to be undertaken, unable to discuss or justify	Unaware of type analysis to be undertaken
Timeframe	Realist timeframe succinctly planned Student heavily engaged in the research process	Timeframe ambitious Student adequately engaged in the research process	Timeframe poorly planned and unclear. Students relative engaged in the research process	No timeframe presented or completely unrealistic. Students poorly engaged in the research process
Delivery and use of communication aids	Relaxed, self-confident. Builds trust and holds attention by direct eye contact with audience. Poised, clear articulation, proper volume. Steady rate, good posture. Communication aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen. Information is organised to maximise audience understanding. Details are minimised so that main points stand out. Abstract/ and or proposal, hand-out of slides given to supervisors for further clarity	Clear articulation but not polished. Fairly consistent use of direct eye contact Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids	Some tension or indifference apparent, some mumbling. Occasional but un-sustained eye contact with audience Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted	Nervous tension obvious. No effort to make eye contact with audience. Rate too fast/slow, speaker seemed uninterested and used monotone Communication aids are so poorly prepared that they detract from the presentation

Length of Presentation	Within two minutes of allocated time +/-	Within four minutes of allocated time +/-	Within six minutes of allocated time +/-	Too long or too short; seven or more minutes above or below the allocated time
Response to questions	Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all questions posed	Demonstrates knowledge of the topic by responding accurately and appropriately addressing questions. At ease with answers to all questions but fails to elaborate.	Demonstrates some knowledge of rudimentary questions by responding accurately to questions.	Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions.

Student Name:

Research Proposal Oral Presentation Review Criteria

	Exceptional/ Exemplary	Admirable/Proficient	Acceptable/Marginal	Amateur/Unacceptable
Coherence and Organisation				
Content-Introduction				
Content – Aims and Objectives				
Content – Methodology				
Analysis				
Timeframe				
Delivery and used of communication aids				
Length of presentation				
Response to Questions				
TOTAL				

General Feedback:

Literature Review- Review Criteria

	Exceptional /Exemplary	Admirable/proficient	Acceptable/Marginal	Amateur/Unacceptable
<u>Introducing the idea: Problem statement</u>	The topic is introduced, and groundwork is laid as to the direction of the report.	Readers are aware of the overall problem, challenge, or topic that is to be examined.	Acceptable statement of overall problem challenge, or topic to be examined	Neither implicit nor explicit reference is made to the topic that is to be examined.
<u>Critical evaluation of literature</u>	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable.	All major sections of pertinent content are included, but not covered in as much depth, or as explicit, as expected. Sources are cited when specific statements are made. Significance to educational/training field is evident.	Some sections of the pertinent content are omitted, or not covered in as much depth, or as explicit, as expected. Some sources not cited Significance to educational/training field is evident.	Major sections of pertinent content have been omitted. The majority of sources are not cited. The topic is of little significance to the educational/training field
<u>Analysis & Synthesis</u>	Exemplary synthesis and organization of literature that is clearly linked to thesis question.	Good synthesis and organization of literature that is clearly linked to thesis question	Acceptable synthesis and organization of the literature, which is clearly linked to the thesis question.	Poor synthesis and organization of the literature, which minimally links it to the thesis question.
<u>Body Flow of the report</u>	The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.	Proficient flow from one section to the next, most transitions tie sections together as well as adjacent paragraphs	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The report appears to have no direction, with subtopics appearing disjointed.
<u>Clarity of writing and writing technique</u>	Writing is crisp, clear, and succinct. The use of pronouns,	Writing is proficiently clear, and succinct. The use of	Writing is generally clear, but unnecessary words are	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words,

	modifiers, parallel construction, and non-sexist language are appropriate. Use of proper grammar and spelling	pronouns, modifiers, parallel construction, and non-sexist language are appropriate. Use of proper grammar and spelling	occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. Adequate use of proper grammar and spelling	incorrect grammar, and improper punctuation are evident.
<u>Conclusion:</u> <u>A synthesis of ideas and hypothesis or research question</u>	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.	Succinct and precise conclusions based on the review were proficient. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are supported in the report.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.
<u>Citations/References:</u>	All needed citations were included in the report. References matched the citations, Anglia Ruskin Harvard style of referencing utilised	The vast majority of all needed citations were included in the report. References matched the citations, Anglia Ruskin Harvard style of referencing utilised	Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing.	Citations for statements included in the report were not present, or references which were included were not found in the text

Thesis Scoring Rubric

	Exceptional /Exemplary	Admirable/proficient	Acceptable/Marginal	Amateur/Unacceptable	Possible Mark	Actual Mark
<p style="text-align: center;"><u>Statement of Problem/problem in Context</u></p> <p>Relevance and complexity of research questions/process involved</p>	<p>Provides very clear context and rationale for proposed thesis, research questions, hypothesis (if applicable). Limitations and delimitations clearly stated. Complexity of research question and process involved appropriate</p>	<p>Supporting rationale for proposed thesis clear. Research questions, hypothesis (if applicable), limitations and delimitations clearly stated. Complexity of research question and process involved proficient</p>	<p>Adequate statement of context supporting rationale for proposed study. Adequate statement of research questions, hypothesis (if applicable), limitations and delimitations. Complexity of research question and process involved acceptable</p>	<p>Poor statement of context supporting rationale for proposed study. Poor statement of research questions, hypothesis (if applicable), limitations and delimitations. Complexity of research question and process involved amateur</p>		
	10-9	8-6	5-4	3-1	10	
<p style="text-align: center;"><u>Critical evaluation of literature and associated bibliography</u></p> <p>Evidence of a wide and appropriate level of reading and deep understanding of conceptual and technical aspects of subject matter</p> <p>Citation style appropriate and consistent, all references included</p>	<p>Thorough review of relevant and empirical sources, citing seminal works in the field. Exemplary synthesis and organization of literature that is clearly linked to thesis question.</p> <p>Citation style appropriate and consistent, all references included</p>	<p>Good review of relevant and empirical sources. Good synthesis and organization of literature that is clearly linked to thesis question.</p> <p>Citation style appropriate but</p>	<p>Adequate review of the literature and empirical sources. Good synthesis and organization of the literature, which is clearly linked to the thesis question.</p> <p>Citation style inappropriate, references included are not complete</p>	<p>Minimal review of the literature and little mention of empirical sources. Poor synthesis and organization of the literature, which minimally links it to the thesis question.</p> <p>Citation style inappropriate, all references not included</p>		

		lacking consistency, not all references included				
	20-16	15-11	10-6	5-1	20	
Methodology Level of appropriateness of research design	Provides clear and descriptive statement of research design, sample, instruments, analysis, and procedures. Research design appropriate and valid for stated aims	Provides good statement of research design, sample, instruments, analysis, and procedures with little degree of vagueness. Research design appropriate and valid for stated aims	Provides adequate statement of research design, sample, instruments, analysis, and procedures with some degree of vagueness. Research design appropriate for stated aims but lack clarity	Provides poor statement of research design, sample, instruments, analysis and procedures with large degree of vagueness. Research design inappropriate for stated aims		
	12-10	9-7	6-4	3-1	12	
Results Level of appropriateness of analysis and understanding of results	Excellent, appropriate, concise and advanced analysis and descriptive reporting of results that are clearly related to research question/ hypothesis (if applicable). Excellent use of diagrams and tables or quotations	Appropriate, concise and good analysis and descriptive reporting of results that are clearly related to research question and hypothesis (if applicable). Good use of diagrams and tables or use of quotations.	Appropriate and adequate analysis and descriptive reporting of results that are clearly related to research question and hypothesis (if applicable). Adequate and minimal use of diagrams and tables or use of quotations.	Provides only descriptive statistics. Reporting of results are somewhat related to research question and hypothesis (if applicable). Adequate and minimal use of diagrams and tables or use of quotations.		
	12-10	9-7	6-4	3-1	12	
Discussion	Exemplary creative, critical, and reflective thinking/practice.	Good creative, critical, and reflective thinking/practice.	Adequate creative, critical, and reflective thinking/practice	Poor creative, critical, and reflective thinking/practice.		

	12-10	9-7	6-4	3-1	12	
<u>Conclusion, recommendations,</u>	Sophisticated summary, critique, and recommendations for implementation and further research. Conclusions are linked to objectives and recommendations are feasible	Good summary, critique, and recommendations for implementation and further research. Conclusions are linked to objectives	Adequate summary, critique, and recommendations for implementation and further research. Conclusions somewhat linked to objectives	Poor summary, critique, and recommendations for implementation and further research. Conclusions not linked objectives		
	12-10	9-7	6-4	3-1	12	
<u>Structural integrity of the thesis</u> Integration, cohesiveness/flow/focus/readability/grammatical correctness and standard of general presentation	Exemplary writing that flows well, clear concise and comprehensive. Uses proper grammar and spelling; clear transitions. Each chapter clearly echoes research objectives	Good writing skills: writing flows well, is clear, concise, and comprehensive. Uses proper grammar and spelling and has clear transitions. Each chapter proficiently echoes research objective	Adequate writing, which flows well, is clear, concise, and comprehensive. Uses proper grammar and spelling and has clear transitions. Each chapter adequately echoes research objective	Writing does not flow well, is not clear, concise, comprehensive, nor does it use proper transitions. Grammar and spelling poor. Chapters poorly echoes research objective		
	12-10	9-7	6-4	3-1	12	

<p><u>Professional engagement</u> <i>(supervisors to grade this section only)</i></p>	<p>Demonstrates a consistent and sophisticated understanding of legal, ethical and professional practice.</p> <p>Student demonstrated substantial level of proactive and effective management of the resources available, e.g. completion phase time scale planning, use of supervisor's time etc</p>	<p>Demonstrates a good understanding of legal, ethical, and professional practice</p> <p>Student demonstrated an admirable level of proactive and effective management of the resources available, e.g. completion phase time scale planning, use of supervisor's time etc</p>	<p>Adequate understanding of legal, ethical, and professional practice.</p> <p>Student demonstrated an acceptable level of proactive and effective management of the resources available, e.g. completion phase time scale planning, use of supervisor's time etc</p>	<p>Minimal understanding of legal, ethical, and professional practice.</p> <p>Student demonstrated an amateur level of proactive and effective management of the resources available, e.g. completion phase time scale planning, use of supervisor's time etc</p>		
	10-9	8-6	5-4	3-1	10	

Thesis Scoring Rubric Summary Sheet

	<i>Exceptional/Exemplary</i>	<i>Admirable/Proficient</i>	<i>Acceptable/Marginal</i>	<i>Amateur/Unacceptable</i>	<i>Score</i>
Statement of Problem/Problem in Context (10)	10-9	8-6	5-4	3-1	
Critical Evaluation of Literature and Associated Bibliography (20)	20-16	15-11	10-6	5-1	
Methodology (12)	12-10	9-7	6-4	3-1	
Results (12)	12-10	9-7	6-4	3-1	
Discussion (12)	12-10	9-7	6-4	3-1	
Conclusion/Recommendations, (12)	12-10	9-7	6-4	3-1	
Structural Integrity of the Thesis (12)	12-10	9-7	6-4	3-1	
Professional Engagement (Supervisor to grade this section only)	10-9	8-6	5-4	3-1	
TOTAL (100)					

The thesis is allocated 85% of the student's final grade, please compute.

<i>Thesis Total 100% =</i>	<i>Thesis Total 85% =</i>
-----------------------------------	----------------------------------

Poster (15%)	Thesis (85%)	Total (100%)

Poster Presentation Rubric

	Exceptional/Exemplary	Admirable/proficient	Acceptable/Marginal	Amateur/Unacceptable	Possible Mark	Actual Mark
Aim/Objectives/Hypothesis	Stated clearly and concisely, shows clear relevance	A logical hypothesis/aim/objective presented	A questionable hypothesis, aim and objectives presented	Aim and objectives unclear/not stated/inappropriate	12	
	12-10	9-7	6-4	3-1		
Background Information	Background information relevant and summarised well. Connections to previous literature	Background information presented but connections to previous literature not made	Limited background information presented, no connections to previous literature made	Little or no background information presented	10	
	10-8	7-5	4-2	1		
Methodology/Experimental Procedures	Excellent selection of experimental methods to address aim, objectives, hypothesis Excellent original thinking or innovation of technique Clear discussion of procedures utilised	Very good choice of experimental methods to address aims, objectives, hypothesis Very good original thinking Clear discussion of procedures	Good choice of experimental methods to address aim, objectives, hypothesis. Good original thinking Adequate discussion of procedure	Method not appropriate to addressing aims, objectives, hypothesis No original thinking	12	
	12-10	9-7	6-4	3-1		
Results	Substantial amount of high-quality data	Substantial amount of high-quality data	Adequate amount of reasonably good data	Some data were lacking, not fully sufficient to	11	

	<p>presented to address the studies aims, objectives, hypothesis</p> <p>Presentation of data clear, thorough and logical</p> <p>Data analysed and expressed accurately.</p>	<p>presented to address the studies aims, objectives, hypothesis</p> <p>Presentation of data clear and logical</p> <p>Most of the data is thoroughly analysed and presented accurately but with minor flaws</p>	<p>presented to address the studies aims, objectives, hypothesis</p> <p>Presentation of data not entirely clear</p> <p>Some of the data is analysed and presented but flawed</p>	<p>address the studies aims, objectives, hypothesis</p> <p>Presentation of data was unclear or difficult to apprehend</p> <p>Analysis of data inaccurate or incomplete</p>		
	11-9	8-6	5-3	2-1		
Conclusion/Future Work	<p>Reasonable conclusions given and strongly supported with evidence</p> <p>Conclusion was connected to project aim, objectives or hypothesis and their relevance in the wider context discussed</p>	<p>Reasonable conclusions given and supported with evidence</p> <p>Conclusion was connected to project aim, objectives or hypothesis and their relevance in the wider context not discussed</p>	<p>Reasonable conclusions given</p> <p>Conclusion was connected to project aim, objectives or hypothesis, their relevance in the wider context not discussed</p>	<p>Reasonable conclusions given and strongly supported with evidence</p> <p>Little or no connected to project aim, objectives or hypothesis</p>	10	
	10-8	7-5	4-2	1		
Poster Board	<p>The poster is visually appealing</p> <p>All expected components present, clearly laid out, and easy to follow</p> <p>Text is concise, free of spelling or typographical errors; background is</p>	<p>The poster is visually appealing but may be crowded</p> <p>All components are present, but layout is crowded or confusing</p> <p>Text is relatively clear, mostly free of spelling</p>	<p>The poster is somewhat appealing</p> <p>Most components are present, but layout is untidy and confusing</p> <p>Text is hard to read due to font size or colour, some spelling or</p>	<p>The poster consists of text only or may appear to have been hastily assembled</p> <p>Some of the expected components are present, but layout is poor and confusing</p>	20 marks	

	<p>unobtrusive</p> <p>Figures and tables are appropriate and labelled correctly</p> <p>Tables/charts/photographs improve understanding and enhance visual appeal</p>	<p>and typographical errors, background is unobtrusive</p> <p>Mostly tables and figures are appropriate and labelled correctly</p> <p>Tables/charts/photographs improve understanding</p>	<p>typographical errors, background may be distracting</p> <p>Figures/tables not related to the text, or are not appropriate, or poorly labelled</p> <p>Photographs/tables/charts do not improve understanding</p>	<p>Text hard to read and contains multiple spelling and typographical errors, very poor background</p> <p>Figures and tables poorly presented</p> <p>Visual aids (tables/charts/photographs) not used</p>		
	20-16	15-11	10-6	5-1		
Knowledge of Project	<p>Demonstrates a very strong knowledge of the research project and project background</p> <p>Answers questions clearly and succinctly</p>	<p>Demonstrates a good knowledge of the research project and project background</p> <p>Answers most questions</p>	<p>Demonstrates some knowledge of the research project and project background</p> <p>Has some difficulty answering challenging questions</p>	<p>Demonstrates poor knowledge of the research project and project background</p> <p>Has difficulty answering challenging questions</p>	25	
	25-19	18-13	12-7	6-1		
TOTAL						

UNDERGRADUATE DEGREE DECLARATION OF WORK / DEPOSIT IN LIBRARY

This completed form must be submitted by the lecturer when he/she is depositing a hard copy and a digital PDF copy (both must be submitted) of a student's project/thesis to the library. The digital copy should be a facsimile copy of the print version, in terms of chapter order, layout, etc.

ITT TNUMBER	
STUDENT NAME	
PROGRAMME OF STUDY (FULL TITLE)	BSc (Hons) in
PROJECT / THESIS TITLE	
DEPARTMENT	Health & Leisure Studies
SCHOOL	Health & Social Sciences
LECTURER(S) /SUPERVISOR (S)	

To be completed by Student

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Signature of Student: _____ Date: _____

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Signature of Lecturer: _____ Date: _____