



THE UNIVERSITY *of* EDINBURGH

Dissertations

- Purpose
- Forms
- How
- Challenges
- Criteria
- Marking



Purpose

- Hoop to jump through
- In depth opportunity – Burning questions
- Exploration and Learning
- Pinnacle
- Pride

- Credits: 40 of 120 or 50/60 of 180



Forms

- 15,000 words
- Journal paper + Appendix
- Research Report / evaluation
- Capstone project / internship
- Reflections on practice / practitioner enquiry
- Others ?



How

- UG – year 4
- PG March – August
- Build up / preparation
- How much time / energy ?
- Expectation management



Challenges

- Topics & alignment
- Supervision time
- Group supervision
- How much reading?



Criteria

- SCQF → Common Marking Scheme
- 6 categories
 - Knowledge and Understanding of Concepts
 - Knowledge and Use of the Literature
 - Critical Reflection on Theory and Practice
 - Application of Theory to Practice
 - Planning and Implementation of Research/Investigation (to be applied as appropriate)
 - Constructing Academic Discourse



Knowledge and Understanding of Concepts

- A The assignment shows that the student has understood the main concepts and theories dealt within the course, without any misunderstanding, and has been able to integrate this understanding into a coherent framework
- B The assignment shows that the student understands the main concepts and theories dealt within the course, without any misunderstanding
- C The theories and concepts dealt within the assignment reflect a major part of the content of the course, and are handled in a way that demonstrates that the student understands these concepts, although there is some minor misunderstanding
- D There is evidence of a degree of understanding at the conceptual and theoretical level in what is assessed in the assignment but there are some omissions or misunderstandings in the student's handling of the theories and concepts dealt within the course
- E There is little or no evidence of understanding of the theories and concepts dealt within the course, or the theories and concepts are handled in a way that shows considerable misunderstanding or omission



Marking

- Double marked
- Supervisor – 2nd marker
- Another – 1st marker
- Moderation / agreement
- External examiner
- Feedback to student



Examples

Hind, R. (2016). An analysis of facilitation in sail training: Observing facilitator behaviour as a contributing factor in the development of young people.

Schijf, M. (2014). Sail training: A systematic review of the literature

Yu, Z. (2014). Reverse cultural shock after Connecting Cultures course

Ting-I, Kuo (2014). Examining the learning process and significant events during 2012 and 2013 summer British Exploring Society expeditions in Norway

Colvin, J. (2013). Management development: An exploration of “best practice”: Higher education institution case study

Fakunle, O. (2013). Exploring perceptions of Chinese students on how they develop critical thinking on one year Master’s-level programme in Scotland





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