Master in Access to Education Dissertations Handbook 2015 – 2018 cohort

Department for Inclusion and Access to learning

Contents

Rationale: Why engage in research?

The dissertation is a compulsory component of the Master in Access to Education programme, and is a highly challenging and rewarding part of the course. The range of topics from which you may select the area of study should be related to the area of your chosen specialisation, namely on any aspect of, Inclusive Schools and Communities or Specific Learning Difficulties. The dissertation will help you develop your organisational, investigative and analytical research skills, as well as your ability to present and write an academic report. The primary concern is to verify that you have learnt from the process and that you have acquired the necessary skills to conduct research. Contrary to popular belief amongst many of you, the dissertation does not necessarily have to include empirical research. There are also literature type, investigative type and project type dissertations, to mention a few.

The dissertation is a process that requires self-discipline, initiative, creativity and commitment. It allows you to choose an area for in-depth study. Supervisors will guide you throughout the process, but it is your responsibility to read academic literature, to research material, select the methodology, collect and interpret the data, write up the report and to meet deadlines.

You should play a major role in selecting the topic of the dissertation. The process of research will generally include the following:
- Choosing of an area of interest within educational research;
- Sourcing, acknowledgement and critical appraisal of the relevant literature;
- Identification of the research question/s;
- Design of a research project that can address the question/s;
- Selection of the appropriate research methods;
- Due and sensitive consideration of ethical issues;
- Appropriate presentation of results;
- Discussion of the research and/or product; and
- Conclusions and recommendations.

Ultimately, the dissertation process should contribute to the general development of your reflective and/or creative practice and your academic writing skills.

The Role of the Supervisor and your Role as the Student

The Supervisor shall guide and assist you in all the phases of the dissertation. The Supervisor will tutor you in your work and keep records of your progress according to the rules of the Institution. You are expected to request appointments for tutorials with the Supervisor and to attend any meetings called by the Supervisor. You are fully responsible for completing and presenting the dissertation by the set deadline and in the stipulated formats.

There are three main stages during which the Master Access to Education Dissertation Supervisor will offer specific guidance.

Phase one: The Proposal

During this initial phase the Supervisor will normally:

- Help you develop and/or revise the original research proposal;
- Ascertain that the research exercise is a feasible piece of work in terms of the content, the research methodology and the time-frame allotted; and
- Discuss issues with you in relation to plagiarism of research ideas and emphasise that you have checked the area of study to avoid an exact duplication of work in current or past dissertations, or in other published or unpublished material without due acknowledgement. This excludes cases where, for research purposes, it may be legitimate to replicate a study that has already been carried out in the past.

Phase two: Research and writing

During this phase the Supervisor's main responsibilities include advising and guiding your research. It involves:

- Participating in regular meetings and/or consultations (which could also be through emails, skype, etc.) with you though it is your responsibility to seek advice, make appointments and meet deadlines;
- Planning with you to set timeframes and deadlines for the presentation of the draft of part/s of the dissertation and of the final write up / product.
- Recommending the perusal of literature and other material related to the topic and, where necessary, also advise you to attend other courses, seminars, activities (both at university and/or elsewhere) which have a direct bearing on your work and which are essential for a proper and wider understanding of the topic under research.

- Informing the Master in Access to Education Board of Studies, as a matter of urgency, if a major difficulty occurs which might prejudice your presentation of your dissertation and meeting the final deadline according to established procedures. These may include problems of health and other unpredictable circumstances.

Should you require an extension you need to submit your request in writing, outlining the reasons for this request and, where appropriate, including supporting documentation. Requests will be considered in the first instance by the Board of Studies and forwarded to the Faculty Board to be processed according to the rules of the Faculty of Education and those of the University of Malta.

Phase three: The Examination

Your dissertation examining board will be composed of three internal and one external examiner. One of the three internal examiners will chair the examination board. This is in line with Article 55.2 of the Master regulations which states that: "For dissertations assigned 30 credits, the Board of Examiners shall be composed of at least three members but may additionally also include an external examiner from an overseas institution". Your supervisor will not form part of the examination board but may "be invited to attend as an observer during the oral examination. The Principal Supervisor may contribute if invited to do so by the members of the Board of Examiners but must withdraw prior to the final deliberations of the Board of Examiners. However, a Board may request special permission from Senate to allow a Principal Supervisor to form part of the Board of Examiners for justified reasons" (article 52.3).

As per regulation 54 of the General Regulations for Postgraduate awards, the Board of Examiners may approve your dissertation unconditionally or subject to correction of minor errors to the satisfaction of your Principal Supervisor and admit you to an oral examination. If the board of examiners is not satisfied with the quality of your dissertation, you will not be called to an oral examination and shall either:

(a) refer the dissertation back to you for major revision and resubmission in revised form to the satisfaction of the Board of Examiners, this needs to be carried out within six months; or

(b) not grant you permission to resubmit and state that you will not be awarded the degree.

Should you fail to satisfy the Board of Examiners in the oral examination permission may be given to re-submit the dissertation after making changes as necessary and you would be re-examined orally within a period of six months. Such permission shall be granted once only.

Re-check, remark and appeal procedures

The marking system is the same as that of other Master programmes offered by the Faculty of Education (refer to marking scheme in Appendix 1)

Subject to the provisions of any relevant regulations or to any procedural guidelines, including the payment of fees, made by the appropriate University authority, you may, not later than one week from the publication of the result of your dissertation, request that the work you submitted for assessment be reviewed for the purpose of ascertaining that no error was made in the award of marks. This request needs to be accompanied by a statement giving the reason why you feel that your dissertation/thesis merits a higher mark. The additional examiner would examine your claims and the augmented Board of Examiners would be able to consider the appeal more effectively and reach a more just conclusion. You may additionally request that the decision of the revision be elaborated in a detailed report. Guidelines for revision of papers including revision of dissertation available at: http://www.um.edu.mt/__data/assets/pdf_file/0018/39213/revguide.pdf.

Writing up a Dissertation

Suggestions for getting started on a dissertation

Owing to the amount of work that is involved in choosing, planning, executing and writing up a good dissertation, the work has to be carefully conducted in stages. In general, you are advised to:

- Choose the area and type of dissertation you wish to conduct;
- Make a plan of the study;
- Establish clearly the overall aim and specific objectives of the study;
- Establish and work to a practical time frame;
- Collect data that can be processed to meet the objectives within the timeframe set;
- Respect your Supervisor's own time frame and commitments;
- Keep within the scope of a Master dissertation; and
- Regularly hand in proof read chapters or parts of the dissertation as completed, with appropriate referencing according to established referencing guides.

When deciding and drafting your research proposal, you might want to ask yourself the following questions:

- What makes this research interesting?
- Who is my research going to benefit (the stakeholders) or being of use to (the end users)? Try to be specific.
- Is there evidence, for example in the literature, that my research will fill a gap in knowledge or a specific need? How will it build on the existing body of evidence?
- Is my research timely, innovative and/or responding to a new trend?
- How will my research proposal address my training needs as well as, if applicable, the needs of my current employer?

There are a variety of types of dissertations. The most suitable type of dissertation and the most appropriate methodology to address the research question should be discussed with your Supervisor. The following are some of the more common types of dissertations:

- Literature based study – Bibliographical research (such as researching a concept, or the contribution of a researcher to knowledge in an area).
- Investigative or empirical study (such as where data is collected using interviews, questionnaires, observations, experimental design, ethnographic work or a combination of these).
- Projects (such as the production of resources, portfolios, models; or planning, implementation and evaluation of a programme).

The following provides an outline of typical stages involved in the choice, planning, execution and writing up of a dissertation. Although unpublished, the dissertation is a document available in the public sphere (e.g. Institution Library) and the standard of research and writing should reflect its status.

Preparing and submitting the proposal

The area of study should be identified first. Sources of inspiration for identifying a good area of study should include general education journals, journals that are more specific to the area of interest as well as the literature and content covered in the study units.

When drafting the proposal, bear in mind that individuals reviewing your application will often have to read a large number of proposals/applications. So, well-presented and clearly written proposals are more likely to be reviewed favourably. Avoid long and convoluted titles. You will get an opportunity to give more detail in your introduction.

The proposal is a master plan for the research study. The proposal should be extremely focused and should be coherent with clear objectives, specification of the research question under study and appropriate choice of design, methodology and tools proposed for conducting the research.

You need to ask yourself the following questions, depending on the nature of the study, to guide you in the development of your proposal:

- What is the main area you would like to research?
- What are the main issues in this area of research?
- Which issue is of most relevance and concern to you as a researcher?
- What is the main research question?
- What is the provisional title for the dissertation?
- What do pertinent and relevant references state about the area of research?
- How much is already known about this area of study?
- Which methodology best fits the type of research and which best fits you?
- What would be an appropriate sample and sample size?
- What would be an appropriate age range of the participants?
- How will the data be collected and analysed?
- How will production or the intervention take place?
- What ethical issues need to be considered?
- Who will need to be contacted to get permission and consent to carry out the study?
- What documentation is needed for ethical considerations and permission to carry out the research?
- What is the timeframe of the study?

Once you identify the area you would like to study you could structure your proposal in the following sections:

- **Title**: At this stage this would be a tentative title that will help you keep your dissertation focussed
- **An Introduction to the Topic**: This will include a brief description of the topic, the aim, research objectives and research questions to be addressed. You will find that moving from research aim to research objectives, to research questions is quite a difficult task. This, however, will provide a clear focus to your research and help you structure both this research proposal and the final dissertation.

- The **AIM** of the research. This will provide the reader with a description of what you want to achieve from carrying out this research.
- The **OBJECTIVES** of the research. These are more specific than the aim. Through your objectives you outline the particular issues that you need to address in order to achieve the stated aim.
- The **RESEARCH QUESTION/S**. These are more specific than the objectives and specify the various insights and information that need to be collected in order to achieve the objectives. Research question often start with a WHY, HOW or WHAT.

- **Background information/brief summary of existing literature**: Here you will show
  i.   that you have studied and reviewed the work of the major authors in your research field
  ii. that you are familiar with the major themes relevant to that subject area, and
  iii. what further investigations you intend to pursue as part of this dissertation.

You should bear in mind that you are reviewing the literature in order to develop sharper, more insightful and focused research questions about your topic. Therefore, your literature review should lead to and justify your research objectives and questions.

- **Methodology**: In this section you should discuss the methods you will be deploying in order to achieve your stated research objectives. You will need to justify why you chose those particular methods and explain why they are the most appropriate for this particular research. You should also explain the constraints you may face in terms of access, time and so on. You should also make clear reference to the advantages and disadvantages of the various methods that you chose and others that you might have considered but decided not to use.

- **Ethical considerations**: Here you should clearly show how and what you intend to do in order to obtain **informed consent**; maintain **anonymity and confidentiality; safeguarding vulnerable groups**. Care is needed, in particular, in research with young children, and people who are ill or due to particular contexts would be considered vulnerable. You should also indicate the procedures that you would be following in order to get your research proposal approved by the Faculty Research Ethics Committee (FREC) and the University Research Ethics Committee (UREC).

- **Timetable** detailing how you anticipate completing the dissertation by the submission date.

- **Summary and conclusions**: This section is important because it gives the reviewer of your dissertation proposal a better understanding of the most important information. Make sure that this is concise, clear and informative.

Remember that there are some "golden rules" which contribute to a good proposal and eventually a good dissertation:

- Be clear, objective and straight to the point
- Justify your objectives
- Provide a structure and use headings
- Avoid long solid blocks of text and use smaller paragraphs
- Write short sentences
- Stick to guidelines and the deadline!
- Make sure you acknowledge ALL the authors of publications you use to write your proposal. Failure to do so will be considered as plagiarism. If you have to quote an author you need to make sure that you use quotation marks and italics to indicate it.

Writing up the dissertation

The next stages depend on the type of dissertation chosen. It is highly recommended that you consult literature that explains in more detail the steps that need to be followed in research. It is best if you obtain your own copies of good research methods and academic writing textbooks pertinent to your area of study using the same methodology. Furthermore, it is very important that you take heed of your Supervisor's suggestions and discuss these at length.

The research process normally includes a number of stages. The order of the stages will vary from one type of study to another. What is suggested here is not a prescribed list, but a mere indicator. Common stages of the research include:

- Drafting and writing the chapter on the **Literature Review**;
- Developing the research instrument (identifying literature on a concept of research; producing the method of collecting data; obtaining permission to conduct the study in schools, institutions or elsewhere;
- Piloting the data collection tool.

- Collecting the data.

- Drafting and writing the chapter of the Methodology;

- Processing the data and analysing it;

- Drafting and writing the chapters on Analyses of the Data/ Results and of the Discussion of Results;

- Refining the drafts of chapters; and

- Writing the Conclusion, Recommendations, Introduction and Abstract.

Throughout the research process, you are encouraged to work closely with the Supervisor. It is YOUR responsibility to present and report materials in a clear and coherent manner. It is recommended that before you present final drafts of chapters to your Supervisor, your work is checked thoroughly, proof read and corrected for style, consistency of format and any grammatical and syntactical errors. If the quality of the writing is not adequate your supervisor may refuse to correct your work until it is proof read. It is important for you to read the regulations governing your dissertation. Article 51.7 states " Principal Supervisors and co-supervisors are not responsible for proof-reading dissertations. Neither is it their responsibility to ensure that dissertations do not contain plagiarised parts"

Submitting the dissertation for examination

Once you finish writing your dissertation you should submit 4 paper and a soft copy in Pdf format of the dissertation which should be presented to the Master in Access to Education board of studies secretary.

A declaration of authenticity must be placed in the front pages of the thesis (see Appendix 2).

Dissertations that are awarded a Grade A, B or C will be made available to the library. In exceptional circumstances, students whose dissertation has been awarded Grades A – C may ask for it to be barred from publication. This can only be done if there are clearly justifiable reasons that must be submitted to the Master in Access to Education board of studies.

Ethical and Data protection aspects of research

When carrying out research in the field of education ethical conduct is of paramount importance. Though not all types of research studies may require attention to ethical concerns and considerations, many often do.

Ethical and data protection issues in the design and execution of research projects could be related to the choice of topic, to the timing of certain processes, to the choice, involvement and welfare of participants, to the role of the researcher, to data collection and use, to trialling of products and resources, to presentation and reporting of results, just to mention a few.

It is also worth noting that ethical considerations extend to the use of the logos of institutions – use of institutional logo would require permission from University Communications and Alumni Relations office.

Overall Considerations and procedures

Planning

In the planning phase, the **value of the research** needs to be assessed. You need to ask yourself if the research question proposed:

- Merits the scale of a dissertation or whether it is more of an investigative project;
- Will be harmful (physically, psychologically, emotionally, socially) to any individual involved, both during the research phase and afterwards;
- Will jeopardise any other research currently being undertaken by other researchers with the goal of improving an individual's, group's or societal well-being;
- Will result in undue burden on an individual or organisation whether they participate or assist in the research process;
- Will prohibit access to benefits or services for an individual participating in the research;
- Will result in undue favour towards an individual or group in the form of tangible items, knowledge, skills, esteem;
- Will not unrealistically raise an individual's or group's expectations with regard to potential outcomes and gains from the research; and
- Has the potential of reaping enough benefits when compared to the 'costs' (human, physical, or monetary resources) involved.

Finally, you also need to consider the issue of **permission:** that is, whom do you need to contact to obtain permission to carry out your study. This may include:

- Permission to have access to a group of participants (e.g. children, adolescents, parents/ legal guardians, workers); and/or
- Permission to use premises or equipment.

Proposal writing

With respect to appropriate ethical conduct, you must address a number of factors during the proposal writing stage. The proposal must explain clearly and explicitly ethical issues related to:

- The age group of any participants involved in the study;
- Any tasks individuals will be required to undertake as part of the study; and
- Your role as the researcher in the research process, either during data collection and/or if directly involved, in execution of the study.

Data collection

Working with human participants, and in particular with children, disabled persons, persons with mental health problems and others who lived through challenging experiences demands a high degree of respect and responsibility. This applies whether one is involved in large-scale survey data collection, or in qualitative research involving face-to-face contact, usually in the natural setting in which the participants interact with others.

Before human participants are involved in research, you must give proper consideration to:

- The potential risks to the participants;
- The anticipated benefits to the participants and others;
- The anticipated value of the research;
- The informed consent process to be employed;
- Data protection provisions; and
- Additional safeguards for those participants who experience or have experienced challenging situations.

Responsibilities to the community of educational researchers

The community of educational researchers includes all those engaged in educational research, such as academics, professionals, teachers, parents and students. A main objective of research is that it is shared and published (a dissertation placed on the shelf of a library is a publication). Once published, others may use this research for discussion,

policymaking, news reports and others. It is therefore important that the standard of the research is high and is not misleading in presentation of data, interpretation, discussion or recommendation.

As student researchers you may wish to note BERA's guidelines (2004, p. 11)[1], which consider that any of the following will bring research into disrepute and impact negatively on the research community:

- Falsifying research evidence or findings;
- 'Sensationalising' findings in a manner that sacrifices intellectual capital for maximum public exposure;
- Distorting findings by selectively publishing some aspects and not others;
- Criticising other researchers in a defamatory or unprofessional manner;
- Exploiting the conditions of work and roles of contract research staff;
- Undertaking work for which you or your Supervisor are perceived to have a conflict of interest or where self-interest or commercial gain might be perceived to compromise the objectivity of the research;
- Undertaking work for which you are not competent to carry out;
- Using work carried out with co-researchers as the basis of individual outputs without the agreement of the co-researchers concerned; and
- Using research for fraudulent or illegal purposes.

The following are University of Malta's links related to ethics. Please consult these documents and consult with your Supervisor before you start your research.

- http://www.um.edu.mt/urec;
- http://www.um.edu.mt/__data/assets/pdf_file/0003/53580/Flyer1.pdf;
- http://www.um.edu.mt/__data/assets/pdf_file/0003/58701/research_ethics_form.pdf
- http://www.um.edu.mt/__data/assets/pdf_file/0004/29047/How_to_avoid_plagiarism.pdf

Intellectual Honesty

Intellectual honesty refers to honest practice in acquiring, analysing, interpreting and transmitting ideas. Intellectual honesty in research practices is therefore concerned with respect for truth and respect for persons.

You need to understand that as researchers and as future professionals you are expected to achieve good scholarly standards and that you should do so by adhering to personal and

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[1] http://www.bera.ac.uk/system/files/ethica1.pdf

professional ethical conduct. You would be acting in an intellectually dishonest way when you DO NOT:

- Use and report information honestly;
- Credit other people's work used in the dissertation;
- Correctly cite reference material;
- Acknowledge the help of persons who have contributed to the research; and
- Contribute equitably to the research project when working with others.

Any of the above behaviours will not be tolerated. Supervisors will seek to detect any such intellectual dishonesty and take immediate action.

Honest reporting of information

Reporting results or interpreting texts and results in a way that gives a false picture of the readings or findings are all examples of dishonest practice.

You must demonstrate that the methods of research have been truly and honestly used and that the data reported is correct. It is important that a detailed and accurate account of the method for gathering data is included in the report. Fabrication of data, whether wholesale invention, or exclusion or alteration of data to accommodate a desired conclusion undermines the credibility of educational research in general.

As researchers, you cannot claim to be ideologically objective. You should therefore clearly explain the conceptual positions that structure your interpretation of data or texts. You and your supervisors should avoid being involved in studies that could put them in situations of conflict of interest, particularly where the interpretation of results is concerned.

Acknowledging sources

You are expected to acknowledge your sources of information to enable the reader to clearly distinguish which opinions and findings reported in the dissertation are yours and which pertain to others. If you were to submit material as if it were your own, without acknowledging the published and unpublished work of others, you would be plagiarising.

Plagiarism includes:

- Copying another's work;
- Using another's ideas without acknowledgment, or presenting them as if they were one's own;
- Paraphrasing a source: i.e. summarising another's work in one's own words, or altering the order of the presentation without acknowledgment; and

- Including more than a single phrase from another's work without the use of quotation marks and acknowledgment of source.
- Plagiarism also involves using or buying the services of a commercial research corporation, or any person other than the individual claiming to be the author, in this case, any other person or entity other than yourself. These practices are considered to be fraudulent.

You must realise that every reference to a source of information, whether in the form of printed material, images, electronic document, or verbal communication should carry a citation. You should be highly aware of the fact that lack of knowledge and carelessness in following standard conventions of citation may be interpreted as acts of plagiarism.

Verbatim quotations should be indicated by the use of:

- Quotation marks for in-line quotations (usually not exceeding 40 words); and
- Indented block quoting for longer quotations.

When referring to a secondary source (i.e. a source which they have only read about indirectly in someone else's work), you must make it clear that you have not actually read the source yourself. Failure to do so is considered dishonest practice. You must make sure to clearly cite BOTH the original source of the material AND the source from which you obtained the reference.

Style and Presentation Guide

This section includes guidelines and details regarding the styling of the text of the dissertation and other aspects of presentation.

The dissertation is expected to be approximately 25,000 words and is worth 30ECTS. This word count excludes front pages, figures, tables, appendices and references.

An overview of typical main subdivisions of a dissertation and the presentation of the is provided. Details regarding pagination, page layout, fonts, formatting of paragraphs and headings, bullets and numbering, footnotes and references as required for digitised and hard copies of the dissertations are also given.

Main subdivisions of a dissertation

A dissertation is normally subdivided into the major sections outlined below. However, this may differ according to the type of research methodology used and resultant outputs.

Title Page

Refer to Appendix 2a.

Abstract

The abstract page contains, from top to bottom:

- The word ABSTRACT in bold uppercase letters in the top centre;
- The full name of the author;
- The title of the dissertation;
- The text of the abstract as a single paragraph of not more than 250 words in 1.5 line spacing. The abstract should offer the briefest possible description of the dissertation and a concise summary of the main findings and conclusions;
- The degree title Master in Access to Education;
- The month and year of the presentation of the dissertation;
- 3 to 6 keywords (in English) in bold uppercase letters.

Author's Declaration

Refer to Appendix 2b.

Dedications and Acknowledgements

It is customary to at least acknowledge those who helped you in the dissertation research, amongst them your Supervisor, Advisor (if applicable) and consultants, as well as Heads and professionals of co-operating institutions.

Table of Contents

The Table of Contents must, as a minimum, include all chapter headings and subheadings (up to 3 levels) and Appendices. Where applicable, the Table of Contents should also include a List of Tables, a List of Figures, a List of Accompanying Material and a List of Abbreviations and Symbols.

Main Text

Although the presentation of the main text varies from one dissertation to another, depending on the specific discipline and its research traditions within education, a dissertation is typically organised around the following chapters:

- Introduction or Background to the Study;
- Literature Review;

- Design and Methodology;
- Analysis of Data;
- Discussion of Findings;
- Conclusions and Recommendations.

References

All sources cited in the text must be listed in the References section and vice versa. References must be listed in accordance with the 6th edition of the APA style manual.

Appendices

Supporting material (e.g. interview transcripts, computer programme listings, etc.) and material that is too long to include in the main text without breaking up continuity should be placed in one or more appendices.

Citing and Referencing

In a dissertation, one often refers to or quotes from different documents or sources. This section is a selective, quick reference indication of the main types of documents or sources used and that therefore need to be properly cited in the text and listed in the References section. The referencing system to be used is the 6th Edition of the APA, the *American Psychological Association formatting and style guidelines.* Details for each of these may be found in published manuals with extensive examples, e.g. *Publication Manual of the American Psychological Association,* 6th Ed. Such manuals are usually available in libraries. They may also be bought from or ordered through local bookshops or online.

It is essential in serious academic undertakings to properly document your work using the style of *one* system only. Once a style has been adopted no mixing of styles is permitted, and consistency is, therefore, paramount.

Timeline

- During the **summer between the First and Second Year** of study you are expected to read around a research topic of interest to develop your initial proposal.
- **By the end of November** of the second year of study you need to submit your proposal for the consideration and approval of the board of studies. The proposal

should be approximately 1500 words. The members of the board will meet to discuss the proposal for each individual student.

- The Board of Studies will read the proposals presented and give feedback in writing. It is your responsibility to follow the feedback given to you. You should receive feedback from the Board of studies within a month of submission (i.e. by **the end of December**)

- The completed dissertation is to be presented by the **end of May of the third year**.

Master in Access to Education: Dissertation timeline 2015-18	
Time	**Activity**
Between 1st and 2nd year	Read up on the topic you would like to research
End of October	Identify a supervisor Make sure you organise a meeting with your supervisor with whom you can discuss your proposal
End of November	Submit your proposal to the Board of studies
End of December second week of January	You should receive your feedback from the Board of studies. It is your responsibility to follow the feedback given to you by the board of studies
2nd year: between March and July	Planning your dissertation. FREC and UREC procedures for Ethical clearance
3rd year: between October and May	Complete your dissertation.
End of May	Submit dissertation for Assessment

Appendix 1:   Marking Scheme

Descriptor	Mark Range	Grade
• Work of excellent quality • Superior performance showing a comprehensive understanding and application of the subject matter. • Evidence of considerable additional reading/research/work.	80% - 100%	A
• Work of very good quality • Performance is typified by a very good working knowledge of the subject matter. • Evidence of a considerable amount of reading/research/work.	70% - 79%	B
• Work of good quality • Above average performance, with a good working knowledge of the subject matter. • Evidence of sufficient reading/research/work	55% - 69%	C
• Work of fair but below average quality • Considerable but incomplete understanding of the subject matter. • Evidence of a fair amount of reading/research/work.	50% - 54%	D
• Work of marginal quality • Minimal understanding of the subject matter, with no evidence of additional reading/research/work, which must be compensated by higher marks in other units in order to be eligible for the Postgraduate Award.	45% - 49%	E
• Unsatisfactory, failing work in the dissertation Study Unit.	0% - 49%	F

University of Malta
L-Università ta' Malta

[Your Name]

[*Title of Thesis*]

Thesis submitted in partial fulfilment of the requirements for the

Master in Access to Education.

[Semester and year]

Faculty of Education
University of Malta.

Appendix 2b: Declaration

Declaration

I hereby certify that the material that is submitted in this thesis towards the award of the Master in Access to Education is entirely my own work and has not been submitted for any academic assessment other than part-fulfillment of the award named above.

Signature of candidate:

………………………………………….

Date