

Assessment Criteria

A) The Client Report is evidence for:

METHODOLOGICAL SKILLS:

The student has identified the client's requirements and has explained and justified the choice of research methods (and explained any changes which may have occurred in the fieldwork plan).

ANALYTICAL SKILLS:

The student has provided a summary of the data that have been collected, showing how this has been achieved (e.g. copy of questionnaire, interview schedule, list of respondents). The student has summarised and made sense of the data, and is able to use this evidence objectively to satisfy the organisation's requirements.

PRESENTATION SKILLS:

The student has presented a written report which is easy to read, using graphs, photographs, documents etc. to supplement the text. There is a clear introduction, with a concise summary of findings, and a conclusion which can be justified by the findings.

POLICY SKILLS:

The student has shown an understanding of the operation and circumstances of the client organisation, in which the need for research has arisen, and has presented relevant information with recommendations (where appropriate), so that the report meets the client's needs.

B) The Reflective Report demonstrates:

REFLEXIVITY:

The student has reflected on the process of research, and how their role and those of others has influenced the collection of data. The student has analysed the practical problems which arose in the research, and outlined the solutions adopted for them. Decisions which would now be revised in the light of experience are discussed alongside alternative strategies, and the student can show how they felt about the research process, and how they have changed as a result.

CONTEXT:

The student can locate the research in the context of other academic work on similar themes, as shown e.g. in a bibliography or reference to comparable studies.

METHODOLOGY:

The student discusses the practical application of the chosen research methods, reflecting on issues such as reliability and validity and any particular problems with the methods.

ETHICS:

The student includes discussion of ethical considerations applying to the research, demonstrating sensitivity to all involved in the research process, use of appropriate language, and application of the BSA research guidelines. Particularly where evaluation research has been conducted, the relationship between student and client is considered, along with any problems which are not appropriate for the client report.

INITIATIVE: the student has shown initiative in progressing the research, taking decisions and making contact with the client and informants. The student has demonstrated (e.g. by research diary extracts) the extent of their fieldwork commitment and tutorial support.

Weighting:

Both the Client Report and the Methodology Report are required.

C) As the Client Report is the external 'product' of the course, it is appropriate for it to receive a higher weighting, with a weighting of 70% (compared to 30% for the Methodology Report).

In rare cases there may be a case for varying the weighting. Here the actual weighting to be given to the two reports should be agreed between the supervisor and the External Examiner, and the reasons given in writing on the assessment form.