

**CMP 3638 Project Preparation
CMP3060 Project**

Department of Computing and Informatics

**UNDERGRADUATE
STUDY GUIDE**

Final Year Project Study Guide 2008/9

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INTRODUCTION

Project Preparation Module Synopsis

This module provides students with the skills necessary to conduct an independent study project. The output of the module will form the foundation of the Project Module. Upon completing this module, students should have formed a clear understanding of the aims and objectives of their final year project.

Project Module Synopsis

Project is an extended piece of work on a topic of your own choice related to your degree programme. It provides students with an opportunity to demonstrate their ability to work independently on a major implementation or research project that builds on their established knowledge, understanding and skills. The unit is a double semester unit and contributes 36 CATS points towards final year study. The standard University CATS weighting suggests therefore that approximately 360 student hours should be dedicated to conducting study for this unit.

You will be allocated a supervisor who will guide and advise you in your work.

Learning Outcomes

On completion of the unit of study you will be able to:

- plan an independent study project;
- critically assess existing research and developments in the project domain;
- appraise, select and justify appropriate tool sets to conduct a project;
- apply appropriate theory and practice in the design, implementation and evaluation of a non-trivial set of deliverables;
- prepare a comprehensive technical report detailing the results of carrying out an independent study project.

Teaching & Learning Methods

The unit takes the form of student-managed self-directed learning supported by an academic tutor with expertise in the general area under investigation. Tutorials between the student and their supervisor are held at intervals to be negotiated between them, either by face-to-face contact or via technological means.

Assessment

Each project-related module is assessed via an in-course submission. The first submission is a duly completed project proposal at the end of the Project Preparation module. This proposal should detail the proposed topic of investigation and acknowledge the ethical issues surrounding the study. This proposal should be accompanied by a completed Ethical Approval Form. [Details of the process for Ethical Approval are included in Annexe 1]. The proposal should also outline the

client requirements and include a section providing an indication of how these requirements are to be met.

The content and length of the project proposal document is negotiable, but as a minimum the headings below would normally be appropriate. Indicative (but not absolute) word counts are included for your information. The following are indicative headings that should be covered in your project proposal submission:

1. Title
2. Aims and Objectives (*100 words*)
3. Rationale for the project (which might include an indication of why the project is necessary, what current research is available to underpin the project, and some indication of what methods might be adopted to conduct the project). (*1,250 words*)
4. Risk Assessment and Contingency Plans (*500 words*)
5. Indications of milestones and time-frames, which underpin the project (likely to be in the form of a Gantt chart).
6. The appropriately completed Ethical approval documentation if relevant.

The final submission at the end of the Project module is of the implementation and accompanying technical project report of 15,000 words or equivalent. The nature and scope of this report should be negotiated with your supervisor.

Each submission had a weighting of 100%; for details, see the relevant module specification document.

WHAT IS THE FORM OF PROJECT SUBMISSION?

Project is a self-managed programme of study which requires a range of skills to be developed and used, such as organisation and planning, time management, research skills, intellectual enquiry and analysis, and producing effective documentation. This applies whatever form your submission takes.

Types of Submission

There are two basic approaches to Computing related Independent Study submissions:

Investigation based:

This would typically involve primary research in the form of questionnaires and/or interviews being supported by appropriate theoretical input. In addition to constructing logical theoretical arguments, you will be expected to discuss the practical implications of your findings and conclusions and present the output from at least one stage of the software development life cycle.

Project based:

This involves investigating a practical problem or issue being faced by an organisation or individual, and the delivery of a solution in the form of a usable product. The product is delivered in conjunction with a project report that should

cover all aspects of the product delivery. The product you deliver is seen as the means to writing the final report and is not normally considered as a graded entity. As such it is the project report that is the imperative. The balance of project deliverable to project report in terms of effort is therefore key, and you should ensure that you seek your supervisors guidance in maintaining the correct balance.

Please note that you should avoid theory or project-based dissertations which lack evidence of academic underpinning as these will not meet the learning outcomes for the unit.

You should study the **ethical guidelines** given in ANNEX 1 and get **approval** from your supervisor before embarking on any primary research. (ANNEX 2).

SUPERVISION

Although the dissertation is your own work, most students benefit from contact with a tutor who can provide guidance and support.

Responsibility of the Supervisor

The supervisor will:

- * provide guidance about the nature and planning of the work, and the standard expected;
- * remind students about the problems of plagiarism or use of dishonest means, as outlined in the University regulations;
- * be accessible to students for regular tutorial sessions, as agreed with the student.
- * request written work and accounts of progress as appropriate, and return any work with constructive comments within a reasonable period of time;
- * ensure that the student is clearly informed of any inadequacies of progress and of any standards of work which fall below the level generally expected.
- * maintain a supervision log
- * supervisors cannot give indications of the classification a dissertation is likely to receive.

Responsibility of the Student

The student will:

- * initiate contact with the tutor;
- * discuss with the tutor the type of guidance and comment found to be most valuable and agree a schedule of meetings, using a face-to-face approach or access through technology;
- * take the initiative in raising problems or difficulties, however elementary they may seem;
- * maintain the progress of the work in accordance with the schedule agreed with the tutor, including the presentation of written work, in sufficient time for comments and discussion to inform subsequent work;
- * maintain a supervision log

HOW TO PROCEED

Selecting a topic and focus

The final report should address one main focus question which will be reflected in the title. The topic should reflect the course for which you are registered.

When selecting a **topic**, you should

- * carry out a preliminary literature search to provide you with an overview of the topic area, and an individual focus which may be pursued;
- * ensure you have access to the necessary resources to carry out the work;
- * ensure you have made a realistic assessment of the amount of time that the work will take (equivalent to a double-unit:24 CATS points) and set yourself a realistic schedule;
- * ensure you have a genuine interest and purpose in pursuing the work. You need to choose something that will continue to interest you when the going gets tough!
- * ensure you are selecting the most appropriate research methods, given the nature of your question and the limitations of time and resources.

Having found an area or topic of interest, you should then consider what angle or **focus** you intend to adopt.

- * 'brainstorm' by writing down all issues connected with the area;
- * use a 'questioning' approach (What? When? Why? How? Who? Where?);
- * consider technological trends, economic issues, political issues, legal issues, social implications;
- * determine your own strengths and weaknesses;
- * use library research to determine current issues relating to the topic;
- * devise a hypothesis and endeavour to test it.

Getting Organised

Draw up an **action plan**; identify sources of information, focused questions, and appropriate models and hypotheses. Then, construct a **draft structure** outlining chapter headings and a brief overview of the content of each chapter together with an indication of the research methods you intend to use. Discuss your plans with your supervisor.

Plan ahead if you need to order inter-library loans for material not accessible from the Library and if you are intending to carry out any fieldwork, allow enough time not only for the data collection but also for the analysis and interpretation of your findings.

Make a full record of all your **references** as you go along including the page numbers. This will enable you to construct a comprehensive bibliography and reference your work fully.

Agree a schedule of **appointments** with your supervisor and advise them in advance if you are not able to make a meeting.

Keep a **log** of your supervision sessions noting action points to be completed and discussed (see APPENDIX 1).

Your Independent Project Study covered by both project modules is 40% of your final year workload. **Allocate your time** to it accordingly.

Leave enough time to reflect on, edit and print your completed work. Last minute computer failure will not be accepted as a mitigating circumstance. Back up your work regularly.

Doing the Research

Your start point is the literature review. This is where you demonstrate that in undertaking your research, you have consulted other work that has been done in the subject area. Here, you are placing your own work in the context of that done by others. You compare and contrast what you are doing with the particular approach, or methodology, of what has been done elsewhere.

Use existing sources and data as much as possible. There is little point in duplicating work that has been done before, especially if your submission is a literature based study. However, be careful to put the emphasis on interpretation and analysis rather than regurgitation.

Use up to date sources that reflect current thinking, plus important historical work. Articles from refereed journals are more reliable sources than those from non-refereed journals. Critically evaluate all your sources and use them with due caution. Reliability and validity can be a particular issue with materials accessed via the Internet.

You are likely to want access to journal articles and the University subscribes to two major online journal sources – The Association of Computing Machinery (ACM) Digital Library and the IEEE Computer Society magazines and transactions. Access to these and other online resources can be gained through the University Portal site. The Department has already posted a useful ‘jump page’ on the Portal that links to lots of online resources. It might be the start point for your research. You can find this page by following: University Portal → University Resources → Library and Learning Resources → Finding Information → Resources for My Subject → Computing and Informatics

You should be able to link directly by following this link: [Subject Resources](#)

Your research question may require you to carry out some primary research involving questionnaires, interviews, observation, or other methods. Discuss with your supervisor the feasibility of your approach. Do you have the necessary time, money, and skills to do what you are proposing and how valuable are the results likely to be? Primary research of this type typically requires ethical approval, so ensure you have read the ethical guidelines attached and get clearance for your work from your supervisor (see ANNEXES 1 & 2).

Carrying out original research can add a unique dimension to your work, but it must be set in the context of current thinking in the field and this means you must still carry out a literature review. All methods have advantages and limitations and these should be discussed in the methodology section of your work.

Using the information

All the information you have gathered from whatever source needs to be organised, evaluated, selected and presented in a way which ‘tells a story’ to the reader. It should be relevant to the research question (topic) of your independent study and

inform a logical argument in narrative form which links the conclusion you reach with the aims and objectives of the dissertation, the investigation and the findings.

Writing up

Process and content

Everyone works in different ways: some people write up the work as they go along, whilst others only begin after they have undertaken all research.

It is your work and you have total and final control over the project, your approach and its content. However, it is worth considering the reasons you have a tutor assigned to you: to support and guide as you progress. Writing up as you go along is beneficial in that it allows your tutor to comment on your style, methods and content as you progress, helping you maintain your focus, and s/he may be able to suggest exploration of areas/angles you had not considered. Writing up after undertaking all research is something of a *fait accompli* and may result in your having to put in much extra time and effort re-working the draft or undertaking further research you had not anticipated.

A recommended way to proceed is to begin by writing up the **main body**, followed by your **conclusions**.

The **main body** should explore relevant theories, frameworks and issues identified in your literature search and the work that you have done during the course of your project: your investigations and development work. An evaluation of your work is also required here. You need to include a summary of the existing state of affairs surrounding your research topic, and then develop the subject matter logically to reach a conclusion.

The **conclusion** will form your final chapter. You should draw together the main points revealed in your research, summing them up and stating the implications of your findings. Do not go beyond the evidence you have gathered. This chapter would normally form at least 10% of the work.

Regardless of the subject of the work and the approach you use, try to adopt a structured, logical, analytical and critical approach throughout the work.

Compile the **reference** and **bibliography** sections as you go along.

Revisit the **introduction** at the final stage when you know what you will want to outline to the reader. The introduction should give your reasons for investigating the subject, provide a clear statement of the aims and objectives of the dissertation, introduce relevant background information, define key terms and concepts, provide an overview of the scope of the literature on the subject, and justify your choice of **research/development methodology**. The methodology describes the way in which the research has been carried out, showing what methods and approaches were used, or which tools were used to create your implementation, and explaining why they were more appropriate than other methods and approaches.

The purpose of the introduction is to engage the reader's interest and prepare them for the rest of the work.

Finally write the **abstract**. This gives a short overview of the complete work and should be no more than 250 words. Its purpose is to allow other researchers to do a quick check on the relevance of the work for them and as such should include a concise statement of scope of the subject matter and key conclusions.

Carefully consider and, if necessary, amend the **title** to ensure the content of the dissertation is precisely reflected. The title should be agreed with your tutor.

Having completed your work, **give yourself time for reflection**. Check that your arguments are logical and coherent and that your conclusions are backed up with evidence and arguments drawn from the main body of the text and related the work that you have done.

Proof-read your work checking for grammatical and spelling errors. Spell checkers tend to use American English by default. Standard British English is required. Ensure all work is correctly referenced and that your references list and bibliography are complete.

Style

You are expected to write in a concise, informative, lively but formal, style. Jargon, slang, the first person (I, me), use of stereotypes and generalisations should all be avoided.

You should be analytical rather than descriptive in your approach and communicate clear, coherent arguments in a narrative style.

Referencing

Referencing identifies the source of ideas, texts, tables, diagrams etc that have been drawn from authors other than you. It enables the reader to follow up on sources that may interest them and also protects you from allegations of plagiarism.

You are required to use the **Harvard referencing system**. See APPENDIX 2 for details.

Give a list of all references referred to in the text in alphabetical order at the end of the dissertation.

Follow this with a bibliography. This should include all references plus details of sources consulted but not referred to directly in the text.

Plagiarism

Please see the University Regulations ANNEX 1 and ANNEX A3 accessed via the University Portal (Home > Services > University Registry > Secretariat and Legal Services > Regulations) for full guidelines on plagiarism and academic offences.

Correct referencing avoids inadvertent plagiarism.

Structure

The structure of your final documentation is likely to contain the following sections, probably in this order:

- Title page
- Acknowledgements
- Abstract
- Table of Contents
- The body of the work divided into chapters (e.g. Introduction, Literature Review, Requirements Analysis, Design and Implementation, Results and Analysis, Evaluation, Conclusions)
- References
- Bibliography
- Appendices (if any)
- Annexes (if any)

The structure of the body of the work will depend on the content and is not prescribed. However, it should be logical and progress towards a conclusion.

SUBMITTING YOUR FINAL REPORT

Format for Submission

On **the cover** there should be:

- the title of the work;
- your full name;
- your enrolment number
- the title of your award (degree name)
- *The University of Lincoln*
- the date of submission.

On the **first page** inside the cover the **title** of the report and your name should appear again.

The **second page** should be the '**Acknowledgements**' page - state here the name(s) of any person(s) who assisted you in the preparation of this work and briefly state how they helped you e.g. contacts in organisations. Acknowledgements should be brief and factual.

On the **third page** there should be an '**Abstract**' of the dissertation. This should be a summary of the aims and scope of the work, when and how it was carried out, and the results and conclusions emerging from the work. It should be about 250 words long.

The **fourth page** should be the '**Contents**' page, showing the titles of the different sections of the dissertation and corresponding page numbers. This is the final task you will complete when the whole of the work is finished and checked.

On the **fifth page** put a '**List of tables and figures**' and the numbers of the pages on which they occur. If the tables or figures are referred to more than once, they should be placed in the Appendices; if you refer to them just once, you may place the table or figures within the texts.

On the **sixth page** commence the **main chapters**

Following the main body of the text give the **list of References** and, starting on a new page, the **Bibliography**.

Finally, add any **Appendices and Annexes**.

These can include material such as long tables, lengthy quotations, and other material used in the study which gives additional evidence but which is too cumbersome to include in the main body of the text. The material must be referred to in the main body of the text (for example, 'see Appendix 9 which illustrates.....'), and will not be acknowledged in the assessment of the work otherwise.

An **annex** is a document produced by another author and its pages are usually independently numbered.

The entire work must be **paginated**.

12 point lettering must be used with **1.5 spacing** on one side of good quality A4 paper. **Colour** printing is **not** necessary.

Margins must be 30mm on the left-hand side of the page and 25mm on the right-hand side, top, and bottom of the page.

Your dissertation must be **bound** using spiral binding or heat binding methods.

Project Submission Arrangements

You are required to submit bound **2 copies** of your work. One will be retained for the library and one will be available for your collection after the assessment process has been completed.

You are strongly advised to make an extra copy for yourself in addition to these.

The **submission date** and hand in arrangements will be confirmed to you via the Computing Student Notice Board and the BlackBoard.

The Faculty regulations and procedures regarding late submissions, extensions and mitigating circumstances all apply to Project. You should ensure that any applications are made in the appropriate manner.

ASSESSMENT

The Assessment Criteria

The criteria reference grids used in marking both project modules can be found on BlackBoard.

Familiarise yourself with these criteria and use them to assess your progress as you start to produce your work.

All dissertations are double marked and a sample is reviewed by the External Examiner.

Some Common Problems

Check the following points which might help you to avoid some commonly recurring problems.

Lacking in critical analysis ... One of the most common criticisms is that the work lacks critical and analytical thought. In your approach, always question 'why' rather than 'what'.

Overly descriptive ... Descriptive dissertations do not usually attract good grades. Students using their own experiences often produce descriptive dissertations. Your findings must be critically interpreted and examined and should include academic underpinning.

Some introductions are also overly descriptive and lengthy. Include only information which is relevant.

Using the information ... Students often put a good deal of effort into researching the topic they have chosen, but then struggle to put the information to good use. Make sure the information you collect is usable! This means identifying what you wish to collect and determining what you are going to do with it before you start collecting.

Lacking Structure ... Frequently the work ends up as a number of discrete essays, with either a very fine link, or no link whatsoever. This is inevitably due to a lack of structure and/or focus. The importance of a draft structure cannot be stressed enough, otherwise you have little or no control over the final structure.

Making generalisations ... Avoid making sweeping statements which cannot be substantiated.

Accepting limitations ... If you have encountered limitations of any sort, don't ignore them, acknowledge them

Losing work ... Loss of work is frustrating, to say the least. When word-processing the work, saving the work on a regular basis is essential (e.g. every 30 minutes). Save to a portable medium as well as the hard disc. For extra security, when you finish for the day, save to another location.

Sustaining motivation ... This can be difficult and there is no easy answer. Keeping the printed work in a binder may help your motivation, as the individual sections and chapters develop into the final piece of work.

Plagiarism ... This is a serious offence. Plagiarism is detectable and rigorous checks are made. If proven, a **fail** grade may be awarded, which has serious implications for your Degree. Avoid this by attributing all ideas where necessary and sourcing all material.

See APPENDIX 3 for further examples of good and bad approaches.

RECOMMENDED READING

Research methods

Hampson, Liz (1994), *How's your dissertation going?*, Lancaster : Unit for Innovation in Higher Education, Lancaster University 0901800511

O'Leary, Zina. (2004) *The essential guide to doing research*. London, Sage 0-7619-4199-1

Sharp, John. (2002) *The management of a student research project*. 3rd Edition.

Walliman, Nicholas SR. (2004) *Your undergraduate dissertation: the essential guide to success*. London, Sage 0-7619-4140-1

Study skills

Hind, David W.G. (1994) *Transferable Personal Skills*. 2nd Edition. Sunderland, Business Education 0-907679-69-2

Lewis, Roger (1994) *How to Manage Your Study Time*. Collins Educational 0-00-322364-7

Palmer, Richard (1996) *Brain Train: Studying for Success*. 2nd Edition. London, E. & F.N. Spon 0-419-19830-X

Writing

Irving, Ray & Smith, Cathy (1998) *No Sweat! (The Indispensable Guide to Reports and Dissertations)*. The Institute of Management Foundation 0-85946-295-1

The Style Guide. 5th Edition. (1998) London, Economist 1-861971-11-7

DEPARTMENT OF COMPUTING AND INFORMATICS

PROJECT SUPERVISION LOG

The log can be completed for each meeting/contact with the student. Supervisors and students should sign to show agreement on the outcomes.

STUDENT NAME	
COURSE	
EMAIL	
TEL	
ADDRESS	

DISSERTATION TITLE	
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SUPERVISOR	
------------	--

Supervision Date	Start time:	End Time:
Action Points		
Student Signature:		Supervisor Signature:

Supervision Date	Start time:	End Time:
Action Points		
Student Signature:		Supervisor Signature:

INDEPENDENT STUDY SUPERVISION LOG

Supervision Date	Start time:	End Time:
Action Points		
Student Signature:	Supervisor Signature:	

Supervision Date	Start time:	End Time:
Action Points		
Student Signature:	Supervisor Signature:	

Supervision Date	Start time:	End Time:
Action Points		
Student Signature:	Supervisor Signature:	

Supervision Date	Start time:	End Time:
Action Points		
Student Signature:	Supervisor Signature:	

1. REFERENCING YOUR WORK USING HARVARD

A bibliographical reference should contain sufficient information for someone else or yourself to trace the item in a library or bookshop. It is very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference. The Department of Marketing, Advertising and PR requires you to use the Harvard system to compile the reference list for your all academic work.

1.1. Why Harvard?

A standard system makes it easier to trace the sources efficiently. There are a number of systems for referencing but the department of marketing recommend the Harvard system.

This system was developed in the USA and it has become the most common system in use internationally. It is sometimes called the author/date system as well. The Harvard system has advantages of flexibility, simplicity, clarity and ease of use for both author and reader. References are listed alphabetically in the bibliography and cited in the text so there is no third place to look such as footnotes, which are features of other systems.

The advice in this booklet conforms to British Standard BS5605:1990

Language explained:

Citing means formally recognising, within your text, the resources from which you have obtained information.

Citation is the passage or words quoted within your text, supported with evidence of the source.

Bibliography is the list of sources you have used.

Reference is the detailed description of the item from which you have obtained your information.

1.2. Harvard method of citation in the text

Citations in the text should give the author's name with the year of publication and then all references should be listed in full alphabetical order at the end of the paper/dissertation. All statements, opinions, conclusions etc. taken from another writer's work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. In the Harvard System cited publications are referred to in one of the forms shown below:

Single author:-

In a study (Keller, 2003) brand equity was investigated....

When an author has published more than one cited document in the same year these are distinguished by adding lower case letters after the year within the brackets.

Keller (2003a) wrote about building, measuring and managing...

Two authors :-

In the book by Jobber and Fahy (2003)...

More than two authors:-

Dibb *et al* (2001) conclude that....

If more than one citation is referred to within a sentence, list them all in the following form, by date and then alphabetically:-

There are indications that e-marketing accounts for more than 10% of the United States' total economic output..... (Smith and Marks, 2003; Samuel, 2002; Fyfe, 2001)

1.3. Harvard method of quoting in the text

When quoting directly in the text use quotation marks as well as acknowledging the author's name, year of publication and page number of the quote in brackets.

Short quotations e.g. up to 2 lines can be included in the body of the text:-

Aaker (1991) argues four categories "brand as product, brand as organization, brand as person, and brand as symbol" (p.10).

Longer quotations should be indented in a separate paragraph:-

According to Burson (1974), one of the founders of the international group of public relations consultancies, Burson-Marsteller:

"The public relations executive helps formulate policies that will enable a corporation to adapt to social trends and communicates – both internally and externally – the reasons of those policies" (p.224).

If part of the quotation is omitted then this can be indicated using three dots:-

Diamond (1995) stated that "networking is no longer solely within the male domain . . ." (p.88).

Secondary referencing

Secondary referencing is when one author is referring to the work of another and the primary source is not available. You should cite the primary source and the source you have read e.g. (Kapferer, 1992, cited in Keller, 1993). Secondary referencing should be avoided if at all possible.

Website citations

Website with author: cite the author and date as usual

Website without author: Where a page has no author, use the title as the point of reference.

There are 4 main codes which offer guidelines on advertising practice (Advertising Association, 2004).

Harvard method of listing references and bibliographies at the end of the text

References should be listed in alphabetical order by author's name and then by date (earliest first), and then if more than one item has been published during a specific year by letter (2001a, 2001b etc). Whenever possible details should be taken from the title page of a publication and not from the front cover, which may be different. Each reference should include the elements and punctuation given in the examples below. Authors' forenames can be included if given on the title page but they are not required to be. The title of the publication should either be in *italics*, **highlighted** or underlined, whichever you choose be consistent.

Include the following information. The order is:

- 1 Author(s), editor(s) or the organisation responsible for writing the book.
- 2 Year of publication (in brackets)
- 3 Title and subtitle (if any), *italics*, **highlighted** or underlined. The examples given are in *italics*.
- 4 Series (if any).
- 5 Edition if not the first.
- 6 Place of publication if know,
- 7 Publisher.

A book by a single author:

Jobber, D. (2003) *Principles and practice of marketing*. London, McGraw Hill.

A book by two authors:

Jobber, David and Fahy, John. (2003) *Foundations of marketing*. 2nd edition. London, McGraw Hill.

A book by more than two authors:

Dibb, Sally *et al.* (2001) *Marketing: concepts and strategies*. Boston, Houghton Mifflin.

An edited book:

(ed.) and (eds.) are suitable abbreviations for editor and editors.

Keller, Kevin Lane. (ed.) (1995) *Branding and brand equity*. Cambridge, Marketing Science Institute.

A chapter in a book:

Chance, P. (1995) Brand extensions evaluations. *In*: K. Keller. (ed) *Branding and brand equity*. Cambridge, Marketing Science Institute. p. 51- 72.

An article in a journal:

Include the following information in this order:

- 1 Author(s) of the article
- 2 Year of publication (in brackets)
- 3 Title of the articles.
- 4 Title of the journal, italics, highlighted or underlined,
- 5 Volume and part number (in brackets) or month,
- 6 Page numbers of the article.

Aaker, David A. (1996) Measuring brand equity across products and markets. *California Management Review*, 38 (3), 102-119.

An article in a newspaper:

Thomson, C. (2004) Focus: An injection of competition. *The Times*, Saturday May 18 2004, p.8.

If no author name is given then anon should be used instead.

Anon (2004) Small business head into orbit. *Guardian*, Monday June 16 2004, p.27.

Government publications:

In broad terms White Papers contain statements of Government policy while Green Papers put forward proposals for consideration and public discussion. They are cited in the same way.

A White paper:

Department of Health (1996) *Choice and opportunity: primary care: the future*. Cm.3390. London, Stationery Office.

A Green paper:

Department of Health (1998) *Our Healthier Nation: a contract for health*. Cm 3854. London, Stationery Office.

An Act of Parliament:

Great Britain (1990) *National Health Service and Community Care Act 1990. Chapter 19*. London, HMSO.

Conference papers:

Paper from published conference proceedings with author or editor(s):

Hastings, G. (2002) Marketing for the angels. *Invited plenary presentation at the 31st EMAC Conference - Marketing in a Changing World: Scope, Opportunities and Challenges*, Braga, Portugal, 28-31 May. p. 59 – 70.

If no author or editor is given on the title page the name of the conference is cited first either in *italics* or underlined.

A thesis or dissertation:

McFeat, K. (2004) *Do consumers buy brands or an image?*. Unpublished BA (hons) dissertation, University of Lincoln.

Reference material:

Generally this type of material does not have a named author or editor and it is acceptable to refer to the publication by its title.

Kompass 2004: United Kingdom. (2003) 41st edition. East Grinstead, Reed Business Information.

Audio-visual sources

Film or commercial video,

You should include the following information, in this order:

- 1 Title – *italics*, **highlighted** or underlined.
- 2 Year (in brackets)
- 3 Subsidiary originator. (Optional but director is preferred – note the director's name is not written surname first)
- 4 Place of production,
- 5 Organisation.
- 6 [Medium:format].

Trainspotting. (1996) Danny Boyle. Edinburgh, Polygram.
[film:DVD]

Television programmes and off-air recordings:

You should include the following information, in this order:

- 1 Series Title.
- 2 Series number (if applicable)

- 3 Year of production (in brackets)
- 4 Programme title. *italics*, **highlighted** or underlined.
- 5 Place of publication
- 6 Transmitting organisation
- 7 Date of Transmission
- 8 [medium:format].

The Money Programme. (2001) *Guinness the final judgement*. London. BBC2. 25th November 2001, 9pm. [video:VHS].

Interview:

Branson, Richard. (2003) Interview with Richard Branson by Jonathon Ross. *Friday night with Jonathon Ross*. London. BBC1. 3rd September 2003, 11pm. [video:VHS].

Internet:

There are a number of ways of citing work from the internet. We have chosen a style that fits in with the Harvard style in order to maintain consistency.

Include the following information, in this order:

- 1 Author/editor.
- 2 Year (in brackets)
- 3 Title *italics*, **highlighted** or underlined.
- 4 [online].
- 5 Location of server (if known).
- 6 Publisher/maintainer of site.
- 7 Available from: URL.
- 8 [date accessed].

BBC. (2004) *BBC News: Business* [online]. BBC online. Available from: <http://news.bbc.co.uk/1/hi/business/default.stm> [Accessed Sunday 14th August 2004]

Electronic Journal articles from the internet:

Include the following information, in this order:

- 1 Author(s)/Editor(s)
- 2 Year of publication (in brackets).
- 3 Title of article.
- 4 Journal title in *italics*, **highlighted** or underlined.
- 5 Volume (issue),
- 6 Page/s.
- 7 Available from: URL.

8 Accessed: [date].

Chaudhuri, A. (2002) How brand reputation affect the advertising brand equity link. *Journal of Advertising Research* vol. 42 (3), p. 33 – 43. Available from: <http://www.warc.com/>. Accessed: [24th August 2004].

Personal Email:

Include the following information, in this order:

- 1 Sender.
- 2 Sender's email address.
- 3 Date of the email (in brackets).
- 4 Subject of the message in *italics*, **highlighted** or underlined.
- 5 The words **Email to** followed by recipient's name
- 6 Recipient's email address (in brackets).

Thompson, L. lthompson@lincoln.ac.uk. (Monday 1st September 2004) *regarding meeting on 18/09/04*. Email to H. Williams (hewilliams@lincoln.ac.uk).

If you require further assistance or guidance with referencing please contact your academic subject librarian – Paul Stainthorp by email (pstainthorp@lincoln.ac.uk)

BIBLIOGRAPHY

British Standards Institution. (1990) BS5605:1990. *Recommendations for citing and referencing published material*. Milton Keynes, BSI.

Learning Support Services. (2002) *Quote, Unquote: The Harvard style of referencing*. 3rd edition. Leeds, Leeds Metropolitan University.

Shields, G. & Walton, G. (1995) *Cite them right: how to organise bibliographic references*. 3rd edition. Newcastle, University of Northumbria.

THE GOOD THE BAD AND THE UGLY

(from R Croft and G Spickett-Jones, *Marketing Dissertations: A Quick Guide*, University of Humberside)

EXAMPLE ONE: SPORTS SPONSORSHIP

This student is extremely interested in sports - all sports: he wants to write his dissertation on some marketing aspect of it. As well as being actively involved in sports, he has family connections with a 2nd-division football club which may give him access to some of the key management.

The Good...

Topic

The student chooses to focus chiefly on football and to take a key marketing topic, sports sponsorship. After discussions with his tutor he floats a hypothesis that sponsorship can never be a cost-effective part of the promotional mix.

Research

The student finds a considerable amount of theoretical material on sponsorship in general, and sports sponsorship in particular. This comes in two forms: academic data (mainly from marketing journals and texts) and current data (from newspapers, magazines and other sources). To this the student adds much of his own observation and sets up interviews with the commercial side of the football club.

The format

The student presents the arguments (academic and otherwise) which support the hypothesis and those which argue against it. He analyses them critically before forming his own judgement : does the original hypothesis stand or fall?

the Bad...

The student decides to focus on sports sponsorship. He finds hundreds of references to sponsorship in the media and backs this up with all the references he can find about the topic in textbooks and journals. The report is a lengthy compilation of abstracts of all the data he has found. There is no plan, no format, no analysis, no focus. Although a great deal of work has gone into the project it makes a poor dissertation because it lacks structure and focus.

and the Ugly...

The student has an interview with the management of his football club and keeps asking them about marketing. They tell him how important sponsors are. He then sends a questionnaire to all the Football League clubs, but most of them fail to reply. The report has some useful empirical data but has no structure and no academic underpinning.

EXAMPLE 2: THE FASHION INDUSTRY

This student is particularly interested in the fashion industry - clothes, fragrances, accessories. She has spent part of her placement year working for a small fashion house in Paris and hopes to make a marketing career in the industry on completion of her degree. She is on good terms with her placement company and is confident that they would find some time for her when she needs additional data.

The Good ...

Topic

The student chooses to focus on clothes retailing within the fashion industry, and to look at ways in which the concept of the marketing mix is adapted by it. She floats the hypothesis that companies in the fashion business cannot be said to be marketing oriented as they manifestly exploit consumer needs and wants.

Research

The student is able to draw on a considerable amount of theoretical material concerning the marketing concept and the marketing mix. She also locates some good texts covering the fashion industry, retailing and the marketing of luxuries. To this she adds contemporary sources which address the more controversial elements in the hypothesis. In the event there is no particular need to supplement the theoretical work with company interviews, although the student does discuss her final conclusions with her former placement firm.

Format

The student starts with setting the ground, defining elements of the marketing concept and profiling (briefly) the fashion retailing industry. The various arguments which both support and contradict the hypothesis are then brought out and a conclusion argued based on detailed critical analysis.

the Bad...

The introduction fails to identify any particular theme or hypothesis, its stated aim being to examine the role of marketing in the fashion industry. The report is strong on theoretical background - in fact the student finds that she has spent months establishing what the marketing concept is. The final report consists of two almost separate themes - what is marketing and how does the fashion industry do its marketing? Although a huge amount of work has gone into the dissertation it comes to no particular conclusion because of poor focus.

and the Ugly...

The report concentrates on the former placement company and includes a good deal of irrelevant financial data. The student finds some texts on the fashion industry, including a so-called *exposé* by a freelance journalist. She has some interviews with her former colleagues who complain about the difficulties of breaking into the market due to the dominance of the major players. Finally the student adds a SWOT analysis of the company. The report contains no great insights, lacks structure and academic underpinning, is short on originality, analysis and critical thinking.

EXAMPLE 3: PARTY PLAN SELLING

The student is intrigued by Party Plan, having several relations involved in schemes including Tupperware and Ann Summers. She feels that this is an under-researched subject area, and is confident that she will be able to produce some good original insights into the method, using family connections within the various companies concerned.

The Good ...

The topic

The student chooses to examine the social interaction taking place in the party-plan situation using the *inductive approach*. This is to be compared with other more conventional forms of retailing.

The research

The student effectively blends material from business (the basis of selling, promotional communication, retailing, industry statistics), psychology and sociology. Her original research is clearly focused, being based on observation at several selling parties. She starts to build a theory regarding the effectiveness of social interaction in selling.

Conclusions

The student presents a tentative *paradigm* which tries to make sense of what distinguishes party-plan selling from other more conventional forms. She identifies a range of areas worthy of further research.

The Bad...

The student identifies a *body of knowledge* regarding selling which **is** summarised effectively in the early stages of the dissertation. Almost as a second separate report she adds a lengthy section on direct selling in general, with a large amount of data concerning the growth of the industry, the major players, industry trends, etc. Finally, as a third separate section, the student adds some notes based on the comments of the family members working in direct selling. Unfortunately student seems unsure what to make of the colossal amount of data she has amassed and is unable to interrelate. The fact that there are no real conclusions is as a direct consequence of failing to set objectives for the dissertation as a whole.

and the Ugly.

The student obtains a mass of promotional material from the various firms and attempts to make sense of them. She obtains financial data on the companies concerned, various reports on direct selling and some newspaper articles. Without focus the final report comes across as a *collage of items* connected by a common theme, but coming to no particular conclusion.

UNIVERSITY OF LINCOLN
UNIVERSITY ETHICS COMMITTEE
ETHICAL PRINCIPLES FOR CONDUCTING RESEARCH WITH HUMANS

The following ethical principles govern research with humans conducted under the authority of the University:

- The principle of respect for persons acknowledges the dignity and autonomy of individuals, and requires that people with diminished autonomy be provided with special protection. This principle requires that subjects give informed consent to participation in research. On account of their potential vulnerability, certain subject populations are provided with additional protections. These include children, prisoners, the mentally disabled, and people with severe illnesses.
- The principle of beneficence requires us to protect individuals by seeking to maximise anticipated benefits and minimise possible harms. It is therefore necessary to examine carefully the design of the study and its risks and benefits including, in some cases, identifying alternative ways of obtaining the benefits sought from the research. Research risks must always be justified by the expected benefits of research.
- The principle of justice requires that we treat subjects fairly. For example, subjects should be carefully and equitably chosen to insure that certain individuals or classes of individuals – such as prisoners, elderly people, or financially impoverished people – are not systematically selected or excluded, unless there are academically or ethically valid reasons for doing so. Unless there is careful justification for an exception, research should also not involve persons from groups that are unlikely to benefit from subsequent applications of the research.

Each of these principles carries strong moral force, and difficult ethical dilemmas arise when they conflict. A careful and thoughtful application of the principles will not always achieve clear resolution of ethical problems. However, it is important to understand and apply the principles, because doing so helps to assure that people who agree to be research subjects will be treated in a respectful and ethical manner. Nothing that is said in these principles and guidelines will absolve the responsibility of the researcher to act in accordance with the best interests of the participants.

These principles are to apply to research with human participants. They are intended to provide both the general principles and rules to cover situations encountered by researchers. They have as a primary aim, the welfare and protection of the individuals and groups with whom researchers work. It is the individual responsibility of each researcher to aspire to the highest possible standards of conduct in carrying out research. Researchers should respect and protect human and civil rights. Some areas of experience and behaviour will be outside the reach of research for ethical reasons. These guidelines have been adapted from the ethical guidelines of a variety of professional and other bodies involved in conducting research with human subjects.

2. GENERAL FRAMEWORK

3. The membership of the University Ethics Committee consists of a Chair nominated by Academic Board – currently the Pro Vice Chancellor (Research) – representatives nominated by each Faculty/Institute, the University Chaplain (or nominee) and relevant co-opted members.

4. It has responsibility for agreeing protocols for research on people, on behalf of Academic Board – as well as issuing guidance and advice to colleagues undertaking research on people.
5. As a central part of its role, the University Ethics Committee has formal responsibility for the approval of all research on humans conducted under the authority of the University.
6. This responsibility is normally sub-delegated to the Faculty/Institute Research Committees, which may in turn devolve responsibility for approval as appropriate while retaining overall oversight of the process.
7. The Faculty/Institute Research Committees should include an external member in the discussion of ethical issues.
8. In all cases of research with human subjects, whether conducted by staff or students of the University, approval must be obtained prior to the commencement of the research from the Faculty/Institute Research Committees.
9. In cases of uncertainty at Faculty/Institute level, the projects must be referred to the University Ethics Committee for adjudication. The University Ethics Committee will also consider appeals against decisions related to ethical issues of the Faculty/Institute Research Committees.
10. In the case of research involving individual students, the research must have the prior approval of the research supervisor whose responsibility it is to ensure that the planned research accords with the above ethical principles for conducting research.
11. Where research also requires approval from an outside body, for example, the NHS Local Research Ethics Committee, the research proposal shall be submitted for approval to such bodies. This will normally take place once it has been approved through University procedures.
12. The Faculty/Institute Research Committees will supply an annual report to the University Ethics Committee in December of each year that will include a summary of their actions in relation to research ethics and any issues for consideration by the University Ethics Committee. The latter will monitor their activities. The University Ethics Committee will in turn submit its annual report to the Academic Standards Committee in February of each year.
13. Members of the University Ethics Committee and Faculty/Institute Research Committees will display appropriate levels of confidentiality in discussing ethical issues.
14. In all cases researchers must consider the ethical implications of their research and the personal consequences for the participants in that research.
15. The investigation should be considered from the point of view of all participants in the research – such that any foreseeable threats to their well-being, health, values or dignity are ethically justifiable in terms of the benefits.
16. In conducting research, researchers should interfere with the participants or context from which data are collected only in a manner that is warranted by an appropriate research design and that is consistent with researchers' roles as academic investigators.
17. Researchers should recognise in terms of the participants that in a multi-cultural and multi-ethnic society with diverse religious belief and value systems, where investigations involve individuals of different ages, gender and social background, researchers may not have sufficient knowledge of the implications of any investigation for the participants. It should be borne in mind that the best judge of whether an investigation will cause offence may be a member (or members) of the population from which the participants are to be drawn.

18. CONSENT TO RESEARCH

19. Prior to conducting research (except research involving only anonymous surveys, naturalistic observations, or similar research), researchers should, whenever possible, enter into an agreement with participants that clarifies the nature of the research and the responsibilities of each party.
 20. Researchers should use language that is understandable to research participants in obtaining their appropriate informed consent (except as provided in section 4 on Dispensing with Informed Consent). Such informed consent shall be appropriately documented prior to any research being conducted, in accordance with the standards of any professional body.
 21. Using language that is reasonably understandable to participants, researchers should inform participants of the nature of the research; they should inform participants that they are free to participate or to decline to participate or to withdraw from the research; they should explain the foreseeable consequences of declining or withdrawing; they should inform participants of significant factors that may be expected to influence their willingness to participate (such as risks, discomfort, adverse effects, or limitations on confidentiality, except as provided in section 7 on Deception in Research); and they should explain other aspects about which the prospective participants inquire.
 22. When researchers conduct research with individuals such as students or subordinates, researchers should take special care to protect the prospective participants from adverse consequences of declining or withdrawing from participation.
 23. Where research is being conducted with children or other individuals who are unable to give consent, or who are unable to understand the nature of the research process for other reasons, special care should be taken to safeguard their interests.
 24. Where children, or other individuals, who are unable to understand the nature of the research process, may be the subjects of research lack of participation in the research procedures should be taken as a withdrawal of consent at that point.
 25. For people who are legally incapable of giving informed consent, researchers nevertheless (a) should provide an appropriate explanation, (b) should obtain the participant's assent, and (c) should obtain appropriate consent from a legally authorised person, if such substitute consent is permitted by law.
 26. If harm, unusual discomfort, or other adverse consequences for the individual's future life might occur, the researcher must obtain the disinterested approval of the relevant Faculty/Institute Research Committee, inform the participants, and obtain real, informed consent from each of them.
27. CONFIDENTIALITY
28. Subject to the requirements of legislation, including the Data Protection Act, information obtained about a participant during an investigation is confidential, unless agreed in advance. In principle, research participants have a right to remain anonymous. This right should be respected both where it has been promised explicitly and where no clear understanding to the contrary has been reached. These strictures apply to the collection of data by means of cameras, tape recorders, and other data-gathering devices, as well as data collected in face-to-face interviews or in participant-observation. Research participants should understand the capacities of such devices; they should be free to reject them if they wish; and if they accept them, the results obtained should be consonant with their right to welfare, dignity, and privacy. In the event that anonymity and/or confidentiality cannot be assured to participants, the participant must be warned of this prior to giving consent.
29. DISPENSING WITH INFORMED CONSENT

30. In exceptional circumstances before determining that planned research does not require the informed consent of research participants, researchers should consider any applicable external regulations and institutional requirements, and they should obtain the explicit approval of the relevant Faculty/Institute Research Committee.
31. INFORMED CONSENT IN RESEARCH FILMING OR RECORDING
 32. Researchers will obtain informed consent from research participants prior to filming or recording them in any form, unless the research involves simply naturalistic observations in public places and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm.
33. OFFERING INDUCEMENTS FOR RESEARCH PARTICIPANTS
 34. In offering professional services as an inducement to obtain research participants, researchers should make clear the nature of the services, as well as the risks, obligations, and limitations.
 35. Researchers shall not offer inappropriate financial or other inducements to obtain research participants, particularly when it might tend to coerce participation or to risk harm beyond that which they risk without payment in their normal lifestyle.
36. DECEPTION IN RESEARCH
 37. It is accepted that there may be occasions where deception in research is necessary and justified. However, researchers should not conduct a study involving deception unless they have determined that the use of deceptive techniques is strongly justified by the study's prospective scientific, medical, or educational value and that equally effective alternative procedures that do not use deception are not feasible. This should have the explicit approval of the relevant Faculty/Institute Research Committee.
 38. The withholding of information or the misleading of participants is unacceptable except where strong justification is given and where prior approval has been received from the relevant Faculty/Institute Research Committee.
 39. Researchers should never deceive research participants about significant aspects that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.
 40. Any other deception that is an integral feature of the design and conduct of an experiment must be explained to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the research.
41. PROVIDING PARTICIPANTS WITH INFORMATION ABOUT THE STUDY
 42. Researchers should provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and researchers should attempt to correct any misconceptions that participants may have.
 43. If scientific or humane values justify delaying or withholding this information, researchers must take reasonable measures to reduce the risk of harm.
 44. Researchers should inform research participants of their anticipated sharing or further use of personally identifiable research data and of the possibility of unanticipated future uses.
45. WITHDRAWAL FROM THE INVESTIGATION
 46. At the outset of the research (except in the case of justified covert research, or anonymous research) investigators should make it plain to participants that they have the right to withdraw.
 47. In the light of the experience of the research, or as a result of debriefing, the participant has the right to withdraw retrospectively any consent given, and to require that their own data, including recordings, be destroyed.

48. Researchers must take measures to honour all commitments they have made to research participants.
49. PROTECTION OF PARTICIPANTS
50. Researchers have a primary responsibility to protect participants from physical or mental harm during the investigation. Normally the risk of harm must be no greater than in ordinary life i.e. participants should not be exposed to risks greater than or additional to those encountered in their normal lifestyles. Where the risk is assessed as being greater than in ordinary life the provisions of paragraph 2.3 should apply. Participants must be asked about any factors in the procedure that may create a risk, such as pre-existing medical conditions, and must be advised of any special action that they should take to avoid risk.
51. During the research, a researcher may obtain information about, or evidence of physical, medical or psychological problems of which the participant is unaware. In such a case, the researcher has a duty to inform the participant if the investigator believes that by not so doing, the participant's future well being may well be endangered.
52. If during the research a participant solicits advice or help from the researcher, caution should be exercised. If the issue is serious and the researcher is not qualified to offer help, then the appropriate source of professional advice should be recommended.
53. Participants should be informed of procedures for contacting the researcher within a reasonable time period following participation, should stress, potential harm, or related questions or concerns arise despite the precautions required by these principles and guidelines. Where research procedures might result in undesirable consequences for participants, the researcher has the responsibility to detect and remove or correct these consequences.
54. Where research may involve behaviour or experiences that participants may regard as personal and private, the participants must be protected from stress by all appropriate measures, including the assurance that answers to personal questions need not be given. There should be neither concealment nor deception when seeking information that encroaches on this privacy.
55. In conducting research with children, great caution should be exercised.
56. When discussing the results with parents, carers, teachers or others in loco parentis since evaluative statements may carry unintended weight.
57. OBSERVATIONAL RESEARCH
58. Studies based upon observation must respect the privacy and well-being of the participants. Unless those concerned give their informed consent to being observed, observational research is normally only acceptable in those contexts where those observed would expect to be observed by strangers. Additionally, particular account should be taken of any belief systems or local cultural values and of the possibility of intruding upon the privacy of individuals who, even when in a normally public place, may believe that they are unobserved.

GUIDANCE ON RISK ASSESSMENT IN RELATION TO ETHICAL APPROVALS

It is requirement of the university that all research projects that raise potential ethical issues must be approved prior to commencement by faculty or institute research committees. As part of this process, research leaders must complete the appropriate “ethical approval form” which requires a short statement of the risk assessment of the project based on the vulnerability of participants, the extent to which it is likely to be harmful, and whether there will be significant discomfort. This note provides guidance on the key issues that should be addressed in such an assessment.

Key issues to be addressed in project risk assessment:

- Is there a physical risk to participants or might participants be harmed in any way? If so, what is the likelihood of this happening and the potential consequences?
- Is there a psychological risk to participants? If so, what is its likelihood and consequences? (Psychological risk can include: loss of status, privacy or reputation, feelings of embarrassment, being demeaned, becoming worried or upset etc.)
- Is any deception of individuals involved? What are the possible reactions to this and consequences?
- Where the research involves clinical interventions, what are the potential side effects, risks, or hazards, and what are the potential risks of not intervening?
- Are any of the potential physical or psychological risks identified above applicable to the researchers themselves?
- Are members of particularly vulnerable groups involved in this research and, if so, is there a possibility that the physical or psychological impacts and the consequences of those might be of a more serious nature because of their increased vulnerability? (Particularly vulnerable subjects include minors; adults with learning disabilities, dementia, or mental illness; prisoners; adults who are unconscious, seriously or terminally ill. This list is not exhaustive and research leaders are expected to consider whether any research participants might be considered to fall into particularly vulnerable categories).
- Might the research expose the university to unusual financial or legal risks?

Where the risk of any of the above is more than minimal, or where particularly vulnerable subjects are involved, this must be stated on the relevant Ethical Approval Form. In such cases, full ethical approval for the research may need to be sought from the University Research Ethics Committee as well as from the Faculty or Institute Research Committee.

Ethical Approval Form: Human Research Projects

This form must be completed for each piece of research activity whether conducted by academic staff, graduate students or undergraduates. The completed form must be approved by the designated authority within the Faculty/Institute.

Name of applicant	

University of Lincoln	Faculty:
	Department:
Position in the University	
Role in relation to research	

Project title

Brief description of project with approximate start and completion dates

Principal investigator or supervisor, including phone number and e-mail address

Other researchers or student investigators

Type/number of subjects involved and how de-briefing will be carried out

Location(s) at which project is to be carried out

The ethical issues involved and how they are to be addressed, including a risk assessment of the project based on the vulnerability of participants, the extent to which it is likely to be harmful and whether there will be significant discomfort.

Note: This will normally cover such issues as whether the risks/adverse effects associated with the project have been identified and dealt with, whether the benefits of the research outweigh the risks, whether the information and consent arrangements are adequate, and whether the level of any inducements to participate are appropriate.

Signature of applicant

I certify that I have read the University's ETHICAL PRINCIPLES FOR CONDUCTING RESEARCH WITH HUMANS AND OTHER ANIMALS

Signed by the lead applicant (with date)

then print name

Approval

Does this research require the approval of an external body?

Yes/No

If so, which body?

Signed on behalf of the Faculty/Institute Research Committee (with date)

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