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1. Introduction

The 30 credits MFamily dissertation is a programme course given within the Mundus Master’s Programme in Social Work with Families and Children. The aim of this handbook is to provide guidance to students and supervisors regarding key issues such as the structure, ethics and layout that are appropriate to academic writing within the area of social sciences. The master dissertation is a major academic work and offers the opportunity to contribute to knowledge and understanding within the boundaries of the master programme.

2. Literature search and ethical issues

In the first part of the research process, students should check through the literature on their topics, to find out what has already been published. That will ensure that students are in touch with current trends and informed about the most recent research in their areas of interest. To be able to do an effective literature search, students need to clarify the scope of their research topics from which they can develop lists of key concepts that will assist in the search for relevant literature. In the area of social work with families and children there is a huge knowledge production, and in order to get relevant literature, students should keep in mind the need to search for the most recent commentaries on their research topics.

*Ethical issues*

Before starting data collection, the proposed research methods and research protocol have to be discussed with and approved by the student’s supervisor. It is also important that the student and supervisor discuss the data analysis plan before, during and after fieldwork.

In case of any concerns, the student should consult the supervisor for guidance and support on matters relating to:

a. Protecting the confidentiality and safety of respondents  
b. Ensuring anonymity  
c. Obtaining informed consent from subjects  
d. Political issues and positioning.

Furthermore, students are responsible for their respondents’ and own safety during the research process. Therefore, there is a need to carefully consider safety issues during the
preparation for research especially when dealing with controversial/politically sensitive issues or planning to do research in areas of conflict and political turmoil.

When using qualitative methods students are advised to ask for informed consent in writing. An out-line/example of informed consent is included as appendix 4.

**Scholarly honesty and plagiarism**

Unacknowledged use of other person’s ideas, words or work either verbatim or in substance is not allowed. This is defined as plagiarism. Plagiarism is theft of someone else’s work and will result in immediate fail. Please note that the inclusion of a source in a reference list is not in itself sufficient attribution of another’s work. Plagiarism also includes electronic sources: cutting and pasting from Internet is not permitted, unless the Internet sources are cited and correctly referenced. If a student hands in a dissertation that to a large part consists of material cut or pasted from the Internet or quotes texts authored by others without references, it is considered as intentional deception. Copying from other students, helping someone to cheat, and letting a fellow student copy another student’s texts are other examples of intentional deception. If a student intentionally tries to deceive the examiner she/he is reported to the Disciplinary Board of the University in charge and will be subjected to the relevant disciplinary action. For more information on plagiarism see appendix 3. The non-plagiarism declaration to be submitted with the dissertation is included as appendix 6.

3. Design and layout of the dissertation

**Introduction**

Writing a master dissertation is very time consuming. Students can at times, run into trouble finding adequate data from respondents and accessing relevant documents as well as discovering that the writing process is very time consuming. During the entire writing process students will benefit from viewing each chapter as preliminary because in the end of the writing process, there is often a need to adjust the chapters to make the text coherent, clear and logical.
**Topic of the dissertation**

Social work is an interdisciplinary subject that includes a wide range of themes. However, in the dissertation it should be described and discussed how the topic of the dissertation is related to families and children. If a chosen topic risks to be seen as not a valid theme, the affected student is free to argue for its relevance to a particular research and practice field in social work with families and children.

**Length**

The maximum length for the MFamily MA dissertation, is 32 500 words. The abstract, contents page, references, and appendices are not included in the word count. Students should not exceed this word limit. In exceptional cases, more extensive reports, such as text analyses where long excerpts have to be included in the text, can be accepted with the approval of the student’s supervisor. The quality of the final product is not dependent on the number of pages.

**The dissertation shall contain:**

a. Title page. See appendix 1.

b. Abstract. See appendix 2.

c. A table of contents giving the numbering for each chapter headings and subheading and their corresponding page numbers.

d. Acknowledgements. This part is not compulsory and may come after the table of contents. In this space gratitude is expressed to organisations and people that contributed to the successful completion of the dissertation.

e. The main text. Following the format outlined under the headline “structure” further down in this handbook.

f. References. This should be a complete listing of all the texts/authors that the student explicitly cited in the text. In the reference list, the Harvard reference system should be used. See example below for instructions/guidelines to authors in British Journal of Social Work.

g. Appendix. Information that is important enough but too detailed or extensive can be presented in an appendix. The interview guide is an example of a relevant material to be presented as appendix.
Quotations

As mentioned earlier it is important that the students’ dissertations should build on earlier research. To refer, criticize, and to further develop empirical findings and theoretical discussions of other researchers is an important part of the dissertation work. The aim is to be close to the original text without copying it; therefore, students should read the original text carefully and make linguistically independent drafts and summarize the most important parts.

Sometimes a quotation may be appropriate in instances such as when authors of the original text have a very clear and striking way of expression that might be lost in translation. In such instances, quotation marks should precede and follow the quotation (“…”). If some words are left out it is usually marked with […]. If a sentence or more are left out it is marked with [---]. The quotation should NOT be written in italic and it should be exactly reproduced according to the original text. In accordance to this, possible misspellings and other mistakes should be quoted according to the original text.

Longer quotations should be presented in a separate paragraph, which should be marked with indented text with no quotation marks. See following example:

Social work is a political creation. The problems and challenges with which social workers deal are themselves the products of a particular political context, and social work is a particular kind of public response to them, created in a very large part by the state, either directly or through grants paid to voluntary or private organisations. (Beckett and Maynard, 2013, p.53).

In-text references

Students are asked to pay particular attention to the accuracy and correct presentation of references. In-text references should be cited by giving the author’s name, year of publication (Smith, 1928) and specific page numbers after a direct quotation or if the reference is very close to the original text. In-text lists of references should be in a chronological order.

a. Examples of in-text references to books, articles, etc.
   - Example 1. Howe’s account of attachment theory starts from extensive research (Payne 2005).
   - Example 2. Howe (1995) has done major research on…

1 Becket, C. and Maynard, A. Values and ethics in social work, 2nd edition (2013)
b. When there are two authors, both names should be referred to.
   – Example 1. In the end of the sentence (Becket & Maynard 2013).
   – Example 2. In the beginning of a sentence Becket and Maynard (2013) refer to....

c. When there are three authors all of them should be spelled out the first time, but only at the first reference. In subsequent citations/reserences, only the first author followed by “et al.” (Latin abbreviation for “et alia” meaning “and others”) should be mentioned.
   – Example (at a later reference) Svensson et al. (2008, p.23) highlights that, with reference to Michael Lipsky following..., “XXXXX”.

d. When there are four authors or more, only the first author is spelled out also in the initial reference in the text.

e. When more than one reference is cited in the same context, they will be referred to in a chronological order (name and year) separated by a semicolon and put inside of parentheses.

f. When authorities or organizations are cited as authors, they should be referenced as follows:
   – In Statistics Sweden (2006) it is stated that...
     or
   – In a previously published report (Statistics Sweden 2006) it is stated that...

g. When the same reference is sequentially repeated, usually the reference is spelled out once and then listed as (ibid.) which is Latin and means “at the same place as the previous reference”. In this way tiring repetitions can be avoided.

Reference list

A reference list should appear at the end and should include only those references cited in the text. References should be arranged alphabetically by author, and chronologically for each author. Publications for the same author appearing in a single year should be differentiated using letters: a, b, c etc. Please indicate secondary references.


• **MULTI-AUTHOR ARTICLE**: Where there are more than two authors, the reference within the text should be cited as Smith et al. and the date, but in the reference list the names of all the authors should be included.

• **ADVANCE ACCESS PAPERS**: Papers published in Advance Access are citable using the DOI and publication date:
  
  
  o The same paper in its final form would be cited:

• **Appendixes.** Any material that is mentioned in the main body, but is too detailed or bulky to place in the main body, or is supplementary to the main text (e.g. questionnaires, consent forms, etc.)

• **References to Internet** shall include original source, title, year, web address and the date when you accessed the information. There are different genres concerning how to cite Internet texts but the main principle is the same. See example: General Social Care Council (GSCC) (2010) Code of Practice for Social Workers. Available at: [www.gsc.org.uk/codes/](http://www.gsc.org.uk/codes/) (accessed May, 2013).

*Format*

• The text shall be written in English, using Times New Roman font size 12, line spacing single. The same size of both margins, 2.5 cm. The pages should be numbered in the centre of the footer.

• UK or US English spelling and punctuation are accepted as long as consistent within the dissertation.
• The divisions of paragraphs can be done according to two different principles and these should not be mixed. Either you divide the paragraphs with a blank single spacing or an interdentation from the left margin. If interdentation from the left margin is chosen the space of 0.5 cm is requested.

• To stress specific words in your text the use of *italics* is preferred. Avoid **bold**, *underlining* or **CAPITALS**.

*Headlines*

Below are two examples of headings suggested:

1 Chapter heading *font size 24*

1.1 Section heading *font size 18*

1.1.1 Paragraph heading *font size 14*

or

1 Chapter heading *font size 18*

Section heading *font size 14*

*Paragraph heading font size 12 italic*

Either of the examples above will do as long as the student is consistent.

4. *Structure of the dissertation*

There are many ways of structuring a dissertation, but that does not mean that anything goes. The dissertation should contain basic parts/chapters that are similar in most scientific texts. However, the chapters can differ in writing depending on the nature of the study and the ambitions of the researcher. The basic parts of a scientific work – introduction/problem area, literature review/ knowledge basis, theoretical/analytical framework, methodology, findings, analyses, conclusion – will be presented based on the common structure of scientific texts as follows:
Introduction and problem area

The main purpose of the introductory part is to catch the reader’s interest. Students should present briefly, but explicitly, the problem area, focusing on and making a clear statement of the research object, articulating the problem area and stating the research objectives. This presentation serves both as an entrance and an exit as the research work concludes with a clear feedback to the problem initially presented.

There are different ways of identifying the problem area and the research object. One of the most common strategies is presenting the background of the research object, scope, prevalence, consequences or links to significant changes, decisions or further actions. The problem area may also contain a contextualisation, a short introduction to the theoretical framework and/or existing work on the issue, and a brief outline of the purpose of the research. The purpose should clarify question or questions that should be focused in the student’s work. The purpose of the research as well as research questions can be modified throughout the work. Thus, in the final product it should be obvious that students’ written works are focused on the purpose and questions of their research and that they give further or deeper knowledge to the main fields of social work with families and children.

Literature review/ knowledge basis

This is a review of the main body of published work relating to the problem area that the dissertation deals with. The literature review shall contextualize students’ projects in the existing body of research, knowledge and debates as well as underpin their research questions. It is therefore the main evidence of secondary research.

The literature review is a very important part of the students’ work. It shows how the students’ studies fit within the relevant research body. The literature review can be put under a heading of its own or be integrated as a part of the problem area.

Theoretical/analytical framework

The analytical framework serves as a medium of viewing and interpreting the collected data. With the help of theories and theoretical concepts, it is possible to explore, understand and interpret empirical and secondary data from different perspectives. Students should restrict the number of theories, parts of theories or theoretical concepts to what is actually useful in
the analysis of collected data or findings, that is, to the theoretical points of departure that the students’ reports are based on.

In research, clarifications of theoretical and methodological considerations serve to make objectives and hypotheses of the study more explicit and visible. In the theory section/chapter students should describe theories, theoretical concepts or theoretical perspectives that are used in the analysis of the research question, that is, the theoretical points of departure of the dissertation.

The presentation of theories and theoretical concepts can be integrated in the analysis of the collected data. Explanations in detail or digressions can be carried out in connection with data analysis. However, it is desirable that the student already early in the dissertation presents and develops the theories and/or theoretical concepts that he or she intends to use.

**Methodology**
This section/chapter covers any primary research that the student conducted and that informs the reader what research techniques/methodology were and why they were used. The research questions will indicate the appropriate research method/s that were used in the study. The student should explain why he or she collected data the way she or he did, and this will involve outlining how the data answers the research questions. For example, a student may choose quantitative methods if she or he wants to explore the extent of an issues and pose hypotheses of cause. In contrast, a student may choose qualitative methods if she or he is, for example, interested in exploring relationships between people. Alternatively, a student may study how issues are understood with reference to their presentation within written texts. Each of these approaches has different methods associated with them.

Using quantitative methods a student has to explain which population he or she looked at. Did she or he interview all individuals or how did he or she draw the study sample? Using qualitative methods a student also has to explain, for example, the selection criteria for the study informants.

In this chapter there is most often a presentation on how the study was carried out. Examples of that are: how many questionnaires were distributed, how many interviews were carried out, the length of the interviews, etc. In addition, the chapter should contain a discussion about the
quality of the data, data management and analysis. For example, did the student use specific computer programmes such as SPSS or Atlas.ti in data analysis? Or did the student analyse data manually (in the case of qualitative data)?

The methods chapter should also contain a discussion on the difficulties and limitations that were experienced in the course of research with regard to methodological and practical concerns.

Finally, ethical aspects of the study should be considered and discussed in this chapter. See the paragraph about ethical issues on chapter 2 of this handbook. In all scientific research in the area within humanities and social sciences, there are four core ethical requirements that should be adhered to. These are transparency, self-determination, confidentiality and finally autonomy.

**Findings and Analyses**

This is where students present the main body of the primary data, and where they develop the main arguments of the dissertations. In this chapter it will be possible to examine the students’ choices of research questions and theoretical perspective/s and earlier research in the problem area. Describe and systemise the data.

Students should analyse the data and evaluate them in view of the research design adopted, research questions asked, theoretical perspective/s chosen and the literature reviewed.

There are two different traditions in presenting empirical data in relation to theoretical perspectives. The first tradition/model, most often used in statistical analysis, is to have one or more chapters with theory, that is, earlier research, a part with methodological discussion and then the presentation of tests of hypotheses in a specific chapter. Thus, the findings have a chapter of their own. Such a model needs a discussion part where interpretations and empirical data are linked together. There is also a possibility of presenting and integrating theory and empirical data in one chapter. In this way repetition of information will be avoided with the purpose of reminding the reader about what is already presented in the preceding chapter. The latter model suits qualitative research where the empirical data is, for example, interviews or field notes.
Conclusions

If the analysis was carried out according to the integrated model presented above, the concluding chapter can be very short. The discussion chapter has to be extensive if findings and theory are presented in separate chapters. The conclusion begins by relating to what the student intended to do and making a brief summary of his or her work. The student should provide an overall conclusion of findings and how they correspond to the research questions. In this chapter a student is allowed to look beyond his or her study. Is it possible to discern any consequences of the research? Have any new questions appeared? There are other ways of summing up and concluding the work. A student can, for example, present a tentative discussion about one or more interesting findings in the data.

The purpose of the dissertation is to focus on social work with families and children and with the background of the student’s dissertation, he or she can articulate recommendations for social work practice, policy development and further research.

5. Criteria for assessment

The holistic measure is supplemented with specific criteria for assessing MFamily dissertation in social work with families and children.

Holistic measures

- Overall quality of work
- Formulation of research problem
- The argument and its internal consistency
- Analytical and critical judgement.
- How information is used to sustain the argument
- Relevant conclusion

The following criteria for assessing MFamily dissertation is to be followed:

- Formulation and definition of research questions
- Knowledge production within the research field
- Theoretical frame of interpretation
- Analyses and reflection
- Awareness of research methods
- Ethical considerations
- Presentation and composition

Formulation and definition of research questions

The purpose and formulation of research questions of the dissertation shall be clear as well as problematized and defined in relation to a research object within the knowledge field of social work with families and children. The research questions, choice of data, research methods and theories must be discussed in relation to the aim and purpose of the research object.

Knowledge production within the research field

It is important to account for earlier research as well as be aware of knowledge production in the research area/field. The approach to the research problem and questions have to be linked to earlier investigations on the topic, in order to validate research questions as well as to contextualise the study and results in the existing research. In addition, the report should include a paragraph about the process of searching for relevant literature, databases, keywords, etc.

Theoretical frame of interpretation

The research questions should be positioned within relevant models, theories and concepts. The choice of theories and theoretical concepts should also be discussed in relation to the research questions.

Analyses and reflection

Processing and presentation of collected data have to be clear and transparent in order to make the research available for interpretation, analyses and reflection. The empirical data should be worked up and analysed with the use of theoretical concepts as well as reference to earlier research within the chosen research area/field. There should be a clear distinction between, on the one hand, theoretical approach and empirical data and on the other hand, on personal reflections. The pre-understanding about the research object should be discussed.
Awareness of research methods

Methods for data selection and collection, the work up process and analyses should be presented. The advantages and limitations of chosen methods should be discussed in relation to research questions and the aim of the study. It is important that the procedure of working up data and reflection is transparent as it is a part of assessing the validity and reliability of the final work.

Ethical considerations

There should be an awareness of ethical dilemmas in social work research. This can be proved by a discussion of ethical aspects and dilemmas in relation to the dissertation. When needed, there should be a discussion about how a good ethical conduct can be exhibited. References to ethical guidelines are requested.

Presentation and composition

There should be clear and distinctive paragraphs dealing with the following: Introduction, aims and objectives, problems or questions at issue, earlier research in your research area, theoretical framework, method, results and discussion/conclusions. The dissertation shall be stringent, well structured, and concise. That means that the different paragraphs shall be linked and centred in relation to aims, objectives and theoretical concepts and that the structure of the dissertation should be clear and coherent. In addition, there must be a uniform reference system and appropriate levels of headings. If you use tables or diagrams, they should be clear and commented. Last but not least the diction in the dissertation is of very high importance.

Additional aspects

To be able to estimate the validity of the non-English empirical material the following criteria have to be considered:

- Interviews not conducted in English should have a summary in English that, on request, are available for the examiner and opponent.
- Interview-guides and questionnaires have to be translated into English and to be enclosed in the dissertation, (together with the documents in the original language).
• Excerpts should be written in English and available in the original language when requested for.

Submission of dissertations is due by primo June. The final oral presentations will be held until mid-June. The process of assessing the dissertation will follow the rules of each host university.

6. Supervision
For a 30 credits dissertation, the student is entitled to 20 hours of supervision (student and supervisor together). The student is responsible to keep the supervisor informed about the work progress and to bring any problems and difficulties that may arise to the supervisor. The student should – prior to each meeting - submit written material for the supervisor to comment on. This must be done ahead of the meeting. The responsibility of the supervisor is to comment constructively on the work orally or in writing. The supervisor is not responsible for mistakes in English or layout of the dissertation. The supervisor is assessing and grading the dissertation together with an external examiner.

Ethical Guidelines for Supervision

Introduction
The Partner University where the student is doing his/her dissertation has a responsibility to provide master students with high quality supervision. At the same time, it is the responsibility of the departments and of the individual supervisor to manage and exercise this supervision. The student is also expected to contribute to making the supervision to be effective. This supervision shall in the best possible manner satisfy the demands of both academic and personal considerations in respect of each individual student.

I. The following are some of the obligations of the basic units and the supervisor to the student
A. The basic units must ensure quality supervision through training supervisors and/or promoting an awareness of what supervision is.
B. The supervisor must show respect for supervision as a field of competence. The supervisor must show respect for the special challenges that supervision represents and feel an obligation to develop his or her own competence in this field.
C. The supervisor must seek to be a good role model for any student being supervised.
D. The supervisor should set aside time during supervision to discuss how the work is to be organized. The form of work should be evaluated from time to time and adjusted in keeping with the results of this evaluation.

II. Respect for the personal and academic integrity of the student

A. The supervisor must show respect for the student’s personal and academic integrity and refrain from any act or statement that may imply an affront to his or her dignity.

B. The supervisor must work systematically with attitudes and use of language that are in conformity with the student’s entitlement to respect and personal integrity, and adopt a considered relationship to gender, ethnic background, personal morality, sexual preference, situation in life etc.

C. The supervisor must not pass remarks or behave in any manner that may seem humiliating and sexually provocative to the student.

D. The supervisor must be receptive to reactions from students who point out prejudices, unfortunate use of language or unacceptable behavior, and he or she must make a point of correcting whatever might be unfortunate.

III. Asymmetry relationship in the context of supervision

A. The supervisor must be aware of the asymmetry relationship that exists in the context of supervision. Knowledge of the subject and authority shall not be exploited in order to gain academic/personal advantages at the expense of others or to humiliate or suppress others.

IV. Double relationships

A. The supervisor must ensure that he or she keeps a professional distance from the student and the supervisor has a special responsibility not to enter into any relationship that will place the student in a vulnerable situation. Double relationships in the context of supervision should not arise.

V. Trust and confidence

A. The supervisor must not give priority to his or her own needs in the supervision situation, e.g. by confiding in the student about his or her own academic or personal problems unless this is of significance to the student’s work.
B. The supervisor should be open and willing to listen in respect of any personal circumstances relating to the student of significance to the work on the dissertation.

C. The supervisor should exercise great care and discretion in any mention of colleagues in the supervision situation.

VI. Academic honesty

A. In case the data analyzed in the dissertation is not from research projects in which the supervisor is coordinator or involved in the research, if the supervisor wishes to use the student's data or research results in his or her own publications or research, the supervisor must ensure that permission is obtained from the student in advance. The supervisor must follow customary ethical standards of behavior applying to reference to sources and the crediting of others contributions in his or her subject if the material is used.

VII. Gifts and remuneration

A. The supervisor shall not receive any form of remuneration for supervision beyond what has been agreed with the University. The supervisor must carefully assess the consequences that may arise if he or she accepts any gift or other benefit from the student.

VIII. Involving a third party in the case of any dispute

A. If the supervisor or the student finds the supervisory relationship so difficult that further cooperation seems impossible, the supervisor/student should consider involving a third party in the clarification of whether the supervisory relationship ought to cease or be renegotiated.

IX. Information to students

A. The basic unit must inform the student of the content of the professional ethical guidelines for supervisors when a supervisory relationship is established. By signing the supervision contract, the student confirms that he or she has read the guidelines.
7. Oral examination

The examination procedures and the jury composition follow the rules of each partner university.

The oral examination has the duration of 60 minutes and consists of:

- Student’s presentation of her/his dissertation (20-30 minutes)
- Questions from examiner related to the dissertation and answers from the student (remaining period of time)

Oral presentation must be passed in order to receive the MFamily Erasmus Mundus joint degree.

The presentation should focus on the most important aspects of the report and highlight the conclusions. The following topics that should be presented:

- The aim of the report should be discussed.
- The research questions, posed in the report, challenges and limitations.
- Reflections on research methods. Have these methods been correctly used? Are they appropriate for fulfilling of the aim of the report?
- Strong and weak points should be highlighted.

8. Dissertation grading

Grading scale

The dissertation will be assessed based on the rules of each partner university and the final grading will be converted to an A-F grading scale. For dissertation marking criteria see appendix 7.

Resubmission of MA dissertation

According to the rules of the partner universities, the MA-dissertation may be “accepted with revision”, or get recommendations from the supervisor to “be reviewed before submitted”. The student will then have the opportunity to submit a revised version of the dissertation.
In the event that the MA dissertation is assessed as a “Fail/F” or counts as “Fail/F”, the dissertation may be resubmitted once. A third submission is not permitted.

9. Appeal about grades
The student must follow the rules of the hosting university of his/her dissertation.

10. Overall results
The requirements for the MA-degree are deemed to have been met if 120 credit points have been obtained and all the module examinations have been passed according to the study plan for the various subjects and the MA dissertation has also been passed as well as the MA-oral part of the dissertation.
11. Appendices
Erasmus Mundus Master’s Programme in Social Work with Families and Children
Abstract

Title (the full title of the dissertation)

Author(s)

Key words (Three to five key words that are essential for the report)

The abstract should be about half a page and written in English. The abstract includes a summary of the different paragraphs of the dissertation, meaning: Aim and objectives, research questions, research method(s), result and conclusions.

Note that the abstract is supposed to be read as a separate document and in that sense inspire the reader to read the whole dissertation.

The abstract is “the face of the thesis” towards the research society and as such a very important text. The abstract should be written in past tense when you give an account for the writing procedure and results (“the aim was… “, “I found…”).

Single space text.
What is plagiarism?
Unacknowledged use of other person’s ideas, words or work either verbatim or in substance is not allowed. This is defined as plagiarism. Plagiarism is theft of someone else’s work and will result in immediate fail. Please note that the inclusion of a source in a bibliography lists is not in itself sufficient attribution of another’s work. Plagiarism also includes electronic sources: cutting and pasting from Internet is not permitted, unless the Internet sources are cited and correctly referenced. If a student hands in a dissertation that to a large part consists of material cut or pasted from the Internet or quotes texts authored by others without references, it is considered as intentional deception. Copying from other students, helping someone to cheat, and letting a fellow student copy your texts are other examples of intentional deception.

The joint partners of MFamily define the following as cheating on submitted dissertations:

- Submitting a dissertation written by others
- Submitting a dissertation written by the student but used previously in another programme

Plagiarism is defined as the student using other people’s work without proper citation and references, making it seem that the content of the academic work is one’s own. Plagiarism may also include a clear lack of references and citations or sections of identical writing with other academic work not placed in quotation marks.

Note that it is inherently difficult to assess the student’s intent in cases of plagiarism, and therefore it is an important topic to discuss in supervision sessions so as to prevent difficulties when grading. Candidates can be sanctioned for plagiarism even though it may be unintended.

Plagiarism is sanctioned in the same way as attempts of cheating.

The plagiarism checker
The Internet has made information more widely accessible and this means that information can be easily copied or misused. The Universities are trying to detect plagiarism by the use of
use of different programs. Each institution will instruct you about electronic plagiarism control of your MA-dissertation. Remember: If you can find it on Google, we can find it on Google.

**Consequences of cheating**

In the event of cheating or attempted cheating, the consequences can be annulment of the dissertation and exclusion for up to one year from the MFamily Consortium Universities. The faculty takes the suspicion of cheating very seriously. It is important that all students are aware of the rules for citation and use of sources in assignments.
Informed consent

The following is a presentation of how I will use the data collected in the interview.

In order to insure that projects meet the ethical requirements for good research I promise to adhere to the following principles:

- Interviewees in the project will be given information about the purpose of the project.
- Interviewees have the right to decide whether they will participate in the project, even after the interview has been concluded.
- The collected data will be handled confidentially and will be kept in such a way that no unauthorized person can view or access it.

The interview will be recorded as this makes it easier for me to document what is said during the interview and also helps me in the continuing work with the project. In my analysis, some data may be changed so that no interviewee will be recognized. After finishing the project, the data will be destroyed. The data I collect will only be used in this project.

You have the right to decline answering any questions, or terminate the interview without giving an explanation.

You are welcome to contact me or my supervisor in case you have any questions (e-mail addresses below).

Student name & e-mail
Supervisor name & e-mail

Interviewee
This Supervision Agreement is made on the date indicated below between the Supervisor and the Supervisee.

**IDENTIFICATION**

Academic year: __________

Name of the student: ____________________________________________

Student nr. : _______ Telephone: ___________ E-mail: ______________

Name of the supervisor: __________________________________________

University: ____________________________________________________

Name of the co-supervisor: ________________________________________

(if applicable)

University: ____________________________________________________

Title of the Dissertation: _________________________________________

Hosting University: ______________________________________________

- Number of hours of supervision: 20h
- Frequency of meetings: Biweekly
- Duration of supervision sessions: 2h
- Dissertation’s limit of words: 32 500
- Deadline for delivering the Master thesis: primo June
- Oral presentation/examination: mid June
SUMMARY OF THE DISSERTATION PROJECT

• Research objectives (max. 2000 characters with spaces)
• Methodological procedures and work plan (max. 2000 characters with spaces)
• References

SUPERVISION AGREEMENT

1. Purpose, Goals and Objectives of Supervision
   a) To fulfill requirements for training supervision;
   b) To promote development of supervisee’s professional identity and competence;

2. Context and Content of Supervision
   a) The content of supervision will focus on the acquisition of knowledge, conceptualization, and skills within the defined scope of practice;
   b) The context will ensure understanding of ethics, codes, rules, regulations, standards, guidelines (including consent, confidentiality/privacy), and all relevant legislation;
   c) In each supervision session, both Supervisor and Supervisee can take notes and share with each other these impressions.

3. Rights and Responsibilities of both parties

a. Supervisor Rights
   – To bring concerns/issues about Supervisee’s work;
   – To question Supervisee about his/her work and workload;
   – To give Supervisee constructive feedback on his/her work performance;
   – To observe Supervisee’s practice and to initiate supportive/corrective action as required.

b. Supervisor Responsibilities
   – To uphold ethical guidelines and professional standards;
   – To make sure supervision sessions happen as agreed;
   – To ensure that Supervisee is clear about his/her role and responsibilities;
   – To monitor Supervisee’s performance;
   – To set standards and assess the Supervisee against these;
– To know what Supervisee is doing and how it is being done;
– To deal with problems as they impact on the Supervisee’s performance;
– To support supervisee and the agreed personal development plan.

c. **Supervisee Rights**

– To receive Supervisor’s attention, ideas and guidance;
– To receive feedback;
– To set part of the agenda;
– To ask questions;
– To expect Supervisor to carry out agreed action or provide an appropriate explanation;
– To have his/her development/training needs met;
– To challenge ideas and guidance in a constructive way.

d. **Supervisee Responsibilities**

– To uphold ethical guidelines and professional standards;
– To be prepared to discuss client cases;
– To validate diagnoses, interventions, approaches and techniques used;
– To be open to change and use alternate methods of practice if required;
– To consult Supervisor or designated contact person in cases of emergency;
– To implement Supervisor directives in subsequent sessions.

This contract is subject to revision at any time, upon the request of either the Supervisee or the Supervisor. Revisions to the contract will be made only with consent of the Supervisee and approval of Supervisor.

We agree, to the best of our ability, to uphold the guidelines specified in this supervision contract and to manage accordingly the supervisory relationship and supervisory process.

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Supervisee</th>
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</thead>
<tbody>
<tr>
<td>________________</td>
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<tr>
<td>(DATE) __________________________</td>
<td>(DATE) __________________________</td>
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App. 6 Non-plagiarism declaration

(To be submitted with the dissertation)

I hereby declare that the Dissertation titled .......................................................... submitted to the Erasmus Mundus Master’s Programme in Social Work with Families and Children:

• Has not been submitted to any other Institute/University/College

• Contains proper references and citations for other scholarly work

• Contains proper citation and references from my own prior scholarly work

• Has listed all citations in a list of references.

I am aware that violation of this code of conduct is regarded as an attempt to plagiarize, and will result in a failing grade (F) in the programme.

Date (dd/mm/yyyy): ..................................................

Signature: .................................................................................................

Name (in block letters): ..................................................................................
### Dissertation marking criteria

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<tr>
<td>Pass/Fail</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>F</td>
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<td>Concept Comprehension</td>
<td>Outstanding comprehension</td>
<td>Considerable understanding</td>
<td>Well developed understanding</td>
<td>Understanding demonstrated</td>
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<tr>
<td>Critical Thinking &amp; Analysis</td>
<td>Superb analysis synthesis &amp; evaluation</td>
<td>Very good analysis &amp; critical evaluation</td>
<td>good analysis &amp; critical evaluation</td>
<td>Evidence of critical thinking &amp; analysis</td>
<td>Lacks clarity of thought</td>
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<td>Excellent range of views &amp; research</td>
<td>Very good range of views &amp; research</td>
<td>Good use of literature</td>
<td>Good range</td>
<td>Limited range</td>
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<td>Integration of Theory &amp; Experience</td>
<td>Excellent integration</td>
<td>Very good integration</td>
<td>Good integration</td>
<td>Reasonable integration</td>
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<td>Well justified &amp; developed</td>
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<td>Aims &amp; Hypotheses</td>
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<td>Very clear identified</td>
<td>Well identified</td>
<td>Clearly identified</td>
<td>Lack clarity</td>
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<td>Imagination &amp; Originality</td>
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<td>Well-developed, imaginative &amp; creative approach</td>
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<td>Some evidence</td>
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<td>Ethical Dilemmas</td>
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<td>Very aware of dilemmas</td>
<td>Well developed awareness of dilemmas</td>
<td>Reasonable awareness of dilemmas</td>
<td>Limited awareness</td>
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