

ST. LINUS UNIVERSITY

TITLE HERE

A RESEARCH PAPER
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
DEGREE HERE



BY
NAME HERE

MONTH/DAY/YEAR

HEADING AND SUBHEADING FORMAT

OPTION I:

Once you have found the main ideas and the most important facts, you are ready to organize the information in an outline form. An outline will help you group the facts according to the main ideas you found. Each part of an outline has a specific function. Look carefully at the outline model below. See also the Modern Language Association (MLA) style guide.

I. Heading [**Main Idea**]

A. Subheading [**Fact** for I]

1. Subheading [**Detail** for A]

a. Subheading [**Support** for 1.]

1) Subheading [More **Support** for a.]

(a) Subheading [Further **Support** for 1)]

i. Subheading [**Explanation** for (a)]

a) Subheading [More **Explanation** for i.]

(i) Subheading [Further **Explanation** for a)]

(ii)

b)

ii.

(b)

2)

b.

2.

B.

OPTION II:

A system of levels of headings and subheadings can be used to correspond to the levels of subordination in an outline (i.e., the major ideas in your outline can be given a first level heading, the supporting ideas can be given a second level heading, and so on). Organizing your work in levels of subordination that are identified with appropriate levels of headings will make it easier for you to write your paper and will make it easier for your grader to understand your points.

SLU requires students to use the headings style of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. However, some study guides might specify how your essay should be formatted. Any specifications from the study guide take precedence over Turabian.

LEVEL 1

- Centered heading, underlined or in boldface, capitalized headline style:

Traditional Controversy between Medieval Church and State

LEVEL 2

- Centered heading, not underlined, capitalized headline style:

Reappearance of Religious Legalism

LEVEL 3

- Side heading underlined or in boldface, capitalized headline style, beginning at the left margin:

The Separation of Church and State

LEVEL 4

- Side heading, not underlined, capitalized sentence style:

The gospel as it is related to Jesus . . .

LEVEL 5

- Heading run into (at the beginning of) a paragraph and underlined or in boldface, capitalized sentence style:

The gospel legalized in the Church. The gospel that the early . . .

Note that first- and second- and third-level subheadings are typed in capital and small letters (i.e., first and last words and all other words except articles, prepositions, and coordinate conjunctions capitalized), and that lower-level subheadings capitalize only the first word, proper nouns, and proper adjectives.

If fewer than five levels are required, they may be selected in any suitable descending order, as indicated above.

Model Essay Outline

Information

- You need to convince the reader to read on.

Hook

- catchy, interesting beginning
- could be a surprising fact, example, question, quotation.

Topic

- description of subject
- sets the scene, provides background
- defines the scope of the problem

Thesis

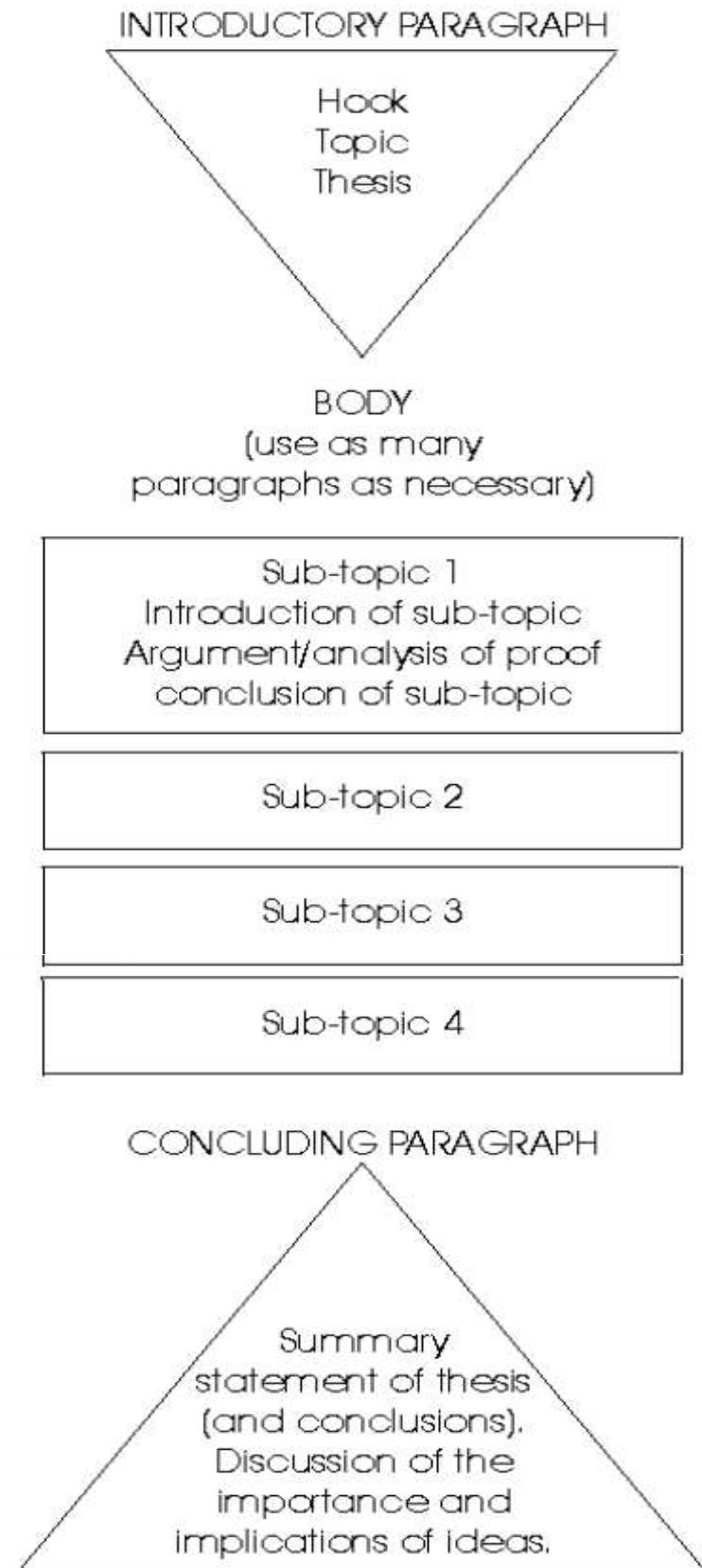
- must be arguable, provable and worth providing

Body

- each paragraph must have a topic sentence
- organize paragraphs logically to develop the thesis
- begin and end with strong arguments, saving the best for last
- use transition signals to introduce each sub-topic
- integrate details, facts, figures, quotations and statistics as proof

Conclusion

- your final thoughts on the topic
- recall key ideas for the reader
- should not add new information
- offer a solution
- should not restate your thesis verbatim
- your final sentence should end with a bang.



Rubric for Research Proposal

Criterion	4 A-level qualities (90–100)	3 B-level qualities (80–89)	2 C-level qualities (70–79)	1 F-level qualities (below 70)	Score
Development	Builds very effectively on assignments completed during the modules of the course; makes good use of mentor and classmate feedback for an improved product	Builds adequately on assignments completed during the modules of the course; generally makes good use of mentor and classmate comments	Does not build adequately on assignments completed during the modules of the course; there is little evidence that mentor or classmate comments were heeded	Does not build on assignments completed in the course; product digresses or is generally confusing	
Application of concepts/Strength of analysis	Applies course concepts extremely effectively, creating a full and informed research proposal; analysis of the problem is sophisticated, accurate, and thorough; discussion is exceptionally skilled	Applies course concepts throughout, creating an effective research proposal; analysis of the problem is insightful and essentially accurate; discussion is skilled	Misapplies course concepts or applies them infrequently; analysis is basic or general; discussion is haphazard or cursory	Fails to apply course concepts; proposal is very poorly executed or completely inadequate; analysis is missing	
Format and Content	Develops proposal as assigned and includes all items in a highly effective manner; develops all items thoroughly	Develops proposal as assigned and includes all items (though some may be developed less effectively than others)	Does not fully develop proposal as assigned; several items are missing or sections include inappropriate information	Proposal is undeveloped or is missing many format items; proposal does not relate to the assignment	
Organization	Arranges ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning	Arranges ideas adequately to support the purpose or argument; links between ideas are generally clear; reader can follow the line of reasoning for the most part	Arranges ideas adequately, in general, although ideas sometimes fail to make sense together; reader remains fairly clear about what writer intends	Arranges ideas illogically; ideas frequently fail to make sense together; reader cannot identify a line of reasoning and becomes frustrated or loses interest	
APA format	Documents sources using APA format accurately and consistently	Documents sources using APA format with minor violations	Reflects incomplete knowledge of APA format	Does not use APA format	
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness	Writing is accomplished in terms of clarity and conciseness and contains only a few errors	Writing lacks clarity or conciseness and contains numerous errors	Writing is unfocused, rambling, or contains serious errors	
Total:					

Note: Criteria are evaluated on a 4-3-2-1-0 basis. Total rubric points are converted first to a letter grade and then to a numerical equivalent based on a 0–100 scale: 23–24 = A (93–100); 22 = A– (90–92); 21 = B+ (88–89); 17–20 = B (83–87); 16 = B– (80–82); 15 = C+ (78–79); 11–14 = C (73–77); 10 = C– (70–72); 5–9 = D (60–69); 0–4 = F (below 60).

Assessment Rubric for Research Skills

Intended Outcome: The student will demonstrate the ability to identify, locate, understand, evaluate, and use information

Criteria	4 Exemplary	3 Satisfactory	2 Beginning	1 Insufficient
Identifies and Determines Extent of Information Needed	Identifies focused, clear, and complete research question; many key concepts; and clear idea of extent and depth of information needed.	Identifies a clear and complete research question, a sufficient number of key concepts; and acceptable idea of extent and depth of information needed.	Identifies an unfocused, unclear, or partial research question; some key concepts; and incomplete idea of extent and depth of information needed.	Fails to identify a research question, key concepts, or idea of extent and depth of information needed.
Accesses Needed Information using Effective and Efficient Search Strategies	Retrieves a variety of relevant sources of information that directly fulfill the information need using appropriate search tools and methods.	Retrieves a sufficient number of relevant sources of information that fulfill the information need using appropriate search tools and methods.	Retrieves sources that generally lack relevance, quality, and balance. Primarily uses inappropriate search methods and tools.	Fails to retrieve relevant sources of information to fulfill the information need. Ignores appropriate search tools and methods.
Critically Evaluates Information & its Sources	Critically evaluates and analyzes information and its many and diverse sources. Evaluation is consistent and thoughtful.	Evaluates and analyzes information from a sufficient number of sources. Evaluation is sufficient.	Mostly ignores or superficially evaluates information from some questionable sources.	Fails to evaluate information from a limited number of questionable sources.
Effectively Uses Information to Accomplish a Specific Purpose	Demonstrates understanding of breadth and depth of research. Synthesizes and integrates information from a variety of sources. Draws meaningful conclusions. Clearly communicates ideas.	Uses appropriate information to accomplish purpose. Draws relevant conclusions. Synthesizes information from a sufficient number of sources. Effectively communicates ideas.	Uses incomplete information and only partially accomplishes intended purpose. Draws incomplete conclusions. Inconsistently communicates ideas.	Does not use relevant information. Fails to accomplish intended purpose. Does not draw conclusions. Fails to effectively communicate ideas.
Ethically & Legally Accesses and Uses Information	Consistently, thoughtfully, and accurately builds on and incorporates the ideas of others into assignment. Consistently and correctly cites sources.	Accurately builds on and incorporates the ideas of others into assignment. Correctly cites sources.	Inconsistently incorporates the ideas of others into work. Incomplete citations.	Does not properly incorporate the ideas of others into assignment. Does not cite sources or copies sources without crediting authors.

CHAPTER I: BACKGROUND (5 pages)

- Choose a specific topic or subject matter to study. Said topic will be taken from the curriculum where the student is enrolled. See the SLU approved CHED Curriculum.
- The background of the study contains the **general description, preview, or bird's eye view** of the specific topic(s) which the student chose to research. It limits the topic under investigation. This will pave the way for Chapters II, III, and IV.

CHAPTER II: THEORIES (5 pages)

- These are the **theories and/or principles of the topic(s)** which the student chose to investigate. Chapter II is based on Chapter I.

CHAPTER III: APPLICATIONS (10 pages)

- It refers to the **application/s of the theories** (where applicable) concerned.
- This part should also discuss the **problems** surrounding the applications of said theories. Chapter III is based on Chapter II.

CHAPTER IV: RECOMMENDATIONS (10 pages)

- The student recommends the possible **solution/s** (if there is none, make one) to the problems of the application of the theories. Chapter IV is based on Chapter III.

For the citation style guide, the student may choose either the *Chicago Manual Style* (latest edition) or Kate L. Turabian, *Manual for Writers* (latest edition).

REFERENCES (1 page)

BIBLIOGRAPHY (1 page)

Note: The facilitator/tutor/mentor reserves the right to add the academic requirements for the students. All students are required to submit their output before the designated Term of the Academic Year ends.

See: The Elements of Style by William Strunk, Jr. at <http://www.crockford.com/wrrld/style.html>.

How to Write an Outline

1 **Choose a topic.** Whether your work will be reflective, persuasive, informative, research-based, or some combination thereof, you must choose a general focus to help keep your thoughts on track.

2 **Determine the larger purpose of your work.** Choosing an end goal will not only give your topic direction, but also help you structure your paper logically. (If you're writing a formal essay, write a thesis statement that summarizes this purpose.) You might, for example, want to:

- Compare and contrast two things.
 - Present cause and effect.
 - Define or analyze a particular aspect.
 - Present one side of an argument or both.
 - Provide evidence and draw a conclusion.
 - Present a problem, then provide a solution.
-

3 **Gather supporting materials.** These might be quotes, statistics, theories, images, plot points, or personal reflections depending on the nature of your work.

4 **Decide how to generally order your supporting evidence so that it supports your larger purpose.** For example: if you are presenting a **historical overview**, you may want to order things chronologically; if you are arguing for a **literary interpretation**, you may want to order things by theme; if you are **weighing two sides of an argument before taking a stance**, present the evidence that contradicts your stance *first*, then dispel it with the counterevidence to end on a persuasive note.

5 **Decide whether to write a topic outline or a sentence outline.** A topic outline uses short, general phrases and can be useful if your outline is very flexible; a sentence outline uses complete sentences and addresses complexity and detail.

- Consider starting your outline as a topic outline with structural flexibility and then converting it to a sentence outline as you go.
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6

Identify your main categories. Based on both the larger purpose of the work and the nature of the supporting material you have found, determine how best to break your larger topic down into logical categories. These will form the **first level** of your outline, which is traditionally labeled with Roman numerals (I, II, III, IV, etc.).

- When writing essays, it is very common to devote one category to each paragraph: I. would be the intro paragraph, II. would be the first body paragraph, and so on.
 - **Ex. If presenting a historical overview of the car, each category might cover a major era in the car's history.**
-

7

Think of at least two points for each category. Select these subpoints based on both the purpose of your paper and the list of supporting materials you gathered earlier. These will form the **second level** of your outline, which is traditionally labeled in letters of the English alphabet (A, B, C, D, etc.).

- Indent the second level of your outline 0.5 to 1 inch past the first level.
 - **Ex. If presenting a historical overview of the car, each point might cover a typical engine model during that era.**
-

8

Expand upon your points with subpoints if necessary. This will maximize the logical grounding of your essay work. Put these in the **third level** of your outline, which is traditionally labeled in numbers (1, 2, 3, 4, etc.).

- Should you need to go another layer deeper into your outline, use lowercase Roman numerals (i, ii, iii, iv, etc.), then lowercase letters (a, b, c, d, etc.) and then finally switch to numbers (1, 2, 3, 4, etc.).
 - It is unlikely you will need to have more than 4 layers in your outline. Consider combining points if this is the case.
 - **Ex. If presenting a historical overview of the car, each subpoint might address a technological innovation for that engine model.**
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RUBRIC FOR SEATWORKS, ASSIGNMENTS AND OTHER RESEARCH PAPERS

The rubric below will give St. Linus' students the basic understanding of important things to consider when preparing their written work. It is a guide which gives them an idea of things their professor/mentor might consider when evaluating their assignments and other research papers.

Excellent: Outstanding (1.25) to Exemplary (1.0)

Work is complete, original, insightful, and of a quality that exceeds the expectations of the assignment or question and the course level. It demonstrates an in-depth understanding of course issues and a high level of analytical skills. Thoughts are expressed clearly and logically with few, if any, errors in grammar and mechanics. Transitions consistently help move the reader from one major idea to the next. References are from reputable sources, and sources are properly cited.

Above Average: Satisfactory (1.75) to Very Good (1.5)

Work is complete and of a level that meets the expectations of the assignment or question and course level. It demonstrates a sufficient understanding of course issues and adequate analytical skills. Thoughts are expressed clearly and logically, and the work demonstrates a college-level understanding of grammar and mechanics. Transitions are used adequately to help move the reader from one major idea to the next. References are from reputable sources, and documentation of sources contains few errors.

Average: Marginally Acceptable (2.25) to Satisfactory (2.0)

Work is partially incomplete and/or of a quality that only partially meets the expectations or fails to meet the expectations of the assignment or question and course level. It does not adequately demonstrate an understanding of course issues, and a demonstration of analytical skills is lacking. Thoughts are expressed awkwardly and sometimes illogically, and the work contains significant grammatical and mechanical errors. Transitions may be used sparingly or not at all. References may be inadequate and from disreputable or poorly chosen sources and documentation of sources is poorly presented and/or inadequate.

Below Average: Minimal Pass (2.75) to Marginally Acceptable (2.5)

Work is incomplete and/or of a quality that only partially meets the expectations of the assignment or question and course level. It demonstrates little or no understanding of course issues and fails to demonstrate analytical skills. Thoughts are consistently expressed in an awkward and illogical manner, and grammatical and mechanical errors distract the reader. Transitions between thoughts and ideas may be missing throughout the work. Necessary references may be inadequate, completely missing, and/or chosen from disreputable sources. References are not cited or they are cited inadequately and/or improperly.

Extremely Poor: Barely Passing (3.0)

Work does not address the question or questions asked and/or it demonstrates a lack of effort. It lacks demonstrated understanding of course issues and analytical skills. Thoughts are incomplete or consistently expressed in an awkward and illogical manner. Grammatical and mechanical errors distract the reader, and transitions between thoughts and ideas may be missing throughout the work. Necessary references may be inadequate and completely missing and/or chosen from disreputable sources. References are not cited or they are cited inadequately and/or improperly.

CREDIT LEVEL DESCRIPTORS

How do we know if learning takes place? By assessing the merit, extent and level of the student's academic and technical knowledge, skills and professional experiences using credit level descriptors.

1. What are credit level descriptors?

Credit level descriptors define the level of complexity, relative demand and autonomy expected of a learner on completion of a unit or program of learning. They provide a description of levels of learning through a hierarchy of knowledge and skills which begins with basic knowledge and skills required in higher education, to the very highest level of learning found in postgraduate work.

They describe the characteristics and context of learning expected at each level, against which specific learning outcomes and *assessment criteria* can be derived in order to develop modules of study and assign credit for achievement of learning at the appropriate level.

2. What is the format of the St. Linus' credit level descriptors?

The descriptors are grouped under four headings.

(a) Development of knowledge and understanding (subject specific): these descriptors describe:

(i) The factual and/or conceptual base of the field of study and the degree of complexity

(ii) The ethical issues, both personal and in relation to others, that the learner has to address.

(b) Cognitive/intellectual skills (generic): these descriptors capture the developing higher level cognitive skills and command of knowledge and understanding which we expect of learners as they progress through the education system.

(c) Key transferable skills (generic): this group of descriptors summarizes the continuum of learning through a range of key transferable skills which all students would typically be expected to acquire through any program of learning.

(d) Practical skills (subject specific) Many, although not all, subject areas include practical skills which can range from the ability to use IT for data processing and communication, use of instruments, laboratory techniques, performance skills (e.g. drama, music), spatial awareness, design and creative skills. The precise nature of the development of practical skills will be discipline specific and each program of learning will need to specify the practical skills required.

3. How are credit level descriptors used?

Credit level descriptors can be used as the means by which each subject area can check the level of demand, complexity, depth of study and degree of learner autonomy expected at each level of the individual program of study. The credit level descriptors are "generic"; it follows that course teams need to translate the generic descriptors into descriptors which identify the subject specific requirements of a program of study.

Credit level descriptors enable students and tutors to identify the appropriate level at which prior learning can be recognized for the award of credit. Evidence brought by students of their prior learning can be placed at the appropriate level by using the credit level descriptors.

4. What is credit rating?

Credit rating involves allocating credit points to a qualification or learning programme. The level of a qualification or learning programme describes the knowledge, skill or competence required to achieve it. This does not mean that all qualifications or learning programmes on the same level are equal — it shows that they make similar demands on the learners.

The credit points allocated to credit rated qualifications or learning programmes show the volume of learning required to achieve the learning outcomes. Credit points describe the volume of learning required to achieve the qualification or learning programme. The time that an 'average' learner will spend achieving the learning outcomes is referred to as notional learning time and can include activities such as formal teaching, informal learning, study time, assessment time and work-based learning.

PERFORMANCE INDICATORS AND CORE COMPETENCIES

Student: _____ Course: _____

Professor: _____ Grade: _____

DOCTORAL LEVEL DESIGN OF QUALIFICATION

LEARNING OUTCOME

Doctoral degrees reflect specialized, advanced knowledge, understanding and practice at the frontiers of the subject or professional area.

Typically, Doctoral degree holders will be able to:

Demonstrate the creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Make informed judgments on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Demonstrate the general ability to conceptualize, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Gain a detailed understanding of applicable techniques for research and advanced academic enquiry; and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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CREDIT LEVEL DESCRIPTORS

Development of Knowledge and Understanding (subject specific)

The Learner:

Knowledge base: has great depth and systematic understanding of a substantial body of knowledge. Can work with theoretical / research knowledge at the forefront of the discipline at peer reviewed standards/ publication quality.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Ethical issues: can analyze and manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Disciplinary methodologies: has a comprehensive understanding of techniques/methodologies applicable to the discipline (theory or research-based).

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Cognitive/Intellectual skills (generic)

The Learner:

Analysis: with critical awareness, can undertake analysis, managing complexity, incompleteness of data or contradictions in the areas of knowledge.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Synthesis: can synthesize new approaches, in a manner that can contribute to the development of methodology or understanding in that discipline or practice.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Evaluation: has a level of conceptual understanding and critical capacities that allows independent evaluation of research, advanced scholarship and methodologies. Can argue alternative approaches.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Application: can act independently and with originality in problem solving, is able to lead in planning and implementing tasks at a professional or equivalent level.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Key/transferable skills (generic)

The Learner:

Group working: can lead /work effectively with group. Can clarify task, managing the capacities of group members, negotiating and handling conflict with confidence.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Learning resources: is able to use full range of learning resources.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Self evaluation: is reflective on own and others' functioning in order to improve practice.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Management of information: can undertake innovative research tasks competently and independently.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Autonomy: is independent and self-critical as learner; guides and supports the learning of others and can manage own continuing professional development.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Communication: can communicate complex or contentious information clearly and effectively to specialists/non-specialists, understands lack of understanding in others. Can act as a recognized and effective consultant.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Problem solving: can continue own professional study independently, can make use of others professionally within/outside the discipline.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Practical skills (subject specific)

The Learner:

Application of skills: can operate in complex and unpredictable / specialized contexts that may be at the forefront of knowledge. Has overview of the issues governing good practice.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Autonomy in skill use: can act in a professional capacity for self / others, with responsibility and largely autonomously and with initiative in complex and unpredictable situations.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Technical expertise: has technical mastery, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills/procedures for new situations.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Students successfully completing programme requirements at this level will have demonstrated:

(1) the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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(2) a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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(3) the general ability to conceptualize, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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(4) a detailed understanding of applicable techniques for research and advanced academic enquiry.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Typically, successful students at this level will be able to:

(a) make informed judgments on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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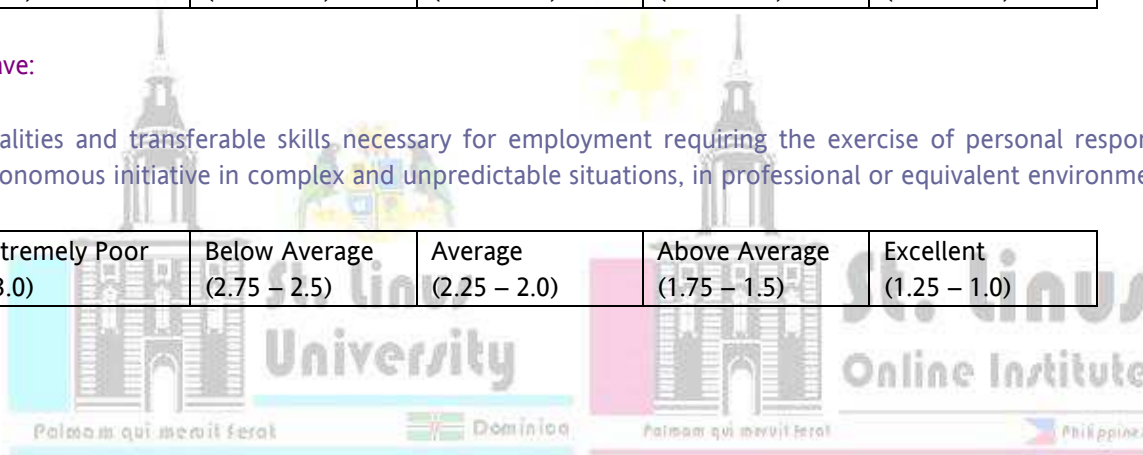
(b) continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches;

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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and will have:

(c) the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Extremely Poor (3.0)	Below Average (2.75 – 2.5)	Average (2.25 – 2.0)	Above Average (1.75 – 1.5)	Excellent (1.25 – 1.0)
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Received by:

Date:

Grade:

The Registrar

Month/Day/Year

GPA