



# SC400 Research Methods (Level 4 RSD): Marking Criteria

Student names \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Marker \_\_\_\_\_

Facet of Research

Students...		Below benchmark (below 50%)	Benchmark (50-70%)	Milestone (70-90%)	Capstone (90-100%)
<p><b>a. Embark &amp; Clarify</b> Respond to or initiate research and clarify what knowledge is required, including ethical/cultural and social/team considerations.</p> <p><b>ASSESSMENT: Proposal</b></p>	Curious	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research hypothesis is not written in a way that gives some sense of the. Research design.</li> <li><input type="checkbox"/> Introduction of the report lacks clarity or rationale.</li> <li><input type="checkbox"/> Little indication of clarification of ethical issue or unclear plan to deal with ethical issues.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research hypothesis is stated, however it does not provide clear idea for the research design..</li> <li><input type="checkbox"/> Introduction of the report provides a clear background and rationale for the experiment</li> <li><input type="checkbox"/> Identification of relevant potential ethical issues and provides an effective plan to manage these, however, little evidence provided from journal entries.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research hypothesis s clearly framed to provide direction for Research design..</li> <li><input type="checkbox"/> Introduction of the report provides a clear background and rationale for the Research design.</li> <li><input type="checkbox"/> Identification of relevant potential ethical issues and provides an effective plan to manage these as demonstrated by dated journal entries.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research hypothesis s clearly framed to provide direction for experimental design and is innovative.</li> <li><input type="checkbox"/> Introduction of the report demonstrates the relationship of the experiment to the literature</li> <li><input type="checkbox"/> Farsighted identification of potential ethical issues and effective plan to manage these, as demonstrated by dated journal entries.</li> </ul>
<p><b>b. Find &amp; Generate</b> Find and generate needed information/data using appropriate methodology.</p> <p><b>ASSESSMENT: Proposal</b></p>	Determined	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information on data generation methodology is not clear, reproducible, in keeping with hypothesis and has flaws.</li> <li><input type="checkbox"/> Search strategy for references is is not specified</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information on data generation methodology is not very clear reproducible, in keeping with hypothesis and has some flaws.</li> <li><input type="checkbox"/> Search strategy for references is specified</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information on data generation methodology is clear, reproducible, in keeping with hypothesis and without flaws.</li> <li><input type="checkbox"/> Search strategy for references is specified</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information on data generation methodology is explicit, reproducible, in keeping with hypothesis and without flaws.</li> <li><input type="checkbox"/> Search strategy for references is specified</li> </ul>
<p><b>c. Evaluate &amp; Reflect</b> Select appropriate and credible information, data and sources and critically reflect on the research processes used.</p> <p><b>ASSESSMENTS:</b> 1. Literature Review 2. Proposal</p>	Discerning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies credibility indicators for data, however, these are not relevant or there is no explanation how the generated data generally fulfills these indicators.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies some credibility indicators for data, and explains how the generated data generally fulfills these indicators to some extent.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies relevant credibility indicators for data, and explains how the generated data generally fulfills these indicators.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies relevant credibility indicators for data, and explains how the generated data fulfills these indicators.</li> <li><input type="checkbox"/> Internal and external indicators of credibility of published sources are provided</li> </ul>
<p><b>d. Organise &amp; Manage</b> Organise information collected/ generated, and manage teams and research processes.</p> <p><b>ASSESSMENTS:</b> 1. Literature Review 2. Proposal</p>	Harmonising	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organises data/information such that the trends are not visible</li> <li><input type="checkbox"/> The report is structured in a manner that is not easy to follow and fits the some guidelines.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organises data/information accurately in ways that make trends visible</li> <li><input type="checkbox"/> The report is structured in a manner that makes it easy to follow and fits the certain guidelines.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organises data/information accurately in ways that make trends visible</li> <li><input type="checkbox"/> The report is structured in a manner that makes it easy to follow and fits the certain guidelines.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organises data/information accurately in the ways that make trends clearly visible</li> <li><input type="checkbox"/> The report is structured in a manner that makes it easy to follow and is in accordance with discipline proposals.</li> </ul>
<p><b>e. Analyse &amp; Synthesise</b> Analyse information/data critically and synthesise new knowledge to produce coherent individual/team understandings.</p> <p><b>ASSESSMENTS:</b> 1. Literature Review 2. Proposal</p>	Creative	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of data utilizes inappropriate statistical or other appropriate treatments at most places.</li> <li><input type="checkbox"/> Analysis of data does not provide appropriate explanations for the information trends/lack of trends.</li> <li><input type="checkbox"/> Uses the analysis to address the research hypothesis including providing indications of levels of uncertainty</li> <li><input type="checkbox"/> Poor synthesis of articles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of data utilizes some appropriate statistical or other appropriate treatments.</li> <li><input type="checkbox"/> Analysis of data provides some possible explanations for the information trends/lack of trends and argues for the most likely one(s).</li> <li><input type="checkbox"/> Uses the analysis to address the research hypothesis including providing indications of levels of uncertainty</li> <li><input type="checkbox"/> Good synthesis of articles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of data utilizes appropriate statistical or other appropriate treatments.</li> <li><input type="checkbox"/> Analysis of data provides some possible explanations for the information trends/lack of trends and argues for the most likely one(s).</li> <li><input type="checkbox"/> Uses the analysis to address the research hypothesis including providing clear indications of levels of uncertainty</li> <li><input type="checkbox"/> Comprehensive synthesis of articles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of data utilizes appropriate statistical or other appropriate treatments.</li> <li><input type="checkbox"/> Analysis of data provides several possible explanations for the data information trends/lack of trends and argues for the most likely one(s).</li> <li><input type="checkbox"/> Uses the analysis to definitively address the research hypothesis including providing clear indications of levels of uncertainty</li> <li><input type="checkbox"/> Comprehensive synthesis of articles</li> </ul>
<p><b>f. Communicate and Apply</b> Write, present and perform the</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Title present but gives no clear indication of what the report addresses.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title proves an indication of the contents of report, but lacks focus or is verbose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title succinctly encapsulates the nature of the project report.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title grabs the reader's interest and succinctly encapsulates the nature of the project report.</li> </ul>

<p>processes, understandings and applications of the research, and respond to feedback, heeding ethical, social and cultural (ESC) issues.</p> <p><b>ASSESSMENTS:</b>  <b>1. Proposal</b>  <b>2. Presentation</b></p>	<ul style="list-style-type: none"> <li>□ .</li> <li>□ Ethical examples provided are not clearly relevant to aspects of the project, or do not appear to have an ethical dimension</li> </ul>	<ul style="list-style-type: none"> <li>□ .</li> <li>□ Identifies relevant ethical instances from project, however these only address one ethical layer</li> </ul>	<ul style="list-style-type: none"> <li>□ Citing and referencing uses Harvard convention successfully most times to give credit where it is due and leave breadcrumbs for readers to track ancestry of ideas</li> <li>□ Identifies one or more instances from own project for at least 3 ethical layers.</li> </ul>	<ul style="list-style-type: none"> <li>□ Citing and referencing uses Harvard convention accurately to give credit where it is due and leave breadcrumbs for readers to track ancestry of ideas</li> <li>□ Identifies several instances from own project for each ethical <b>layer and demonstrates the inter-relationships between them.</b></li> </ul>
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\*'Layers' here relates to Chemical/physical; Social (including plagiarism); Cultural; & environmental layers ('Layers' is the term used in the institutional rubric)

In this rubric above, the first and third set of criteria from the 'Ethics Rubric' 27/4/2012 have been incorporated:  
 Recognise ethical issues (Facets A & F); Make ethical decisions (Facet A and F)

Also relevant from the Institutional outcomes, and that could be incorporated readily:

Professionalism: Effective time management (Facet D); Respect for chosen discipline/profession (Facet F)

Critical thinking: Identification of Issues (Facet A); Selection and use of information (Facet B); Appraisal of assumptions (Facet C); Formulation of own position (Facet E) Conclusions and related outcomes (Facet E).

Written Communication: Content (Facet F); Language and clarity (Facet F); Organisation: (Facet D); Referencing (Facet F)

Pacific consciousness: Integrate traditional and modern practices to sustain pacific societies (Facet F).

Teamwork: Accepts responsibility and contributes to team (Facets D, E); Fosters inclusive team dynamic (Facet A)

Creativity: Originality (Facet A); Researching Skills (Facets A to F); Problem solving skills (Facets A to F)

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 Reference: Willison, J. and O'Regan, K., 2006 and 2013. *The Research Skills Development Framework*.**