

Master of Education Studies, and Master of Specialist Teaching

Minor Thesis Handbook 2021
Information for supervisors, students,
and examiners

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Introduction

This handbook is designed to assist those involved with the minor thesis of the research pathway of the TM9 Master of Education Studies or TQ9 Master of Specialist Teaching programs. The handbook provides an insight into the requirements for submission, the relationship between students and supervisors and the expectations for examination. We are continually updating the handbook and we appreciate your feedback on it.

Students undertaking the Master of Education Studies/Master of Specialist Teaching can do so by completing a research pathway, which is the equivalent to Honours. This research pathway is made up two coursework units followed by a minor thesis (approx. 12 000 -16 000 words). Successful completion of the research pathway (and the minor thesis) allows students to apply for entry into a doctoral program. Approval for PhD entry is made by a wider university committee, which is separate to the Masters programs.

For administrative purposes the minor thesis is spread across two courses: EDMED7121 Minor Thesis Part A; and EDMED7122 Minor Thesis Part B, however, for all practical purposes the work on the minor thesis is spread across the two courses.

The table below illustrates the core courses completed in the research pathway.

Program structure				
Coursework and minor thesis				
Course code	Course title	Class number	Credit points	Total credit points
EDMED7038	Analysis & Inquiry: Reading & Framing the Research		30	
EDMED7037	Ways of Researching		30	
EDMED7121	Minor Thesis (Part A)		30	
EDMED7122	Minor Thesis (Part B)		30	120

Students in Master of Education Studies and Master of Specialist Teaching have 2 semesters to complete the EDMED7121 AND EDMED7122. Once a student exceeds this timeline, their result for EDMED7122 will be converted to XF (Non-assessed Fail) and they will be required to re-enrol in the subject and pay additional fees to complete the minor thesis.

Who is this handbook for?

This handbook is written for students and staff involved in the Master of Education Studies and Master of Specialist Teaching. It contains information relevant for students and staff and assists in understanding:

- The supervisory relationship and how to get the most from it;
- Requirements for successful completion of the minor thesis; and
- The assessment criteria and the marking process.

Structure of this Handbook

The handbook is divided into the following sections:

- The student supervisor relationship
- Thesis structure
- Plagiarism and how to avoid it
- Examination and Submission of the Minor Thesis

Thesis enrolment

Students completing the research pathway enrol in EDMED7121 and EDMED7122 after successful completion of EDMED7038 and EDMED7037. **It is an expectation that students will have performed well in these coursework courses with a DISTINCTION average prior to enrolling in 7121 and 7122.** If you have somehow enrolled in the minor thesis without a DISTINCTION average, you will need to un-enrol and pick up two alternative coursework subjects. Please contact the Program Coordinator for assistance in this case.

Requirements for successful completion of the minor thesis

In line with the Australian Qualification Framework guidelines or Level 9 Masters programs, students need to demonstrate that they:

- Possess an in-depth understanding of the field of education as it relates to their area of study;
- Have achieved comprehensive knowledge of their chosen education topic and its broader significance;
- Demonstrate knowledge of current research findings and methods relevant to their area of research;
- Exhibit advanced cognitive, creative, analytical and critical skills consistent with advanced knowledge in an area of education;
- Have achieved an advanced capacity to synthesise and apply theoretical understandings; and
- Demonstrate the application of current research findings and methods to an area of practice.

Students can meet these requirements by attending to the specific questions listed below. These questions have been developed to guide completion of the thesis. They also form part of the guidelines to examiners to assist examiners in determining whether a candidate has met the above criteria and also provide points of reference for the examiner's written report.

The questions are intended as a guide and should be interpreted, and used, flexibly to cater for any differences between areas of study and to allow for novel approaches to research.

- Has the candidate demonstrated the ability to clearly conceptualise and articulate the research objectives?
- Has the candidate demonstrated a detailed, critical and comprehensive knowledge and understanding of literature pertinent to the area of investigation?
- Does the candidate illustrate an understanding of the relationship of their work to that of others?
- Is the methodology used appropriate to the research topic and is it properly justified?
- Is there sufficient evidence of the candidate's mastery of the methodology?
- Do the findings relate in a direct and obvious way to the stated research objectives?
- Is there evidence that the candidate has reflected on the research process and how this may frame the findings?
- Is the thesis coherent and well structured?
- Does the thesis exhibit appropriate standards of grammar, spelling, punctuation, clarity and presentation?
- Are citations and references accurate?

Ethics approval

All students who intend to involve human participants in their research must seek approval from Federation University's Human Research Ethics Committee **before** commencing data collection. If you are conducting research with external organisations such as schools, you will also need to seek ethics approval from the appropriate organisations (i.e. DET etc). You should work with your supervisor in completing the applications for these ethics approvals and ensure that you have allowed sufficient time to conduct application processes. Please note that **you must not commence data collection** until you have the relevant ethics approval.

The student-supervisor relationship

The university appoints a supervisor to support the student in completing the thesis, and the student is also enrolled in EDMED7121 and EDMED7122. Supporting materials and advice is also accessible to students

from the lecturer of EDMED7121 and EDMED7122 and students are encouraged to regularly visit the Moodle site for these courses. Some students may also be appointed a supervisor as part of a cohort arrangement where students and the supervisor work collectively.

Communication is at the heart of good supervisory relationships and both staff and students are expected to maintain an open dialogue in order to facilitate effective supervision. Understanding the expectations of each party in the supervisory relationship is vital to the success of the supervision process and it is intended that these guidelines will support both supervisors and staff in understanding the responsibilities expected for each party. As the enrolled student, you are required to make regular contact with your supervisor to discuss all matters pertaining to the thesis.

Appointment of supervisors

Students are expected to tentatively identify possible supervisors through consultation with individual lecturers. The research proposal completed by the student in EDMED7037 explains the research question under investigation and the research plan and methodology proposed for carrying out the thesis. This proposal assists supervisors in making decisions about how to appropriately support students as they commence the thesis and also assists the Program Coordinator in appointing appropriate supervisors and developing groups for cohort supervision.

The supervisor will be appointed by the Program Coordinator, in light of the student's expressed research interests, the proposed methodology, and the capabilities and availability of staff in the School of Education. Each student will normally have one supervisor and supervisors will normally be appointed from among the School of Education academic staff. As noted, some students will work in a cohort supervision model. This provides the opportunity for students with similar research interests and/ or in specific geographic/schooling locations to work collectively with a supervisor. This can be a great form of collegial support and sharing of the journey.

Should there be any dissatisfaction or dispute between supervisor and student which they are unable to resolve between themselves in the first instance, then the supervisor and/ or the student may present a case to the Program Coordinator who will determine the appropriate measures to be taken. In the event that the Program Coordinator is the supervisor, the Dean of the School of Education will become involved.

Student's role and responsibilities

Students are responsible for managing the completion of their thesis, the supervisor is there to support the student in this process, but it is important to remember that the management of the thesis lies primarily with the student.

The responsibilities of students are to:

- Become familiar with conditions for supervision and examination of the minor thesis (as outlined in this document).
- Approach the Program Coordinator to discuss possible supervisors (visiting the staff profiles on the Education and Arts website will help students identify staff who may have similar research interests).
- Ensure regular and appropriate communication with the supervisor having agreed at the beginning the basis on which contact will be made:
- Students must meet with their supervisors early in the process.
 - The nature of supervision (face to face, through Skype, phone, email) is a matter of agreement between the student and the supervisor.
 - Students are encouraged to make an initial plan and timeline with the supervisor early in the process and students are expected to endeavour to keep to the agreed timetable.
 - Lecturers are often on leave in July and January, and June and November are busy times for marking and course administration. Students should be aware of this as they plan their timeline and factor in that supervisors may have less availability to respond to work quickly in these times.
 - Students and supervisors should discuss and agree on the nature of support and feedback which will be most beneficial.
 - Students should send their supervisor a copy of their proposal and the initial feedback prior to the first meeting so that supervisors are aware of what work has already been completed.

- Students should summarise actions and discussions from each meeting with the supervisor. This will help students to continually shape your thesis, reflect on the process and make short- and long-term goals. Students should also send a summary of each meeting to the supervisor for their records. A sample summary sheet is included in Appendix A.
- Students and supervisors are encouraged to agree to plans for submission of written work and processes for feedback. Students are expected to submit work for feedback a minimum of one week in advance, however, individual supervisors may require more notice, and this is something students should discuss early in the process.
- Students should take prime responsibility for considering methodological and conceptual issues, as well as developments in the literature to do with the research interest, and for refining the research interest into a thesis topic that is focused, finite and manageable. Students should ensure timely input from the supervisor on elements including:
 - Checking that objectives are appropriate and feasible;
 - Checking appropriateness of methodology and research method;
 - Approval of data collection methods;
 - Type of analysis.
- Ensure that the research is conducted ethically and that all research has been approved by the Human Research Ethics Committee **before** recruitment of research participants and data collection begins. Students who are conducting research in education settings such as schools also need to be responsible for gaining appropriate approvals from the Department of Education and Training (DET), Catholic Education Office (CEO) and independent schools etc.
- Identify all sources of knowledge and the extent to which the work of others is being relied upon by providing appropriate acknowledgment, citation and reference in the text of the thesis and in the bibliography.
- Consider and endeavour to act on the supervisor's direction and advice concerning development of thesis topic, relevant reading, use of research time, opportunities for discussion, and matters to do with methodology, structure, style, and presentation.
- Present written works to the supervisor on a prearranged and agreed schedule and ensure mutual understanding of the supervisor's comments and suggestions, and endeavour to address areas of concern raised by the supervisor.
- Allowing for proper discretion, notify the supervisor as soon as possible about any difficulties (personal, professional or thesis-related) likely to affect progress, and endeavour to work out with the supervisor an appropriate course of action.
- The student is responsible for matters of spelling and grammar. These are important, but it is not the job of the supervisor to correct them.
- Ensure that the thesis in its final form conforms to the Regulations Concerning Submission provided in this document.
- Give the Program Coordinator one months' notice of intention to submit on the form 'Submission and Appointment of Examiners for Minor Thesis' (Appendix B).

Supervisor's role and responsibilities

In order to make the supervisory relationship an effective one, it is important to understand the role of the supervisor.

The supervisor's role includes:

- Providing the equivalent of one hour of supervision per fortnight.
- Maintaining regular contact with the student and establishing at the beginning the basis upon which contact will be made. Ensuring that a reasonable timetable is set to permit the thesis to be completed in the appropriate time limit.
- At the initial meeting, it is recommended to:
 - Agree on the guidelines for the supervisory relationship and recap on the nature of the supervisor –student relationship
 - Encourage the student to develop a timeline and plan for the completion of the research in order to meet the proposed submission date
 - Discuss availability and preferred mode of contact
- Provide guidance at relevant points in the research process. For example:
 - Discuss thesis structure

- Clarify and suggest how to refine research questions and objectives
- Guide reading and the review of the literature
- Provide advice on methodology and research method
 - Provide advice on the appropriateness of data collection strategies and data analysis
 - Read through/ comment on draft chapters
 - Offer advice on appropriate standards for thesis
- Ensure a familiarity with methodological and conceptual issues as well as with developments in the literature to do with the student's research interest.
- Help the student identify, focus and shape the research into a finite and manageable topic and advise the student about making best use of research time.
- Ensure that the research is conducted ethically and that where appropriate all research has been approved by the Human Research Ethics Committee (HREC) **before** recruitment of research participants and data collection begins. Applications to the HREC must be signed by the Supervisor as the Principal Researcher. Supervisors should also ensure that students seek other ethics approval where necessary (e.g. Department of Education and Training).
- Provide opportunities for discussion of ideas and approaches, theoretical assumptions, debates in the literature, perspectives from practical experience, and problems and confusions encountered; and help the student refine his/ her contentions, hypotheses, interpretations and conclusions.
- Advise the student in matters to do with methodology, structure, style and presentation.
- Request written work from the student on a pre-arranged and agreed schedule so that development can be evaluated at regular intervals; respond with written and/ or oral comments and suggestions to draft writing at various stages; ensure that the student is made aware of inadequate progress or of work that appears unlikely to meet the criteria for examination and propose remedial measures to the student.
- Keep a record of student progress and notify the Program Coordinator of any concerns regarding student progress and of students at risk.
- Attest that the thesis in its final form is properly presented, meets the criteria for examination and is worthy of examination. Supervisors, in conjunction with students should give the Program Coordinator one month's notice of intention to submit on the form 'Submission and Appointment of Examiners for Minor Thesis' (Appendix B). Supervisors should identify relevant and appropriate examiners for the minor thesis on this form.
- Following examination, should the thesis require re-submission, liaise with the sub-committee in determining specific conditions and guide the student in meeting those conditions.

Process for students identified as being 'at risk'

Completion of the minor thesis can be challenging for students, and as many students are working full-time they may experience difficulty in managing the demands for timely completion or the requirements of the thesis. In the event of this situation, students may be classified as being 'at risk'. If a student is classified at risk, they will be notified by the Program Coordinator.

Students identified at risk will be required to meet with their supervisors to develop appropriate timelines for completion and an intervention strategy. If students identified as being at risk are unable to meet the timelines or intervention processes that are established, they will need to meet with an at risk sub-committee to determine their future study in the program. The sub-committee will be made up of the Head of School, the Program Coordinator and the supervisor.

The process associated with identifying and developing strategies for students at risk is included in Appendix F.

Timeline for completion of the thesis

While students will develop a timeline for the thesis in consultation with their supervisor, attached are sample timelines for students. This timeline works backwards from a completed thesis.

Sample timeline for a Semester One or Two commencement of minor thesis		
Semester 1 start Month	Semester 2 start Month	Task
July	Jan /Feb	Work on ethics application/ lit review
August/ September	March	Aim for ethics submission. Work on lit review/ methodology
October	April	Data collection/ work on methodology/lit review/intro chapters
November/ Dec	May	Data collection/ work on methodology/lit review/intro chapters
Feb/ March	June/ July	Data analysis
April	Aug/Sep	Analysis/ discussion chapters
May	October	Work on discussion chapters/ finalise thesis.
June	November	Finish thesis

Submission Timeline

As the minor thesis constitutes the equivalent of two (2) courses of the degree, students will normally be required to enrol in and complete the thesis in no more than two semesters. Regulations for submission are outlined in the section of this document on *Examination and Submission Process*.

Examination and Submission of the Minor Thesis

Guidelines for the presentation of the Thesis for Submission

The thesis presented for submission must include the following:

Structuring the thesis

The exact format of theses may vary depending on the methodological approach adopted by the student. However, the considerations below will be relevant for most students and the headings represent the main elements of a thesis.

Title Page

- The title page must contain:
- The student's full name
- The full title of the thesis
- The name of the degree (TM9 Master of Education Studies or TQ9 Master of Specialist Teaching)
- The name of the School (School of Education)
- The name of the university and its address depending on your campus is as follows:

Federation University Australia
PO Box 663
University Drive
Mount Helen, Victoria, 3353
Australia

Federation University Australia
PO Box 859
72-100 Clyde Rd, Berwick, Victoria,
3806
Australia

Federation University Australia
PO Box 3191
Northways Rd, Churchill, Victoria,
3842
Australia

- The month and the year in which the thesis was submitted for examination.

Abstract

An abstract of 150-200 words which concisely summarises the research and outcomes should be included. The abstract helps the reader/ examiner to quickly understand the thesis topic.

Statement of Authorship

This page should state:

Except where explicit reference is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or part from a thesis by which I have qualified for or been awarded another degree or diploma. No other person's work has been relied upon or used without due acknowledgement in the main text and the bibliography of the thesis.

Signatures and the date are required from both the student and the supervisor on this page.

Ethics approval

Following the title page should be a page that contains a copy of the letter confirming that approval for the research has been granted by the Human Research Ethics Committee (HREC), and any other relevant ethical approvals – if research with Human participants was included in the minor thesis.

Acknowledgements

A page acknowledging those who have assisted in the research process may be included.

Table of contents

The contents page should clearly and accurately index the page numbers of the thesis. A list of figures and tables should also be included after the table of contents.

Introductory chapter

This chapter should state the aims and purposes of the research. The research rationale and significance should be introduced in this chapter. The introduction should briefly outline the structure of the thesis and provide an overview of each chapter.

Literature review

The literature review should situate the research in the relevant field and should display evidence of extensive reading. In this chapter the relevance of the literature to the research should be made explicit. The review should be a synthesis and critical evaluation of the literature. All cited sources must be accurately detailed in the references.

Methodology

The methodology chapter provides a description of the research undertaken. The adopted research method and design outlined should be logical and appropriate for the research objectives.

This chapter should demonstrate that extensive reading has been done in relation to methodology. Students should be able to critically justify their chosen methodological approach. When writing about the method adopted in the study, students should make their research process clear, particularly in relation to data collection, analysis, selection of participants, etc.

This chapter of the thesis should also demonstrate an understanding of the ethical considerations involved in the study.

Results / Analysis / Discussion

Depending on the approach adopted by the student the structure of these chapters may vary between individuals. The Discussion should be considered in light of the research objectives and the literature informing the study.

Conclusions / Recommendations

The conclusions should include a summary of the research results and outcomes. On the basis of the research recommendations and implications for practice can be given. Reflection on the research process can also be included and a discussion of future research provided.

References

All references should be listed in alphabetical order. Sources should be included in one list and all references must conform to APA 7th Edition style. Only authors/ sources cited in the body of the thesis should be included in the reference list. It is important that students familiarise themselves with the APA 7th Edition and ensure that their references are correct and accurate.

Refer to this website for APA protocols: <https://federation.edu.au/library/student-resources/fedcite>

Appendices

Appendices can include raw data, data collection tools etc. Label Appendix A, Appendix B, etc

Other general guidelines for presentation

- The thesis must be typed, single-sided, and use at least one and a half line spacing.
- 12000-16000 words, all inclusive
- Students must present for examination two bound copies of the thesis plus one electronic copy of the thesis (spiral binding is sufficient, book binding is not required).
- Students shall identify all sources of knowledge and the extent to which the work of others is being relied upon by providing appropriate acknowledgement, citation and reference in the text of the thesis and the reference list.
- The text shall be written as concisely as possible.
- The candidate must check the typescript to ensure that there are no typographical errors and that the spelling, punctuation and grammar are correct.
- Other useful formatting guidelines can be found here: <https://federation.edu.au/research/internal/hdr-candidates/preparing-and-presenting-a-thesis-for-submission>

Plagiarism and how to avoid it

Students are encouraged to explore the library and, appropriate online resources, and have discussions with others, including other students in our discussion forums: However, work submitted for assessment must be entirely the student's own work.

All students should familiarize themselves with [Federation University's definition of plagiarism and our associated misconduct policy available](#)

Upon submission of the thesis for examination, the supervisor will check the submitted thesis for plagiarism using Turnitin before sending the thesis to examiners.

Plagiarism is a serious offence. Please refer to the following documents:

[Statute 6.1: Student Discipline](#)

[Regulation 6.1: Student Discipline](#)

[Regulation 6.1.1: Plagiarism](#)

Appointment of examiners

Supervisors should make recommendations about appropriate examiners to the Program Coordinator using Appendix B 'Submission and Appointment of Examiners for Minor Thesis'. This notification should be made

one month prior to submission.

Submitting the thesis

Hard and digital copies of the thesis should be forwarded to the administration staff member responsible for the program.

Criteria for examination

Guided by their supervisors, students are to meet the learning outcomes outlined in the beginning of this document. The questions listed below (and earlier in the document) are designed to guide the development of the thesis and to provide criteria against which the thesis is examined.

- Has the candidate demonstrated the ability to clearly conceptualise and articulate the research objectives?
- Has the candidate demonstrated a detailed, critical and comprehensive knowledge and understanding of literature pertinent to the area of investigation?
- Does the candidate illustrate an understanding of the relationship of their work to that of others?
- Is the methodology used appropriate to the research topic and is it properly justified?
- Is there sufficient evidence of the candidate's mastery of the methodology?
- Do the findings relate in a direct and obvious way to the stated research objectives?
- Is there evidence that the candidate has reflected on the research process and how this may frame the findings?
- Is the thesis coherent and well structured?
- Does the thesis exhibit appropriate standards of grammar, spelling, punctuation, clarity and presentation?
- Are citations and references accurate?

Marking and Grades

The minor thesis will have two examiners. Examiners must usually have a PhD qualification, will normally be active in research/ scholarship/ professional practice in the relevant area (thus ensuring that their knowledge of the field is current) and should have empathy with the theoretical framework used by the student. One examiner will be a staff member internal to the School of Education and Arts, and the other, will usually be an external marker.

Examiners' reports will be received and considered by the Program Coordinator and the assessment determined by the Program Coordinator. Should there be a serious discrepancy between examiners' reports, after consultation with the supervisor the Program Coordinator will set up a sub-committee and this sub-committee will award the final grade. It should be noted that minor amendments based on feedback from examiners may be required to the thesis before the final grade is allocated. Students will be advised of any minor revisions to be made and a final copy of the thesis is then submitted to kept at the School of Education office.

Grades are as follows:
High Distinction – 80 -100
Distinction – 70-79
Credit – 60-69
Pass -50-59
TD – Resubmit

Useful resources and links

APA Referencing

<http://www.apastyle.org/>

Library Resources:

https://libguides.federation.edu.au/educationandearlychildhood/specialist_ed_journals

Ethics

Human Research ethics – Federation University Australia

<https://federation.edu.au/research/internal/support-for-students-and-staff/ethics>

Research in Victorian Government Schools or Early Childhood Settings

<https://www.education.vic.gov.au/about/research/Pages/default.aspx>

Key staff contacts:

NAME	POSITION	TELEPHONE	EMAIL
Dr Clarence Green	Program Coordinator	53279764	c.green@federation.edu.au
Fiona Koop	HREC Officer	5327 9765	research.ethics@federation.edu.au

Appendix A: Supervision Meeting Summary Record

Student name:

Supervisor name:

Date of meeting:

Overall objective of meeting: (e.g. review of research practice, literature review, ethics application)

Progress review from previous meeting:

OBJECTIVES MET	OBJECTIVES REMAINING

New objectives from outcome of this meeting:

OBJECTIVES AGREED	DATE FOR COMPLETION

Any other issues?

Date of next meeting:

Appendix B:
Submission and Appointment of Examiners for Minor Thesis

This form is to be submitted at least one month prior to examination.

NAME:

STUDENT ID NUMBER:

Course(s) enrolled in:

EDMED7121 Minor Thesis (Part A)

EDMED7122 Minor Thesis (Part B)

TITLE OF MINOR THESIS:

Date of submission:

This has received the supervisor's approval for submission

Supervisors' signature:

Date:

Supervisors are requested to list 2 examiners (a School of Education staff member and one other) after consultation with the student and after receiving agreement from the relevant persons that they will act as examiners.

EXAMINERS:

1.

2.

APPROVED BY Program Coordinator, Dr Clarence Green

Date: _____

Appendix C: Examination Marking Form for Minor Thesis

Student Name:

Student ID Number:

Thesis Title:

Please tick the appropriate boxes:

- After examination of the above thesis I report that in my opinion:
- The candidate has demonstrated the ability to clearly conceptualise and articulate the research objectives.
- The candidate has demonstrated a detailed, critical and comprehensive knowledge and understanding of literature pertinent to the area of investigation.
- The candidate has illustrated an understanding of the relationship of their work to that of others.
- The methodology used is appropriate to the research topic and it is properly justified.
- There is sufficient evidence of the candidate's mastery of their chosen methodology.
- The findings relate in a direct and obvious way to the stated research objectives.
- The candidate has reflected on the research process and how this may have framed the findings.
- The thesis is coherent and well structured.
- The thesis exhibits appropriate standards of grammar, spelling, punctuation, clarity and presentation.
- The citations and references are accurate.

2. I recommend that the thesis be awarded the following mark and grade:

- HD (High Distinction) (80-100) Mark: _____ /100
- D (Distinction) (70 - 79) Mark: _____ /100
- C (Credit) (60 - 69) Mark: _____ /100
- P (Pass) (50 - 59) Mark: _____ /100
- TD (Assessment deferred 12 months) (Resubmit) Mark: _____ /100

3. If the candidate is permitted to resubmit I recommend that the:

- The minor thesis is passed without further examination, subject to the correction of minor errors noted in the enclosed report, to the satisfaction of the Programme Coordinator.
- The candidate is permitted to resubmit the thesis in a revised form for re-examination, within 6 months.

4. If the candidate is permitted to resubmit, I am prepared to act as examiner.

Yes No

5. Please provide a 1 – 2 page report outlining the reasons for reaching your assessment (see below template)

Signature:

Date:

Name of Examiner:

Appendix D: Examination Marking Rubric & Thesis Grade Descriptors

HD (80-100)	D (70 – 79)	C (60-69)	PASS (50-59)	FAIL <50
<ul style="list-style-type: none"> Outstanding command of expression and logical argument in a skilfully structured manuscript Superior evaluation and integration of existing literature Evidence of significant insight and original thought in dealing with the critical issues Sophisticated understanding of research methods, with evidence of careful attention to critical design issues in the execution of the project Thoughtful and appropriate choice of theoretical frameworks and/or data analysis and outstanding presentation and reports of results/ conclusion/arguments Clear and coherent interpretation of the thesis data and/or the results of other studies Comprehensive understanding of the importance of the result in the context of the theoretical framework 	<ul style="list-style-type: none"> The manuscript is well written, logically argued and generally well-structured The evaluation and integration of the existing literature is very sound without being outstanding Reasonable insight and some evidence of original thought in dealing with the critical issues (theoretical framework) Evidence of a solid understanding of research methods Adequate design of the research project, although possibly containing minor but retrievable errors Choice of data analysis that is appropriate for the design and clear presentation of results Generally, sound but pedestrian interpretation of results and their importance to theoretical context 	<ul style="list-style-type: none"> Generally, competently written, although some problems exist in the organisation of the text and the way it is expressed Provides an adequate coverage of the literature, although it tends to be more descriptive than evaluative, and arguments are often disjointed Occasional evidence of insights into the issues underlying the thesis, but little evidence of original thinking Basic but somewhat limited understanding of the research methods <p>The design of the research project is generally adequate but is marred by errors and oversights. Serviceable choice of data analysis, although other approaches may have been more appropriate</p> <ul style="list-style-type: none"> The presentation of results lacks clarity Interpretation of results or other studies is adequate but limited 	<ul style="list-style-type: none"> The work is not well written and shows serious flaws in the structuring of arguments Coverage of the necessary literature is weak, with insufficient information provided to support the arguments made, or conclusions drawn, within the thesis or essay Little evidence of insight and ideas tend to be highly derivative Knowledge of research methods is deficient Serious flaws exist in the design of the research project making it difficult for the research to meet its aims. Data analysis techniques are arbitrary or inappropriate The results are poorly presented Interpretations are superficial, demonstrating a weak understanding of the results and their relevance to the theoretical framework 	<ul style="list-style-type: none"> The work shows a serious inability to structure and present a logical argument Coverage of the necessary literature is inadequate, with little information provided relevant to the claims made, or conclusions drawn, within the thesis Serious misunderstanding of key concepts and issues Knowledge of research methods is lacking Serious flaws exist in the design of the research project making it difficult or impossible for the research to meet its aims Data analysis techniques are inappropriate, and the results are presented inadequately An inability to show how the results of the research project relate to the theoretical framework; serious misinterpretations of results
<ul style="list-style-type: none"> Overall: An HD student is capable of undertaking postgraduate research 	<ul style="list-style-type: none"> Overall: A D student is capable of undertaking postgraduate research 	<ul style="list-style-type: none"> Overall: This student may be capable of undertaking postgraduate research but would require close supervision 	<ul style="list-style-type: none"> Overall: The student showed considerable difficulty in mastering the higher order skills required at the Masters level 	<ul style="list-style-type: none"> Overall: The student was unable to master the higher order thinking skills required at the Masters level

Appendix E:
Minor Thesis Examination Report

Student Name: _____

Student ID Number: _____

Thesis Title: _____

Examiner: _____

Significance of the project and topic*Is the minor thesis an adequate account of the defined topic, within the aims and constraints of the Master's program?***Background and context***Has the student provided evidence of suitably wide reading and in-depth understanding of the thesis topic?***Methodology and results***Has the student selected an appropriate methodology to examine the topic and the research questions posed, and applied appropriate data analysis techniques with suitable proficiency?***Discussion and findings***Has the student demonstrated an ability to integrate information obtained from various sources into a unified and integrated whole, evidence of independent thought, ability to analyse and discuss critically?***Presentation***Has the student demonstrated: an ability to report the study in an appropriate scholarly and professional manner? Does the student exhibit the skill of being able to write in accordance with the accepted standards of scholarship, style and presentation, including the ability to communicate in clear, correct and concise English?***Corrections***List any typographical or other errors, which should be corrected by the student before the thesis is officially accepted. Corrections can be made in pencil on the thesis copy.***Overall evaluation of the thesis***Please include all merits and faults.*

Examiner's signature: _____

Date: _____

Appendix F: Process for students identified as being 'at risk'

Steps	Responsible	Comments	
1	Student identified as being 'at risk' through failing to meet milestones, make ongoing progress or through identification through Supervisor and Program Coordinator.	Supervisor Program Coordinator	Detail provided to Program Coordinator as to why the student is considered 'at risk'.
2	Letter advising 'at risk' status sent to student	Program Coordinator	Program Coordinator will generate the letter based on the feedback provided by the Supervisor regarding progress.
3	Intervention strategy meeting.	Supervisor/ Student (if necessary, Program Coordinator)	Supervisor and student meet to develop a strategy, or appropriate timeline for completion (depending on nature of at risk classification).
4	Intervention strategy drafted and forwarded to Program Coordinator (see Appendix E)	Supervisor/ Student	<p>Intervention strategies can include:</p> <ul style="list-style-type: none"> Study Support (through services identified earlier in this handbook) Welfare Support (students may be directed to Counselling services to receive assistance) Development of revised timeline for completion (in conjunction with Supervisor, student establishes revised timeline and key milestones for timely completion). <p>Students, supervisors and Program Coordinator retain copy of the intervention strategy.</p>
5	Monitoring of Intervention strategy	Supervisor/ Program Coordinator	Supervisor and student meet regularly (in person or via other means) and the Supervisor notifies Program Coordinator if intervention strategy is not proceeding.
6		Associate Dean Learning and Teaching (chair) Head of School Program Coordinator Supervisor Note if the Supervisor also has one of the existing roles on the sub-committee then a staff member with disciplinary expertise in the area will be appointed to the sub-committee.	If a student is identified by the Supervisor and Program Coordinator as not meeting the requirements/ milestones identified in the Intervention Strategy, then a sub-committee will be held to determine the student's future in the research pathway.