

EDUC6048: Research Methodology

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description Provides an introduction to research methodologies in education, both qualitative and quantitative. The subject introduces students to contemporary perspectives in educational research, and in particular focuses on developing a range of skills involved in formulating a research proposal; including framing research questions, reviewing the literature and choosing appropriate methodologies for different types of study. The ways in which researchers from different research traditions use the different methods of collecting research data (for example, interview, questionnaire and observation) will be included. As the subject is intended to prepare students either for a research thesis or an industry-based project, some preliminary work on the development and administration of a research instrument (e.g., a questionnaire or an interview) is included.

Contact Hours **Online**
Integrated Learning Session
Online
2 hour(s) per Week for Full Term

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Online**
A/Pr Erica Southgate
Erica.Southgate@newcastle.edu.au
(02) 4921 6325
Consultation: contact via email

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

SYLLABUS

Course Content Educational research methodologies to be discussed will include a range of research traditions and designs: descriptive, survey, experimental, quasi-experimental, phenomenology, life history and biography, case study research, ethnographic research and grounded theory. The role of the practitioner is explored including action research. Students will be encouraged to develop their own research and/or project interests and to design a research instrument.

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Search for, select and critically analyse research articles and papers
2. Prepare a literature review
3. Formulate and evaluate research questions
4. Develop a research proposal or industry project plan
5. Gain experience with instrument development and data collection methods
6. Gain experience with ethics proposals

Course Materials **Lecture Materials:**

- Readings, notes and video scaffolds will be available on the Canvas site.

Recommended Text:

Creswell, J. W. (2019). Educational research: Planning, conducting and evaluating quantitative and qualitative research. (6th Ed.). New Jersey: Pearson Education. Available as an e-book through UoN library.

Postlethwaite, T. N. (2005). Educational research: some basic concepts. UNESCO International Institute for Educational Planning. Retrieved <http://www.iiep.unesco.org/en/publication/educational-research-some-basic-concepts-and-terminology-module-1>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Academic integrity skills refresher Introduction to course	Weekly learning activities and information on optional Zoom drop-in sessions are on Canvas.	
2	04 Mar	Literature review and databases		
3	11 Mar	Database searching and search strategy		
4	18 Mar	Research questions and ethics		
5	25 Mar	Qualitative basics		
6	01 Apr	Historical research basics		
7	08 Apr	Quantitative basics		
Mid Term Break				Assignment 1 due 26/04
8	29 Apr	Experiments and other designs		
9	06 May	Survey design		
10	13 May	Qualitative traditions		
11	20 May	Mixed methods		
12	27 May	Writing a proposal		
13	03 June	Optional – On correlation		Assignment 2 due 09/06
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1	26 April	Individual	50%	1, 2, 3
2	Assignment 2	09 June	Individual	50%	1, 2, 3, 4, 5, 6

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1

Assessment Type

Literature Review

Purpose

This assignment must be passed in order to pass this course.

Description

Literature review written assignment

The main aim is to produce a succinct review of peer reviewed research in an area of education that you are interested in. The review must focus on a topic from an educational research perspective. Given the limited timeframe for the task, the emphasis is less on scope than it is on the skills of organisation, coherence and evaluation of the literature, and even more importantly the articulation of a research question(s) based on the literature that the student has collected. You will gain an understanding of the importance of quality in research.

Weighting

50%

Length

2000 words ($\pm 10\%$)

Due Date

26 April

Submission Method

Online
Through Turnitin on Canvas

Assessment Criteria	Identification, selection and coverage of the literature Demonstrated understanding of the literature Coherence of the argument (support for the research questions) Research question clarity Mechanics of writing including citation and referencing (appended template of literature search not included in word count)
Return Method	Online
Feedback Provided	Online

Assessment 2 - Assignment 2

Assessment Type	Written Assignment
Purpose	This assignment must be passed in order to pass this course.
Description	Research Proposal

In this task you will demonstrate your ability to undertake and communicate the design of an education research project using research methodology literature supplied in the course and elsewhere where appropriate. The task requires that you cover the aims, rationale and significance of the study; position the study within the framework of existing literature, identify how data will be collected and from which subjects or sources; provide evidence of instrument development; identify the implications of the data collection and research questions for the approach to analysis, provide a timetable; and provide evidence of their thinking about both the robustness of the study and ethics requirements. You will gain an understanding of the links between initial design and good quality research.

Weighting	50%
Length	2500 words ($\pm 10\%$). Appendices not included in count.
Due Date	09 June
Submission Method	Online Through Turnitin on Canvas

Assessment Criteria	Evidence of consideration of issues of rigour in research Development and clarity of the educational research problem and questions Demonstrated understanding of the appropriate methods/techniques for data collection Demonstrated understanding to develop a suitable instrument (questionnaire or interview protocol) Evidence of reflection on ethical issues/research integrity
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.

0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.
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*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC6048 Assessment Tasks

ASSESSMENT OVERVIEW

The course assessment comprises two linked tasks. The table below provides a summary of them.

Assessment Task 1 50% Due 26/04	Assessment Task 2 50% Due 09/06
<p>Students will produce a literature review and develop research questions for an imagined or intended project <u>directly related to the field of education</u> (e.g. a minor or major thesis or research project with an educational focus that could be conducted in an educational institution or industry context). You must use recently published (within the last decade) peer reviewed research in this assignment.</p> <p>This task will involve:</p> <ul style="list-style-type: none"> ○ identifying an area of interest ○ developing and refining a search strategy ○ attaching an appendix that demonstrates the search strategy (see Blackboard for the search strategy form.) ○ critically evaluating and selecting 10-15 peer-reviewed articles or research-based book chapters for relevance and quality ○ synthesising and presenting the chosen literature on the area of interest ○ working with those findings to establish a need for the research (i.e. developing an argument for further research topics/perspectives that are needed to fill a gap in the literature). This involves demonstrating a critical appraisal of existing research) ○ identifying one or more clearly articulated research questions arising from the review process and identification of the gap in research ○ using APA 7th style accurately for in-text referencing and in the reference list. 	<p>Building on their literature review from assignment 1, students will develop a research proposal on their chosen project topic <u>directly related to the field of education</u>. If you choose to develop a proposal not linked to assignment 1 please consult the course coordinator. This assignment focuses on research methodology and ethics. You must use research methodology and ethics literature supplied in the course and elsewhere if appropriate to explain and justify your research design.</p> <p>This will involve:</p> <ul style="list-style-type: none"> ○ a brief, highly selective version of the review from Task 1 (1.5 pages max). ○ a clear statement of the aim/s and research problem or topic to be addressed ○ research questions presented after the aim/topic ○ detail of the research approach or methodology ○ detail of sampling/selection of participants or materials ○ detail of data collection strategies ○ consideration of what is involved in analysis ○ consideration of strengths and weaknesses of the design ○ consideration of research ethics and integrity ○ timeline ○ consideration of the significance and potential contribution of the project ○ using APA 7th style accurately for in-text referencing and the reference list. <p>Appendices can be included for proposed instruments such as draft surveys or interview schedules (not compulsory, only where these have already been developed).</p>

Format and submission of assessment

- For due dates see table above and the Course Outline in Course Outline folder on Blackboard
- Assignments are to be submitted via Turnitin. They will be graded in Turnitin.
- If you require an extension of time please submit an application via the University's adverse circumstances online portal.
- Referencing style is APA 7th - <https://libguides.newcastle.edu.au/apa-7th>. Only include references in

the reference list that have been cited in the assignment.

- All assignments are to be in **12 point font**. With a space between paragraphs.
- Use **bolded sub-headings** (numbered if you prefer that format)
- Any **tables and figures must have headings and be numbered**. Similarly for appendices.
- All assessments are **+ or – 10% of word count**. Reference list not included in word count. Optional appendices Assignment 2 not included in word count.

Writing, coherence and alignment

Both tasks are guided by conventions and expectations about formal scholarly writing in your field. Academic writing should be **concise, coherent, well referenced and clearly argued**.

The presentation should be well organized and reflective of the nature of the task. For example, in Task 1 sub-headings in the literature review will reveal key themes you have drawn from the literature. In Task 2 special attention should be given to demonstrating the connections between the gap in knowledge you have identified in the literature, how the aim and research questions directly link back to this, data collection strategies appropriate to answering the research question/s, and pertinent ethical considerations.

Demonstrating logical connection between these is called alignment.

Please note that neither task follows a typical essay structure. Both tasks are specific and tailored to **train you to think like a researcher and to follow the conventions of the development of a research project**. They give you an idea of what researchers must do when developing research proposals and protocols and offer insights about the importance of logic, alignment, quality and credibility in the research process.

Appendices enable you to add detail that would otherwise impede the flow of the argument and more specifically to provide additional documents such questionnaires or interview protocols or any ethical material you feel is relevant.

You should proofread your work to ensure that there is no major repetition or unnecessary writing and that your argument is clearly stated and its logic flows through each assignment.

IMPORTANT ADVICE: As you will be learning to locate, interpret and synthesise research for this course, it is recommended that you refresh your knowledge of academic integrity expectations including what constitutes plagiarism by (re)engaging with the UON module on this - <https://www.newcastle.edu.au/current-students/study-essentials/assessment-and-exams/academic-integrity/academic-integrity-module> .

In addition, you should also be submitting your assignments several days before the due date in order to review your Turnitin report: This is an essential tool for avoiding plagiarism in your writing.

The course coordinator is always available to offer clarification and guidance on how to avoid plagiarism generally and in writing up both assessment tasks.

ASSESSMENT TASK 1: LITERATURE REVIEW – 50%

2000 words, + or – 10%, appendix and references not included in the word limit

Due through Turnitin in Canvas: 26/04

The main aim of Task 1 is to produce a succinct scholarly (work-in-progress) review in an area of research that is of interest to you directly related to the field of education. This is an independent research task. You will need a working topic by week 3. If you choose, you can get feedback on this topic from the Course Coordinator. The expectation is that students will review and make evaluative comment on between **10-15 peer reviewed journal articles** in their field of interest. Using more articles will not necessarily attract more marks. Rather, a good quality literature review has **careful selection of relevant high quality peer reviewed journal articles or research-based book chapters** in which the key ideas, themes and issues are well **synthesised** in a review format. The literature review requires you to organise the content using subheadings that act as sign posts to guide the reader.

Given the limited time-frame for the task, the emphasis is on: (i) arriving at a focused topic of interest and developing a sustainable search strategy; (ii) selecting a manageable amount of relevant and preferably current literature (published with the last 10 years although there may be seminal article released before this timeframe); (iii) critical appraisal of its qualities and relevance to your topic; (iv) presenting that literature to show synthesis of themes, ideas, perspectives and identifying debates; and (v) development of the research problem & question(s) that emerge from identify a gap in knowledge in the literature. The work of the review is to outline key research findings on your topic, identify gaps in the literature, which then allow you to generate and defend your research questions. Research questions that emerge from this literature review will directly inform the research approach (methodology) you will adopt in Assessment Task 2.

Please position the research questions at the end of the review as part of the conclusion.

Required – An appendix – Literature Search Grid

Fill out the search grid (template provided in Week 2 Course Materials) outlining the details of your search for three (3) journal articles only you have used in the task. Give the appendix the title - APPENDIX 1: LITERATURE SEARCH GRID. This appendix is important given everyone will have a different topic. The grid gives the reader a sense of the journal literature and how you located it. A summary template of this kind is essential to a well-managed record of literature. Please ensure you summarise the material for this search grid in your own words and do not cut and paste from the articles you locate.

Marking criteria

The criteria broadly cover:

- Search, identification, and selection of the appropriate peer reviewed literature
- Demonstrated understanding of the literature and evaluation of its importance to the topic and limitations
- Development a coherent, logical of argument and clear identification of gap in knowledge to support the proposed research question/s
- Clarity in organization, analysis and synthesis of key ideas/themes and debates in the literature
- Good level of mechanics of writing, citation and referencing, including sign posting with subheadings
- Logical development of a research question/s

Please be assured that I realise that those of you doing research for the first time may not be outstanding in every area. I encourage you to aim for satisfactory or above in this first task as the satisfactory level usually best represents where you are in your first attempt at a review and so is a good benchmark.

Given this is a complex task it will be assessed holistically; however, all of the areas identified in the rubric are

considered in the assessment. The holistic assessment of research outputs for logic, quality and credibility is the convention of the research field. Literature reviews, proposals and protocols, and research articles and scholarly chapters, reports and books are evaluated holistically through processes of expert review. Thus, the holistic assessment approach used for Tasks 1 and 2 is authentic to the conventions of research culture.

RUBRIC ASSESSMENT TASK 1 – LITERATURE REVIEW

Little or no evidence: (UNSATISFACTORY)	Some evidence: (BORDERLINE)	Moderate evidence: (SATISFACTORY – VERY GOOD)	Substantial evidence: (OUTSTANDING)	Ask yourself:
No indication of search strategy	Little clarity on search strategy and/or summary plagiarised.	Search strategy detailed or outlined with summary in own words	Clearly explained and replicable search strategy with summary in own words	How well have you articulated your search parameters/ strategy
Limited/disjointed selection of literature Limited or inappropriate use of peer reviewed journals and scholarly books Little or no emphasis on quality (peer review). Reliance on non-journal and grey literature (expert/government reports)	No strong sense of choice/selection Some pertinent research articles & scholarly books Basic coverage of the field. Little or no sense of the scope or characteristics of the literature comprising the field.	Evidence of selection & research type Sufficient coverage and some sophistication in selection including strong reliance on peer reviewed journals & scholarly books Recognition of issues/strengths /constraints	Selection clear & defended & informed by knowledge of research type & quality Strong coverage seminal & contemporary peer reviewed sources, pertinent cross-section Authoritative re issues/strengths /constraints	How well have you demonstrated the ability to cover and make appropriate selection in your chosen field (given timeframe of the task)? How well have you shown knowledge of research landscape (scope of research on topic)?
Poorly elaborated, incoherent account of the literature with no evidence of critique or higher level understandings. Too few sources included to produce an argument & basic listing or surface treatment	Clear capacity to understand and pull together relevant literature Some Rudimentary evidence of critique. Some depth of treatment	Identifying relative merits of the research. Capacity to identify trends and meta understandings in themes Appreciation of implications of the literature, depth, evidence of critique	Authoritative and detailed treatment of contributions in terms of relevance, veracity of the evidence base and coverage Clear appreciation of research needs based on informed coverage & critique of the literature	How well have you demonstrated your working understanding of the literature used? Evidence of critical analysis & of Synthesis and possibly novel or other ways of presenting summaries
Essentially a poorly elaborated and incoherent account Disorganized and lacking focus No or inadequate rationale for the	Some coherence and elaboration but lacking clarity in focus and to some degree/in some ways disorganised While linked to the literature, limited	Well elaborated, coherent and well-structured account On balance organized and focused Sufficient and convincing	Substantive, authoritative elaboration and analysis of literature. Consistent and coherently organized. Focus	How intelligible, clear and coherent is your line of argument in building towards the identification and need for

research or not well linked to existing knowledge.	or unconvincing rationale provided for the need for research	rationale provided for the need for the research	very clear. Argument for the research sustained, convincing, well – evidenced & possibly novel	research in the area (and your research question)
Research questions are poorly worded, unclear or confusing Questionable if the research is possible, can be logically explained or defensible	Research questions are clear and intelligible Questions framed quite well and show potential	Strongly clearly worded connection with a problem or issue of clear significance Scope is reasonable, defensible and answerable.	Elegant, clear, concise and fully articulated. Questions are searching in scope and importance. Questions provide clear, consistent & logical direction	How clearly have you been able to frame position and word the research questions?
No or limited compliance with standards of academic writing and formal English expression No or limited compliance with editorial and bibliographic styles	Quite well written in the academic and formal English style Some inconsistencies with editorial and bibliographic styles	Generally well written and scholarly in the academic and formal English style Broad compliance with editorial and bibliographic styles	Expertise in writing in a discipline is evident. Substantial evidence of compliance with the academic and formal English styles Full compliance with editorial and bibliographic styles.	How well have you written in the academic style including the use of an accepted style for citation and referencing and use of subheadings as sign posts for the reader? Appropriate use of conventions for forms of display e.g. tables, figures, diagrams.

This rubric is broadly similar to the well-known rubric of Boote and Beile, 2005, *Educational Researcher*, 34(6), p. 8 (see lecture 2) but the categories are more reflective of the review task as a ‘work-in-progress’ for a proposal.

ASSESSMENT TASK 2: RESEARCH PROPOSAL – 50%

2500 words, + or – 10%, optional appendices and references not included in the word limit

Due through Turnitin in Canvas: 0 09/06

The aim of Task 2 is for students to demonstrate their ability to develop, plan and communicate the design of an educational research project drawing on an understanding of both literature and research approaches and methods. Please read the lecture notes about the research proposal. Please go back up to the Table at the beginning of this document and look at what is included. It is important to understand that Task 2 has a methodology focus and so you should reference literature on research methodology and ethics supplied in this course and elsewhere if appropriate to support your research design choices outlined in the proposal.

The task requires all of the following (the red text is indicative of the sub-headings and the blue text is indicative of sub-sub headings you might use to organise your proposal):

- **Title;**
- **Aims and rationale** (e.g., problem being addressed) for the study;
- **Research question/s;**
- An abridged (approx. 1.5 page max.) **literature review** and a brief set of statements on what sort of research could address a knowledge gap identified in the literature;
- Detail of the **Methodological approach** (or methodology) &/or embryonic conceptual framework - enough to provide a sense of the traditions you are drawing on.
 - Detail [of **Sample**] of who or where the information/data is coming from (which subjects/participants, sites or sources)
 - Detail of method of **Data collection** including some evidence of this either an interview schedule, survey instrument (questionnaire) or other data gathering protocol such as a template or a test or intervention. Some detail is required (even in rough draft) indicating some development of instruments (eg draft item types ect). Fuller detail can be appended. If you are using existing instruments offer evidence of their properties and use by others from the literature (no need to append existing instruments just reference these in the text).
 - If you are doing a philosophical/non-empirical project this will not apply and you will focus more on **conceptual and theoretical** framework. You can also place emphasis on source availability and location.
 - If you are studying documents you will need to explain your **strategy for locating and managing** these data
- Consideration of what is involved in **Analysis**.
- **Timeline** (between 1 and 4 years) – sample timelines are provided in Blackboard.
- Consideration of **strengths and limitations** of the research design. Essentially this is about practicality, quality, validity or credibility of the proposed approach. Consider whether there are aspects of the design that have potential flaws eg access issues or low response rates and what you might have to do by means of planning .
- Consideration of **research ethics**. Every student is required to reflect on this in relation to the proposed research. You must reflect on issues in your research related to the principals of integrity/merit, autonomy, respect, justice/fairness and benevolence in the proposal.
- A succinct set of statements: 1-4 sentences on the **Significance and potential contribution of the research**.
- **Reference list in APA 7th**.

- **Appendices only** where appropriate (please check with course coordinator about this).

Marking Criteria

- Development and clarity of the research problem and questions and their link to data collection
- Demonstrated understanding of the appropriate methods/techniques for data collection
- Demonstrated capacity to further develop a suitable instrument (questionnaire or interview or observation schedule)
- Demonstrated understanding of rigour (quality, credibility, validity) and alignment in research design and practice
- Evidence of reflection on & attention to ethical principles in relation to the research
- Good level of mechanics of writing, citation and referencing, including sign posting with subheadings

The marking rubric below will help you to envisage the level of quality to aim for. The marking will be holistic (see text in box above Assessment 1 Rubric for an explanation of this). Once again aim for satisfactory or higher. Satisfactory is a good level for a novice researcher.

RUBRIC ASSESSMENT TASK 2 - RESEARCH PROPOSAL

Little or no evidence: UNSATISFACTORY	Some evidence: BORDERLINE	Moderate evidence: SATISFACTORY – VERY GOOD	Substantial evidence: OUTSTANDING	Element
No or insufficient detail / poorly developed and justified using methodology and ethics literature ideas for undertaking research / lack of clarity about the research problem / unclear and/or disjointed research questions	Identifies the research problem in a rudimentary way / one or more research questions visibly stated / some lack of clarity about what is to be researched and why with little reference to methodology and ethics literature	Good general coverage of the research problem/issue / clear articulation of research questions/statements /reference to relevant literature / emphasis on what is researchable and how it can be operationalised	Clear, concise statement of the problem and research questions or statement of the issue / nested well within the literature in the field / framed in a clearly answerable way / fully consistent with the proposed methodology	How well have you developed and clarified the research problem and questions?
No or poorly elaborated techniques / incoherent account of the approaches and procedures to be used / confused or unclear about	Capacity to understand and describe the methods/techniques to be used at a rudimentary level / covers the basics of how the research will be undertaken and data collected /	Capacity to understand and describe the methods/techniques to be used at a detailed level / covers the detail of how the research will be undertaken and data collected / addresses	Clear appreciation of the problem and research needs / fully articulated account of the proposed methods/techniques for data collection / clearly articulates the strengths and	How well have you demonstrated your understanding of appropriate methods/techniques for data collection? Including support from methods literature

methods to be used	addresses limitations in design at a rudimentary level	limitations in design	limitations of the approach from literature & any considerations of alternative approaches	
No or poorly elaborated description of the instrument / incoherent or disorganised design / no or inadequate rationale provided for the choice of instrument	Usable instrument developed / consistent with the research question(s)/issues / basic rationale provided for choice of instrument / basic coverage of issues of implementation	Well-designed instrument with relevance to the research question(s)/issues / detailed rationale provided for choice of instrument / balanced coverage of issues of implementation. Supported by literature	Fully developed instrument explained supported by lit & provided (in appendix) / strongly consistent with the research questions/issues /outstanding in terms of clarity, flow, internal consistency and usability / strong consideration of coverage and issues of usability	How well have you demonstrated your capacity to develop a suitable instrument (questionnaire or interview protocol)?*
Evidence of reflection on ethical principles in relation to the research is missing or misunderstood / embedded issues of ethical conduct and research integrity have been ignored	Issues related to the ethical principles integrity have been somewhat identified and partly addressed in relation to the design and conduct of the research / it is unclear how the research can progress in keeping with the relevant standards / one or more issue of research integrity will disrupt the project's approval and subsequent progress	Deeper consideration of ethical principles in relation to the design and conduct of the research / clear evidence of reflection on risks and issues management / adequate responses provided to allow the project to progress as planned	Insightful consideration of ethical principles in relation to the design and conduct of the research / sophisticated evidence of reflection on risks and issues management / discernment shown in the responses (and appendices) provided with the potential to enrich the research undertaking	To what extent have you provided evidence of reflection on and identification issues related to ethical principles regarding the design and conduct of the proposed research?
Evidence that issues of rigour in research have been considered is missing or confused / there is no or very little evidence that the quality of the proposal has been considered in a holistic manner	Evidence that issues of rigour in research has been considered has been provided in a rudimentary way / there is evidence of a basic kind that the quality of the proposal has been considered in a holistic manner	Detailed evidence that issues of rigour in research has been considered / there is clear evidence that the quality of the proposal has been considered in a holistic manner that will facilitate the research undertaking	Strong, logical flow around issues of rigour in research connecting purpose, methods/techniques, instrumentation, ethics and research integrity / clearly cohesive with evidence of insightfulness	How well have you considered issues of rigour and alignment in research?

<p>No or limited compliance with standards of academic writing and formal English expression No or limited compliance with editorial and bibliographic styles</p>	<p>Quite well written in the academic and formal English style Some inconsistencies with editorial and bibliographic styles</p>	<p>Generally well written and scholarly in the academic and formal English style Broad compliance with editorial and bibliographic styles</p>	<p>Expertise in writing in a discipline is evident. Substantial evidence of compliance with the academic and formal English styles Full compliance with editorial and bibliographic styles.</p>	<p>How well have you written in the academic style including the use of an accepted style for citation and referencing?</p> <p>Use of appropriate conventions for other forms of display eg tabulation</p>
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** If the research is a theoretical piece, this criterion will apply to your chosen analytical framework/theoretical framework*