

Assessment Criteria: Research Degrees - Transfer of Registration from Masters to Doctorate [August 2014]

The following criteria should be evident in the Transfer Proposal, during the oral assessment, and in the student's personal development plan. The criteria should be regarded as indicative and may be adapted for specific disciplines.

Assessment Domains:

Knowledge and Understanding	Practice: Application of Knowledge and Understanding	Generic Cognitive Skills	Communication, Computing, Visualisation and/or Numeracy Skills	Autonomy Accountability Working with Others
<i>Use knowledge that is generated through personal research and provide evidence of how a significant contribution to the development of the discipline will be made.</i>	<i>Plan the doctoral phase of the research using appropriate methodologies.</i>	<i>Deal with complex issues and make informed judgements in the absence of complete or consistent information.</i>		<i>Make informed judgements on new issues or emergent issues not addressed adequately by current professional or ethical codes or practices.</i>
Integrate knowledge from the main subject areas of the discipline to a particular situation or problem.	Deploy a range of generic and specialised skills techniques practices or materials that are associated with the discipline.	Apply critical analysis evaluation and synthesis to pertinent issues within the discipline.	Use an array of specialised communication, computing, visualisation, and/or numeracy skills as appropriate to the discipline.	Demonstrate substantial autonomy and initiative in research and/or professional activities.
Critically discuss key theories, principles and concepts in the subject area or discipline.	Apply appropriate research instruments and techniques of enquiry.	Identify, conceptualise and define new problems and/or issues.		Take responsibility for own work.
Critically discuss specialised theories, principals and concepts.	Demonstrate creativity in the application of knowledge understanding and/or practices.	Develop creative responses to problems.		Demonstrate initiative.
	Reference work in a consistent manner and in compliance with a standard referencing system. (Harvard or Vancouver)	Critically review and consolidate knowledge within the discipline.		Demonstrate critical reflection on own and others work.

Note: Criteria in *italics* must be met for progression to Doctorate.

Adapted from SCQF Level Descriptors 11 and 12 (2004 second edition) [<http://www.scqf.org.uk/downloads/FinalGridjune2001V2.pdf>], and Green, H and Shaw, M (1996) Taxonomy of Assessment Domains, *Quality Standards in Postgraduate Education*, Newsletter of the UK Council for Graduate Education (UKCGE), issue 11, February 1997; also, Green, H and Shaw, M (1996) Standards in research awards: length, weight or quality? Developing an approach for resolving the dilemma. *Innovations and Learning in Education*, 2(3).