**CONFIDENTIAL**

**LEEDS BECKETT UNIVERSITY**

**EXAMINER’S OUTCOME FORM – MASTERS BY RESEARCH**

**Notes:** Where the examiners are in agreement about the outcome of the examination, this form should be completed and signed by all examiners at the conclusion of the examination.

Where the examiners are not in agreement, each member of the examination team should complete this form individually.

This form should be typed.

**Section 1: Candidate Details**

|  |  |
| --- | --- |
| Candidate Name: |  |
| ID Number: |  |
| School: |  |
| Title of Thesis: |  |
| Collaborating Organisation (if appropriate): |  |
| Date of Submission of Thesis: |  |
| Date of Oral Examination: |  |

**Section 2: Details of those present at the examination**

**External Examiner**

|  |  |
| --- | --- |
| Name of Examiner: |  |
| Organisation (if external to university): |  |

**External Examiner (as appropriate)**

|  |  |
| --- | --- |
| Name of Examiner: |  |
| Organisation (if external to university): |  |

**Internal Examiner**

|  |  |
| --- | --- |
| Name of Examiner: |  |
| School / Organisation: |  |

**Internal Examiner (as appropriate)**

|  |  |
| --- | --- |
| Name of Examiner: |  |
| School / Organisation: |  |

**Independent Chair (as appropriate)**

|  |  |
| --- | --- |
| Name of Independent Chair: |  |
| School / Organisation: |  |

**Names of any members of the Candidate’s Supervisory Team present at the examination**

|  |  |
| --- | --- |
| Name of Supervisor (s): |  |

**Section 3: Report of the Examiners on the Oral Examination (as appropriate)**

The examiners are requested to report below on the oral examination of the candidate giving a reasoned assessment of the candidate’s performance.

|  |
| --- |
| Comments on the oral examination: |

**Section 4: Report of the Examiners on the thesis**

(approximately 300 words should suffice)

|  |
| --- |
|  |

**Section 5: Examiner’s Decision**

Note: All candidates should be re-examined at the earliest possible opportunity following the original examination. Re-submission deadlines would therefore normally be set within 6 months of the original examination and **must** be set within 12 months of the original examination. Due to the duration of an MRes programme, it is anticipated that any amendments prior to re-submission can be made in much shorter timescales than for the awards of PhD or MPhil.

|  |  |
| --- | --- |
| The candidate is recommended for the award |  |
| The candidate is recommended for the award subject to minor amendments (to be made within 1 month of receipt of the notification by the candidate)  *The examiners must specify in adequate detail the deficiencies of the thesis, and the aspects of the work which need to be amended within the ‘Information to Candidates’ section of this form.* | Deadline for submission of Minor Amendments: |
| The candidate be permitted to re-submit for the award, and be re-examined on the thesis only  *The examiners must specify in adequate detail the deficiencies of the thesis, and the aspects of the work which need to be addressed prior to re-submission within the ‘Information to Candidates’ section of this form.* | Re-submission Deadline: |

|  |  |
| --- | --- |
| Signed by Examiners: | Date: |

**Office Use Only**

|  |  |
| --- | --- |
| Date Received (Graduate School): |  |
| Date Sent to candidate: |  |

# 

**INFORMATION TO CANDIDATES**

|  |
| --- |
| The Recommendation of the Examiners following your examination for the degree of MRes was: |
| The examiners have supplied the following information to you in respect of their decision: |

# CRITERIA OF ASSESSMENT FOR RESEARCH AWARDS

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **Level M** | **MPhil** | **PhD** |
| **Organisation & Planning** | Ability to set negotiate & meet own objectives & deadlines to identified standards & involving the sensitive organisation & management of others | Ability to set negotiate & meet own objectives & deadlines in a wide variety of contexts, over extended periods of time with a high level of autonomy & involving the sensitive & ethical organisation & management of others from a wide range of cultural/social/political backgrounds & contexts | |
| **Communication** | Ability to select appropriate styles & modes of communication for complex tasks & purposes | Able to communicate effectively in the full range of formal styles appropriate to & consistent with research in the chosen cognate area, for the production & defence of extended academic theses & for a wide range of presentation & publishing goals & targets | |
| **Group/ Interpersonal** | Ability to interact sympathetically & ethically with individuals & groups, in varied settings, to achieve a major research task | Able to interact sympathetically & ethically with individuals & groups from a wide range of cultural/social/political backgrounds in varied settings over extended & intensive periods of time with accurate notions of the precise impact of themselves on the settings in which they are operating | |
|  |  |  | Ability to develop ways of coping/operating in novel settings with novel group/groupings |
|  |  | Able to clearly delineate, negotiate & subscribe to agreed parameters & limits of responsibility in group/team settings & ventures | |
| **Information/ Data Collection** | Ability to devise valid & reliable methods & instruments for data & information collection in relation to an extended piece of research | Ability to carry out a full literature search & identify sources relevant to the field of research | Ability to carry out a complete search, critical review & appraisal of all literature & primary sources of relevance to the research study |
|  |  | Ability to make reasoned judgements regarding the appropriateness of a range of typologies of methods & instruments for data/information collection | |
|  |  | Able to adapt & apply methods & instruments appropriately to novel situations/contexts with due concern for matters of reliability & validity | Able to devise & design novel methods & instruments for application in novel situations &/or contexts with a clear & critical perspective on the levels of reliability & validity achieved |
| **Theory & Principles** | Knowledge & understanding of a range of subject-specific advanced & contemporary theory, & of strategies & methodologies for investigation/ solution of professionally orientated research problems | Knowledge & understanding of the range of subject-specific contemporary theory & of appropriate methods & strategies for investigation & solution of identified issues/problems | Knowledge & understanding of theory, methods & strategies in the specific & in related fields of study, with a clearly articulated contextualisation of this study within its wider subject environment |
| **Analysis & Reflection** | Analyses problems objectively using the main theoretical perspectives of the cognate area & the appropriate research methods & strategies with appropriate & rational sensitivity to the opinions & views of others | Analyses problems objectively using the main theoretical perspectives of the field of study & appropriate methods & strategies, with appropriate & rational sensitivity to the opinions & views of others | Analyses problems objectively using critically evaluated novel (or extended) theoretical perspectives from this (or related) fields of study, with rational sensitivity to, awareness of & allowance for effects on the opinions/views/feelings of all others involved |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **Level M** | **MPhil** | **PhD** |
| **Application & Reflection** | Applies theories, methodology & strategies in rational and valid ways, demonstrating empirical/experimental rigour in | Applies knowledge, theory, methodology & strategies in rational & valid ways, demonstrating experimental/research rigour in identifying solutions to complex & significant problems | |
|  | identifying solutions to complex & significant problems. Reflects both extensively/objectively on methods, process, outcomes | Reflects objectively, particularly on the methods, the process & the outcomes of the study | Reflects extensively & critically on all aspects - knowledge, theory, methods, process, outcomes - of the study & on the implications for the wider context within which the study is located |
| **Synthesis & Evaluation** | Critically evaluates outcomes & relates them to existing knowledge structures & | Critically evaluates outcomes & relates them to existing knowledge structures, theoretical perspectives & methodologies suggesting further topics for research | |
|  | methodologies. Reviews validity of theoretical perspectives, methods & strategies applied |  | Reviews & reappraises knowledge & the validity of theoretical perspectives & methodology in the wider context & proposes areas for research that will further explore these & other related fundamental issues |
| **Creativity** | Identifies modifications to, & impact on, existing knowledge | Displays originality &/or novelty in some (MPhil)/most (PhD) of the following: | |
|  | structures/theoretical frameworks. Proposes new areas for investigation/new problems/new methodological approaches | • Application of different existing methods/ instruments to known area of study  • Transfer of existing methods/instruments to a different/related context  • Development &/or extension of existing knowledge & theoretical perspectives  • Application of existing research approaches to new populations  • New attempts to corroborate earlier work  • Identifies implications for existing theory & knowledge structures  • Identifies new areas for investigation | • Topic/focus of study  • Development & application of new methods/instruments for investigation  • Application of existing instruments/methods to new/original contexts  • Development of new knowledge &/or theoretical insights  • New attempts to critically question & re-examine earlier research work  • Critically examines the implications of the outcomes & proposes new theoretical perspectives & knowledge structures  • Opens up new areas for fundamental & significant research |

(Table taken from Leeds Met Taxonomy)

Reference should also be made to the QAA Framework of Higher Education Qualifications (extract below).

**Extract from the ‘Framework for Higher Education Qualifications in England, Wales and Northern Ireland’ – August 2008 “Descriptor for higher education qualification at level 7: Masters Degree”.**

### Descriptor for a higher education qualification at level 7: Masters degree

The descriptor provided for this level of the framework is for any Masters degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

#### Masters degrees are awarded to students who have demonstrated:

* a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
* a comprehensive understanding of techniques applicable to their own research or advanced scholarship
* originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
* conceptual understanding that enables the student:
  + to evaluate critically current research and advanced scholarship in the discipline
  + to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

#### Typically, holders of the qualification will be able to:

#### deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

* demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
* continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

* the qualities and transferable skills necessary for employment requiring:
  + the exercise of initiative and personal responsibility
  + decision-making in complex and unpredictable situations
  + the independent learning ability required for continuing professional development.

39 Much of the study undertaken for Masters degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

40 Masters degrees are awarded after completion of taught courses, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most Masters degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a bachelor's degree with honours (or equivalent achievement).

41 Masters degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Masters degrees - in comparison to postgraduate certificates and postgraduate diplomas - typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

42 Some Masters degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'integrated Masters' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

43 First degrees in medicine, dentistry and veterinary science comprise an integrated programme of study and professional practice spanning several levels. While the final outcomes of the qualifications themselves typically meet the expectations of the descriptor for a higher education qualification at level 7, these qualifications may often retain, for historical reasons, titles of Bachelor of Medicine, and Bachelor of Surgery, Bachelor of Dental Surgery, Bachelor of Veterinary Medicine or Bachelor of Veterinary Science, and are abbreviated to MBChB or BM BS, BDS, BVetMed and BVSc respectively.

#### Note

The Master of Arts (MA) granted by the University of Oxford and the University of Cambridge are not academic qualifications. The MA is normally granted, on application, to graduates of these universities with a Bachelor of Arts (BA). No further study or assessment is required, but the recipient may be required to pay a fee.

At the University of Oxford, the MA may be granted during or after the twenty-first term from matriculation and at the University of Cambridge, the MA may be granted six years after the end of the first term.

**Extract from the ‘Framework for Higher Education Qualifications in England, Wales and Northern Ireland’ – August 2008 “Descriptor for higher education qualification at level 8: Doctoral Degree”.**

The descriptor provided for this level of the FHEQ is for any doctoral degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 8 qualifications.

#### Doctoral degrees are awarded to students who have demonstrated:

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

a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice

the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems

a detailed understanding of applicable techniques for research and advanced academic enquiry.

#### Typically, holders of the qualification will be able to:

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

continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

#### And holders will have:

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

44 Doctoral degrees are awarded for the creation and interpretation, construction and/or exposition of knowledge which extends the forefront of a discipline, usually through original research.

45 Holders of doctoral degrees will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctoral degrees will have the qualities needed for employment that require both the ability to make informed judgements on complex issues in specialist fields and an innovative approach to tackling and solving problems.

46 Doctoral programmes that may include a research component but which have a substantial taught element (for example, professional doctorates), lead usually to awards which include the name of the discipline in their title (for example, EdD for Doctor of Education or DClinPsy for Doctor of Clinical Psychology). Professional doctorates aim to develop an individual's professional practice and to support them in producing a contribution to (professional) knowledge.

47 The titles PhD and DPhil are commonly used for doctoral degrees awarded on the basis of original research.

48 Achievement of outcomes consistent with the qualification descriptor for the doctoral degree normally requires study equivalent to three full-time calendar years.

49 Higher doctorates may be awarded in recognition of a substantial body of original research undertaken over the course of many years. Typically a portfolio of work which has been previously published in a peer-refereed context is submitted for assessment. Most higher education awarding bodies restrict candidacy to graduates or academic staff of several years' standing.